

**A Chronicle of Martin Luther Academy
1963-1979**



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When most people remember their high school, it is possible for them to return to its location and see the students still attending. In the case of Martin Luther Academy, that privilege is not available. The school can be termed as dead. It no longer has a campus. It no longer has a board of control, nor a faculty. It has not had a graduating class for over 25 years. Yet this high school still has shadows that linger in the synod. Its memory has left its imprint on the campus of Martin Luther College. It continues to live in the minds of countless graduates as a dear alma mater.

Martin Luther Academy had a short history with its name, but its history extends far beyond the name. It was dedicated in 1884 by the German Evangelical Lutheran Synod of Minnesota as a preparatory department of Dr. Martin Luther College. "In the first year there was a preparatory and academic department, each consisting of one class. The former was arranged "for those wishing to enter the college department, which will be opened as soon as necessary." ... The "Sexta" of the preparatory department was designated after the fashion of a German gymnasium."¹ In 1892 the Minnesota Synod affiliated itself with the Wisconsin Synod and the Michigan Synod to form what is now known as the Wisconsin Evangelical Lutheran Synod. From this point in 1892 until 1919, the high school department consisted of a three-year course; in 1919 it expanded into a four year course.²

In an attempt to focus this paper only on Martin Luther Academy, the history covered begins in 1962, with the synodical resolution to separate Dr. Martin Luther High School from Dr. Martin Luther College. However, just because the schools separate does not mean that the

¹ Bliedernicht, E.R. *A brief history of Dr. Martin Luther College.* p 28 New Ulm; DMLC ©1934

² Dr. Martin Luther High School Catalog, 1967-68 p. 6

campus split. As a result, the history of Dr. Martin Luther High School, and eventually Martin Luther Academy, is overshadowed by the history of Dr. Martin Luther College.³

The history of MLA could be very simple. It is a high school. It has a history of student life, sports and faculty, just like any other high school. However there are several points that make MLA stand out from the standard public high school. MLA was a college preparatory school, which had the focus of preparing men and women for ministry in the church. As a result it had a slightly different focus in its education, including classes in religion. MLA was a dormitory school. Unlike the local high school, when the day ended the teachers went home but the students stayed at school. The greatest distinction came in the support of MLA. It was a synodically funded school. When it had times of financial turmoil, it was a reflection of the synodical financial turmoil. When it had times of stability, it was a reflection of the stability in the Synod.

The story of MLA as a entity unto itself begins with the 1962 Synod resolution that the board of control at DMLC “develop a plan, secure a site, and obtain firm bids for presentation” so that “a new preparatory school [can] be erected in the New Ulm area.”⁴ The following year it was resolved by the synod “That the Wisconsin Ev. Lutheran Synod establish and elect a board of control for the high school at New Ulm with a membership of seven from a slate of qualified nominees submitted by the Minnesota District for this purpose.”⁵ With these two resolutions in just as many conventions, the landscape in New Ulm was completely changed. Now there were two separate entities on the New Ulm campus, whereas before there was only one institution with a department for the high school. Since the two were on the same campus, there would

³ Henceforth Dr. Martin Luther College will be known as DMLC; Dr. Martin Luther High School will be known as DMLHS; and Martin Luther Academy will be known as MLA.

⁴ Proceedings 1965 WELS convention p. 95

⁵ Proceedings 1963 WELS convention p.103

always be a degree of cooperation. At the same time the two separate Boards would begin to focus on separate objectives. The College would continue to plan operation on the current campus, while the High School would begin planning for a preparatory school on another campus.

The start of the separated departments developed into a frenzy of activity over the first year as the separated faculty attempted to organize itself into a cohesive unit. The faculty was split into three departments. Math and science was headed by Professor Swantz; religion and history was lead by Professor Jaster; and the languages followed Prof. Duehlmeier.⁶ In addition to these men the following men served on the high school faculty: Oscar Seigler as president, Delmar Brick, Martin Steffel, W.G. Peters. In addition it shared with the college: Palmbach, Voecks, Oldfield, Birkholz, Stelljes, Kaiser, Hahnke, and W.H. Nolte.⁷ Various committees also formed, including Building Planning, Academic Studies, and Student Services. As the faculty was divided among the classes, the Board of Control aided by requests from the faculty called Mr. Eldon Hirsch to be the new music professor.⁸

The news that the high school and college had split also affected the faculty. Pastor Lloyd Hahnke, who served as Dean of Students for both the College and High School writes of the division, "Really, for most of us the response was rejoicing that the separation was slowly coming, perhaps even a feeling of relief. The change was a far-reaching one, affecting not only the classroom and the formal education of the students for 8 years of their life, but also their interaction with each other."⁹

⁶ Academy Faculty minutes, November 26, 1963

⁷ Schroeder, Morton. *A Time to Remember*. p.157 New Ulm; DMLC © 1984

⁸ Board of Control Minutes, Feb 21, 1964

⁹ Written interview with Pastor Lloyd Hahnke. See Addendum #2 for full transcript of the interview.

Already in the first year as a separate entity, the issue of moving the high school campus off of the college campus was discussed. By July 31, 1963 a proposed high school on a separate campus was drawn up by an architectural firm in St. Paul, Tolz, King, Duvall, Anderson & Associates, Inc.¹⁰ In May of 1964 other high school plants were being examined for ideas and methods on saving costs. Various portions of these plans did take place. The athletic fields were graded and seeded throughout the years, and various land acquisitions were made, adding to the property that was owned for the high school. These plans kept nagging at the administration of the Academy throughout its history. President Siegler reported to the board,

We feel that there is urgent need to proceed with plans for some building on the newly acquired high school campus. ...[C]ollege building plans do not include an expanded high school enrollment . . . It is our considered opinion that as a minimum the first phase of construction on the new campus should proceed hand in hand with the next building project on the college campus. The first phase of such a building project would involve the erection of two 162-student capacity dormitories; a utility building including a boiler room, kitchen, dining room, student lounge, storage facilities; service tunnels; sewer, gas and water service; site work; and roadways, architects' fees, and contingencies at an estimated cost of \$1,952,000. The foregoing figure would also include all equipment, as well as certain necessary provisions for the completion of the campus in future years.¹¹

Unfortunately for MLA, the funds were never allocated for the construction of any portion of the master plan, with the exception of some athletic fields.

The years of 1962 through the first half of 1964 were years of transition, as DMLHS adapted to running on its own two feet. The start of the 64-65 school year showed an increase in enrollment. The increase in enrollment was one that continued on throughout the life of the academy in New Ulm. In 1964, the enrollment was 278 students, which was an increase from

¹⁰ A copy of the proposed plan is included as Addendum # 1.

¹¹ Siegler 1965

the 244 the year before.¹² Due to and increase in the enrollment, Larry Cross was called as the third tutor for the campus.¹³

This was also the first year the DMLHS newspaper was published. Yet it went through quite a struggle to reach the point of publication. It was first mentioned at the 24 Feb 1964 meeting; however it was pushed to committee until 21 Sept. During the faculty meeting on 21 Sept. the following was presented by the Student Services Committee, and adopted by the faculty as a whole. "1) The professor of Speech-Journalism is to serve as faculty advisor for this paper; 2) It is to be a monthly newspaper for the school year 1964/65, mimeographed, and financed by the Messenger (the latter having been agreed to by the Messenger staff); 3) The advisor and staff of this newspaper are to investigate methods of printing for the future."¹⁴ This paper was given the name *Ram-page*, and it served the

Through the eyes of ...Lloyd Hahnke:

Each Advent season students would decorate their rooms, doors, halls in anticipation of the open house on a Sunday afternoon before the concert. That first year we were on campus, the girls dorm rooms and halls were beautifully and vividly decorated, and finally the Dean would announce that open house in the dorms would be from 1-4 on Sunday afternoon.

We noticed that the girl's dorms and rooms were just beautiful, but the men's dorm was dismally void of decoration. No one bothered to come to the men's dorm as a result. Having admired the women's touch and flair for decorating we were impressed but disappointed that nothing was done at the men's dorm. Nor did they have a Christmas party with treats that evening. We went home disappointed that nothing had been done among the men. Both of us said: "That's gotta change!"

So beginning with our second Christmas season at the college, we encouraged the men to consider putting out a little effort in decorating their rooms and halls, and promised that there would be open house at the men's dorm too. We (Evie and I) bought a Christmas tree, took over some of our garlands, even a string of lights and some candy canes and Christmas tree balls and hung them on the tree. The candy canes were purposely intended to have the students take them and enjoy them.

In addition my wife and I planned to provide the dorm guys a Christmas party, with ham sandwiches, Kool-Aid, and Lemonade by the gallons, cookies by the hundreds-of all kinds and decorations, all prepared by Mrs. Hahnke. Even a few gifts were on the table, to match with designated admission slips. Even guests were invited to be present-no less distinguished than President and Mrs. Schweppe and Prof. and Mrs. Trapp.

On the afternoon of the party, members of the dorm council came to the house to butter the buns and put in them the ham, which they did,-all the while tasting everything they were handling. After the meal, the Council arranged to have some entertaining-hymn and carol singing, and an appropriate clean-up. This whole evening impressed many in the faculty and student body.

¹² Board of Control Minutes, August 21, 1964

¹³ Ibid.

¹⁴ Academy Faculty minutes Sept 21, 1964

Academy, moving with it as the Academy became MLPS. The staff of the Ram-page introduced itself cleverly in the third issue as it wrote, "I am still very young but will mature if L.H.S. nourishes me. My horns are ready to defend, my voice has a happy bleat, my powerful legs are willing to carry news, and my hoofs try to climb over the steep cliff of improvement. I am here to serve you. All I ask is that you feed and support me."¹⁵

The *Ram-Page* gives its own history in its least year of publication. They record it in the following article.

Just as everything has a beginning, so also the Ram-Page first appeared during the 1963-43 school term. The guidance of Mr. Martin Steffel, faculty advisor, was much appreciated. Mary Ibish served as the first editor-in-chief. With help from other students, three issues were printed in mimeograph form. During the 1964-65 school term, Professor F. Manthey became faculty advisor to the school paper. Since then he has helped many students publish the Ram-Page and still continues today. Some changers were made during this time. Among them a new nameplate was adopted. The paper was printed quarterly in three columns, but continued to be printed by the mimeograph. With the 1965-66 school year, the Ram-Page was issued monthly. In the 1969-70 school term, a completely new format was adopted. For the first time, the paper was printed on the off-set press. A new nameplate was chosen, displaying two ram heads. These were drawn by Professor Otis Stelljes of E.M.L.C. Another new feature was the use of four columns. Since the mimeographing was no longer used, pictures were reproduced. Those, together with art work, made the Tam-Page more interesting and attractive.¹⁶

During this school year Professor John Micheel was called to teach in the mathematics department. His acceptance to the call brought a slightly different dilemma to the school. Prof. Micheel was single, and the board did not know how to assign a professorage or housing stipends to a single professor, as they had no precedent in their history with which to refer. When he arrived on campus January 27th, 1965, he learned the students names well as he lived in

¹⁵ *Ram-Page* Vol I, Num 3 March 1965

¹⁶ *Ram-Page* Vol 15 Num 1 September 1978

the dormitory until the question of housing stipend was answered.¹⁷ By March he had found an apartment, and his life in the dorms was over.¹⁸

In May, the 77 seniors who began the year graduated in the commencement exercises.¹⁹

The '65-'66 school year started up with another increased enrollment. Overall the school now stood with an attendance of 263 students, up from the 244 of the previous year. The increased enrollment caused housing problems on campus for both the College and high school. This problem would continue to plague the school throughout the remainder of its history. College students were required to be placed off campus in the homes of Lutherans in the city below. This process did not sit well with the students, who wanted to be close to the facilities on campus, nor with the administration who lost their oversight of off campus students. As a result, the plans of 1963 were again proposed for a separate high school campus a few blocks from the current campus. The estimated cost for this process was 1.9 million dollars.²⁰ Yet the synod in convention did not act on the report given by the MLA Board of Control. During the course of the year, Lloyd Hahnke asked to be relieved of his duties as the Dean of students and take over a full teaching load.²¹ He remained as acting Dean until the end of the school year, but as of the end of that year the position of Dean was vacant.

The school year of '66-'67 was the year of change. Conrad Frey, president of DMLC, served as an interim dean until a full time dean could be called and placed into that office. According to the catalog for that year, Seigler served as the President of the high school, Brick was the Vice-president and Jaster as the Secretary. They continued to offer the same extra curricular activities, which included student council, football, baseball, basketball, track, and

¹⁷ Board of Control minutes Feb 19, 1965

¹⁸ Board of Control minutes March 12, 1965

¹⁹ Board of Control minutes, August 21, 1964

²⁰ Proceedings of the WELS synod convention, 1965 p 95

²¹ Board of Control minutes April 25, 1966

tennis. The students could participate in the high school choir, bands, Ram-page, the annual, Philatelic society, and Phlogistons. The senior also offered the Senior class play.

There were some changes to the faculty, as John Denninger had been called the previous year. He had taken some time to study at the University of Michigan.²² Now he began his duties teaching chemistry to the students. The students met him through the newspaper when they read, "He is originally from St. Paul, Minnesota, and he went to high school here at Luther. He was a tutor here in 1954. Hunting is the main hobby of Prof Denninger. He also enjoys working with his hands to make things for his classes."²³

This year was also a year of loss for the campus. Professor Palmbach died on November 9, 1966. His death terminated tenure at the high school and college of 49 years (the 50th being the '66-'67 school year). He had retired the previous year, but was still active in the science labs in his retirement. During his years, he taught chemistry, physics, physiology, biology, general science, mathematics, and also served as coach and athletic director.²⁴ The students memorialized their professor in their paper as they wrote,

Affectionately known as "Peggy" by the students on Luther campus for the last fifty years, Prof. Harry Palmbach will long be remembered in the hearts and minds of many of us who had him for classes or worked at this side. Prof. Palmbach was like a permanent fixture around campus. He had the most years of uninterrupted service to his credit of any professor who ever served DMLC. Our school was truly blessed with such a dedicated servant. Our venerable professor will be remembered for his dedication to his students, the school, and the field of science. Included in this list of memories will be the light on in the "chem lab" late at night, his own personal experiments, his ready smile, and his frequent use of the expression, "In this instance here..."²⁵

The loss of Prof. Palmbach was one that was mourned throughout the entire campus. He served for half a century, faithfully preparing the youth of the church for faithful service to their Lord.

²² Board of Control minutes Sept 10, 1965

²³ *Ram-Page* Vol III Num 3 Nov 1966

²⁴ Proceedings 1967 p. 115

²⁵ *Ram-Page* Vol III Num 3 Nov 1966

This school year was also notable because the thieving ring developed in the dormitory. The three tutors on campus, Deutschlander, Lawrenz, and Peterson put the dormitory into a lockdown session until they could get to the bottom of the case. They held interviews and searched each of the rooms for information. The following Saturday the faculty met and determined the fate of those involved bringing the episode to a close.²⁶ Yet it seemed as though misfortune continued to follow these three tutors. The Asian flu came to campus over the course of the year, leaving multiple students in bed for days. There were days where it seemed as though a quarter of the students remained in the dorm with bed rest. Not even the tutors were free from the bug. John Lawrenz came down with this flu and bedridden to the point that he thought death was upon him.²⁷

At the end of the year 59 students graduated, with 42 continuing on to ministerial colleges.²⁸

It was at the end of this year that another change began. The board of control requested that the Synod officially change the name of the high school to Martin Luther Academy. The board had determined that this name change would more accurately set for the task and scope of the high school. It was also hoped that the new name would give an end to some of the confusion people had with the college.²⁹ This name was adopted as the new name for the school at the Synod convention that summer. At the same convention MLA again petitioned the Synod to allow for the building of new buildings on campus 2 in New Ulm. In the supplemental report of the Board of Control, they write,

The need to give serious attention to these expansion plans at New Ulm is accentuated by the vastly overcrowded conditions in our dormitories, both boys' and girls'. This

²⁶ Academy Faculty minutes, Jan 14, 1967

²⁷ Interview with John Lawrenz

²⁸ Self Study p 4

²⁹ Report of the Board of Control 1967

situation has increased problems in the area of dormitory discipline and room appearance, as well as student life and morale on the campus. The question then is whether we can much longer afford to carry on under these dormitory restrictions and circumstances and still maintain standards of prop schooling that are so desirable and essential in our educational program.³⁰

The Board of Control then promotes the following suggestions for improvement.

We are convinced that any such curtailment [of recruitment and admission] would only, in the long run, do great harm to our synodical work, when we foresee and ever-increasing need for pastors and teachers in the expanding program of our Synod. ... The erection of two dormitories and dining hall[cf. Addendum 1 for 1963 master site plans]—kitchen facilities on the newly purchased high school campus, which incidentally is admirable suited for placement of buildings with a minimum of additional site work, will result in the following benefits: 1) Additional housing for some 300 college students in their own existing college facilities; 2) The reduction and elimination of increasing off-campus housing costs, for the present; 3) A fully utilized recruitment program for the high school enrollment, with its eventual increase of college enrollees.³¹

Despite the repeated plea for assistance from the synod in building a new school separate from the campus of DMLC, the convention voted to instead restrict the enrollment of the Academy based on the needs of the college.

In the fall of 1967 Myron Duin was called on a one year basis to teach at the Academy. He remained on the faculty on a temporary basis until 1970 when his call was made permanent.³² Due to budget restrictions the two full time men authorized by the Synod in convention were not able to be called, leaving the academy short staffed for the year. The school year itself started with an enrollment of 290 students. Of this group, 65 seniors graduated, out of which 50 were planning on continuing in the ministry.³³ This year was also the first year the Rambler, the yearbook for the Academy, was published. It was presented to the board at the beginning of the '68-'69 school year and received favorable remarks.³⁴

³⁰ Proceedings 1967 p 135 (quoting from Proceedings 1965 p 96)

³¹ Proceedings 1967 p136

³² Report of the Board of Control April 1970

³³ Report of the Board of Control, April 1968

³⁴ Board of Control minutes, Sept 24, 1968

The '68-'69 school year brought some debate into the faculty concerning a five day class week, as opposed to the six day class week. This debate started over the summer in the Academic Policy Committee, where they proposed that the six-day week be retained. They offered several arguments for this. They pointed to the six study evenings each week as a strong point in the academic program, especially in comparison to other academies and preparatory schools. They feared the loss of class periods inherent in the loss of one day of classes. They also figured most of the students would remain on campus throughout the weekend even if it was a five day week, and the change would cause dormitory problems for the college, which still had its Saturday classes, especially during the Friday night study period. As a result this committee opted to recommend keeping the six-day week.³⁵ This motion was defeated by the faculty, who then advised the board of control to change the school week to be a five-day week.

The board of control then wrestled with this subject, weighing the pros and cons of the change. Meeting with the full faculty, the board listened to the arguments from each side. The proponents of the five-day week offered the following insights:

1. We seem to have a tired student body and faculty which possible could be remedied with a 5-day week.
2. The students could have one day to relax and still clean their rooms.
3. More students could go home and receive home influence.
4. Students going would have time to relax there.
5. More parents would be drawn to athletic events when they get their children.
6. It may help recruitment as our school will run the same number of days as the public school.
7. Friday night study period is usually lost because of athletic events.

Opponents of the 5-day week claimed:

1. Students would not be ready for class on Monday.
2. The Curriculum would be too crowded.
3. Eight hour days would possibly be necessary.
4. There would be one less study hour.

³⁵ Academic Policy Committee minutes, July 5, 1968

5. There would be problems with the schedule.³⁶

After the discussion of these points was exhausted, the faculty was dismissed and the Board went into executive session. The conclusion of the board after discussion was that they show interest in this suggestion by asking the Academic Policy Committee to develop possible schedules for a five-day week.³⁷

Through the eyes of ... Levonne Iverson

After being on the five-day week for almost seven months, we students should be adjusted to the schedule. Yet, there are a few of us who haven't budgeted our time and as a result have had less time than with the six-day week. If we are able to show the faculty that we are responsible enough to use the extra time we have carefully, by getting our assignments done, the MLA board of control will probably favor upholding the five-day system and thereby make it a permanent part of our school. It is up to each individual to show this responsibility toward the five-day week. If each person does not do his part, he is not being fair to the majority of students who are using their time wisely. The responsibility falls on each one of us.

-Editorial in the Ram-page, March-April 1970

The Academic Policy Committee spent several months developing the new schedule. On Jan 6, 1969, the committee finally decided that an eight period day be adopted.³⁸ When Siegler reported this decision to the board, he included in the report,

Since the board's resolution [from Oct 6th] the Academic Policy Committee has held three meetings to study this matter. Questionnaires were directed to the other three synodical preparatory schools in the interest of studying their daily and weekly schedules. . . . At the present time the Academic Policies Committee is awaiting a report from the ACE Food Officer Mr. Graham as to the budgetary increase that would be involved in holding the serving lines of the dining room open and additional ten or fifteen minutes. . . . should this possibility prove feasible, the Academic Policies Committee hopes that it will be able to propose an 8-hour class day offering sufficient flexibility to meet any foreseeable scheduling problems.³⁹

In February the Board determined that the Academy would switch to an eight-period five days a week. In their report to the synod, they explained regarding their decision,

The faculty and the Board of Control studied this subject over a considerable period of time. The experience of Michigan Lutheran Seminary and Northwestern Lutheran

³⁶ Board of Control minutes Oct 6, 1968

³⁷ Ibid.

³⁸ Academic Policy Committee minutes, Jan 6, 1969

³⁹ Siegler Jan 10, 1969

Academy where five-day school weeks have long been in operation, were likewise considered. No reduction in class hours will be involved in the change. It is hoped, however, that the five-day week with the longer weekend will enable the parents of more students to remain in closer touch with their children, and that this may likewise encourage the en-rolling of more students at Martin Luther Academy.⁴⁰

This year also brought some changes to the Academy. The old gym was renovated and turned into a 900 person auditorium with staging and audio-visual facilities. Old Main was converted into the new Administration building. At the same time the new gymnasium and auditorium were built. There were also faculty changes as Pastor Schwark, pastor at Brighton and Courtland and part time instructor at the Academy, took a call to minister to soldiers serving in Vietnam.⁴¹ Tutor John Brug and

Through the eyes of ... Jerome Braun

A tradition started in my Latin IV class (Vergil's Aeneid) was that the students on Vergil's birthday (October 15th) would come to class in togas and wear them to classes all day). So my wife capitalized on the idea and made cupcakes to be handed out to the class, which had white frosting and the Roman numerals LXX (70) written on them with frosting. (That was the year of Vergil's birth). For 2nd year Latin class where Julius Caesar's Gallic Wars were the subject matter, my wife baked cupcakes with white frosting. Then, because we celebrated this on the Ides of March (the 15th) when Caesar was stabbed, she put a glob of red frosting on top of the cupcake and into it we stuck a dagger made of black construction paper with the blade part wrapped in aluminum foil to make it look like a shiny blade. As time went on the sophomores also wore togas on that day. (This wasn't always appreciated by every faculty member, but who can go against tradition, especially when it makes the students like Latin).

David Dolan joined the Faculty for the year, along with Miss Irene Schlomer who was a professor in the college faculty, yet taught all the Academy Phy. Ed. classes.⁴²

It was during this school year that the women's interscholastic sports program began at the college⁴³, and the academy girls wanted to participate in high school sports. As a result Irene Scholmer spent morning until late at evening in the gymnasium teaching physical education and coaching. In her work with the Academy she worked with Prof. Kaiser, the athletic director,

⁴⁰ Report of the Board of Control (Spring) 1969

⁴¹ *Ram-Page* vol 5 Num 2 Nov 1968

⁴² *Ram-Page* Vol V Num 1 Sept. Oct 1968

⁴³ In the interview with the Brugs, Irene noted that when the college started its women's interscholastic program, not many of the smaller colleges had developed women's teams, and the bigger colleges had not fully put together a recruiting program. When DMLC played, they played against some of the larger colleges in the area, including Mankato State and Gustavus Adolphus. Ladies basketball finished out the year undefeated.

who was a considerable help. They developed the Academy girls intermurals and opened the road of interscholastic sports.

There were many challenges to having both DMLC and MLA on the same campus, especially as winter sports developed. The gym was in constant use day and night. With all of the sports teams that needed to practice, the girls were usually relegated to the gym stage, although occasionally they were allowed to practice on the main floor.⁴⁴ There was some relief on campus with the introduction of women's sports. Before the advent of women's sports, the only 'athletic' extra curricular event available was cheerleading. The observation was made that when time came for tryouts, the girls became just catty. The introduction of additional sports brought a certain degree of peace and civility to the student body.⁴⁵

The '69-'70 school year was another year of change for the school, not in academics or policies, but in the faculty. The Dean of Students, Lloyd Heubner, became the Dean for only the college. Milton Burk was called to be Dean of MLA, which he accepted in 1970. Professor Brick, who served on both the Academy and college faculties, was asked to increase his recruitment duties for the College.⁴⁶ Pastor Schwark returned from serving in Vietnam and continued in his part-time teaching during the second semester. At the end of the year Prof. Hahnke was asked to become the Vice President of the Academy, due to the fact that Prof. Brick was becoming more involved in the college.⁴⁷ He describes this time as he writes,

Likewise, Prof. Brick's duties entailed work both in college and Academy, and gradually shifted entirely into the college. For a few years he served as Recruitment officer for both the College and the Academy. But when his duties no more included Latin 3 and 4, and Academy recruitment ceased, he likewise no more served as Academy Vice President. Thus Prof. Seigler had no Vice President with Brick moving to the College. Result: The Board appointed me the Academy Vice President and Academy Recruitment Officer. I

⁴⁴ Interview with Prof. and Irene Brug

⁴⁵ Interview with John Lawrenz

⁴⁶ Academy Faculty minutes Oct 26 1969

⁴⁷ Academy Faculty minutes May 25 1970

even got an office in Old Main with the help and artistry of Eldon Hirsch we put out a lot of recruitment materials, had the names of prospective students on file, and my duties included reporting at all conferences in MN and sometimes in surrounding states as well. At times Brick and I would share duties when his schedule became crowded with several appearances at the same time. Thus it can be said that the Academy Vice president's duties were as the back up to the president, serving also with the president on the admissions committee and working on Student recruitment. Preaching in congregations an encouragement to send able students took me into many churches and schools in the district, as part of my recruitment responsibilities.⁴⁸

During the course of the year Prof. Micheel accepted a call to teach at the college. The college board of control allowed him to continue at MLA for the remainder of the year on a provisional basis, with the understanding that the MLA board of control was actively looking for a replacement.⁴⁹

On November 24th, Professor Howard Birkholz died at the age of 49. He had served at the Academy since 1948.⁵⁰

It was during this year that the school received an influx in students. Bethany Lutheran High School in Mankato closed at the end of the '68-'69 school year. 26 students from this school transferred over to MLA in order that they could continue their education. This brought the total registered student body to 281 students.⁵¹ The Students welcomed them by explaining to the campus that "The senior class has acquired seven new boys and five new girls. The juniors gathered a total of five new classmates, two boys and three girls. Finally the sophomore class has added three boys and two girls."⁵²

The fall of 1970 the Academy began a new year with an enrollment of 265 students.⁵³ Of these students, 65 graduated at the end of the year. Throughout this year there was also a

⁴⁸ Lloyd Hahnke Interview

⁴⁹ Board of Control minutes, Oct 6, 1979

⁵⁰ Report of the Board of Control April 1970

⁵¹ Ibid.

⁵² *Ram-Page* Vol 6 Num 1 Oct 1969

⁵³ The report of the Board of Control makes the following note in its report regarding attendance. "The drop in enrollment between the 1969-1970 and 1970-1971 school years can be partially explained by the closing of

turnover of professors on the campus. Milton Burk began as Dean of the Academy. Myron Duin was finally called as a full time professor at MLA, since he had been serving on a provisional basis for several years beforehand. Allan Just replaced John Micheel and Jerome Braun replaced Delmar Brick.

The college began some building programs in these years also, which affected the Academy since they shared the same campus. Hillcrest, the old President's house turned professors house turned women's dorm was razed due to the fact that it was considered a fire hazard. The students bid farewell to the house and watched the foundation for the new library being laid. ⁵⁴ In the next issue of the Ram-page, the students received a brief explanation of the building,

The new library will have a different architecture from the rest of campus. It will be made of white slabs, with an entrance ramp leading up to the second level. On the upper level there will be the reading room, the checkout desk, and reserve periodicals. Eventually this level will be able to seat 250 students. Also on this level there will be small conference rooms, typing rooms and booths for the carrels. On the lower floor there will be the stacks for books. The capacity will be about 90,000 volumes as compared to 25,000 volumes in the present library. The visual aids and work rooms for aids will also be on the lower level. An Elevator will be included in the building, to be used by the handicapped when so needed. I will especially be used by the library personnel as a service elevator.⁵⁵

At the same time that the library was being built the chapel/auditorium was introduced to a new friend. The memorial organ was designed and built by Casavant Freres, Ltee of Canada and was scheduled to be dedicated on April 18, 1971. It had 3 manuals, 2260 pipes, and 32 registers.⁵⁶

Bethany Lutheran High School of our sister synod in the spring of 1969. The closing of Bethany High School brought 26 additional students to Martin Luther Academy in September of 1969. No additional students from our sister synod enrolled in September of 1970; hence the applications from our own synod were 10 higher for the present school year than for the preceding year." Report of the Board of Control May 1971

⁵⁴ *Ram-Page* Vol 7 Num 4 Dec 1970

⁵⁵ *Ram-Page* Vol 7 Num 5 Jan 1971

⁵⁶ *Ram-Page* Vol 7 Num 5 Feb 1971

During the 1969 Synod Convention the Commission on Higher Education was authorized to initiate a study reviewing the role of the academies in the WELS educational system. The findings of this study were to be reported to the 1971 Synod Convention. Through several surveys and letters questions were asked of the faculty and board of both DMLC and MLA regarding primarily “how plans and projections of the prep school fit in with the programs and plans and projections of the college,” and “It is suggested that faculty and board members be involved in this study and research. The opinions expressed ought to reflect the thinking of as many people as possible.”⁵⁷ DMLC and MLA both responded to first series of questions that were assigned to them in October, 1970.

The primary response of MLA rested within present and projected enrollments. In connection with these enrollments, the facility and expansion needs were listed going as far as 10 years ahead. However, these needs corresponded with many of the same dreams the faculty and Board of Control had proposed with the high school plans developed in 1963. Their report concluded by pointing out,

In the face of the above facts [the substance of the report], the recommendation of the committee is to leave things as they are for 1971-72, but definite plans should be set in motion and worked on to move MLA off campus to the academy site. This is to be done by a gradual plan.. Building more dormitories on the present DMLC campus will further jeopardize the college athletic programs. Increased enrollments will more than ever emphasize the need of separating high school and college students on the same campus. [In] Conclusion: Do not wait until 1980 to get MLA off the DMLC campus. This should be done gradually by stages between 1972 and 1975, so that by 1975-76 there would be two separate campuses.⁵⁸

MLA and DMLC were also asked to consider the specific role of the Academy now and in the future.⁵⁹ Both institutions had a hard time keeping the answer with the requested

⁵⁷ Letter from Robert Voss, Commission on Higher Education (CHE) to President Conrad Frey May 8, 1970

⁵⁸ Role of Martin Luther Academy p. 4

⁵⁹ DMLC was asked to consider the Academies of the Synod in general, however a great deal of their comments focused on the value of MLA.

restriction that only future growth, student numbers, facilities, and other external aspects of the schools be considered. MLA spends considerable time pointing out that the specific role of the Academy was providing a Gospel orientated training in accordance with God's Word. In light of the restrictions of the question, they maintained they were a feeder school for the synodical colleges.⁶⁰ DMLC maintained,

In conclusion, we see the academy system as a necessary element in the Synod's mission. The education of full-time church workers should be and remain the concern of and under the control of the Synod and an important part of its carrying out the Church's great commission. The Synod through its commission on Higher Education should strive to maintain its academies for this specific role: to supply initial training for future pastors and teachers.⁶¹

The work of the commission on Higher Education was presented to the Synod in convention the summer of 1971. At the convention it was resolved that MLA continue to serve as the primary feeder school for DMLC. However, it dashed the dreams of a separate campus when it resolved that "a) That Martin Luther Academy remain on the Dr. Martin Luther College campus; and be it further b) That the Synod rescind all resolutions pertaining to the erection of separate facilities on the academy site; and be it finally c) That the academy property for the present be retained and that the advisability of its permanent retention be reviewed at future conventions of the Synod."⁶²

The fall of 1971 began another year for the school. 251 students registered at the beginning of the year⁶³. They welcomed their new professors, Heine Schitker and Ervin Walz,

⁶⁰ It is interesting to note that in the College reply they offset their remarks with the following note: We were directed to have this question read "...the specific role of the academies now..."? It is for this reason that we do not emphasize the fact the Martin Luther Academy is the richest single source of students for Dr. Martin Luther College.

⁶¹ Correspondence to Administration, Faculty, and Board of Control (DMLC) October 19, 1970 p 2

⁶² Proceedings, 1971 p 85

⁶³ Siegler Sept 27 1971

Instructor Max Radloff, and tutors Keith Kruschel and Fred Zimmerman. Five days after the opening service, the Library cornerstone was laid. In October the library was dedicated.⁶⁴

During this school year some of the students had difficulty defining the fine line between proper and improper actions. After several students were dismissed as disciplinary action, the upperclassmen took action that was remarkable, even as it was unusual

Through the eyes of Eldon Hirsch

The fondest memories of course are of the times that God permitted me to stand in front of the students as they sang their words of worship and praise or the words of entertainment after having learned them well. It was always a joy when a student who was a defective singer could finally follow notes a make pleasant harmony with fellow students. I do have a fond memory concerning a group of students with whom I worked on something other than music. It was a senior class play, Arsenic and Old Lace. Some of the students tore down an old building to be able to have lumber to build a set on the new floor of the then new gymnasium. I won't take the time and space to relate all the details, but they did such a fantastic job from beginning to end that it is unforgettable.

to see. The Junior and Senior classes gathered together (without faculty approval or attendance) and formed a petition asking for a forum to be provided where the students would be able to discuss and perhaps solve problems of the student body without the supervision of the faculty. They also requested a representative be allowed to attend the faculty meetings to present student opinions and requests over matters of interest to the student body. The students were informed that neither of these options were available to them, but were commended for taking an interest in self-government and the demonstration of responsibility.⁶⁵

1972-73 school year was an anniversary year for the school. This was the tenth year the school operated independently from DMLC. The '73 Synod convention recognized the blessings given to the Academy through this independence, and thanked God for it. The Academy itself rejoiced in its own manner. During the course of the year they celebrated with Frederick

⁶⁴ Ramspage Vol 8 Num 2 November 1971

⁶⁵ Academy Faculty minutes, March 27, 1972. It is interesting to note that as a result of the student meeting and petition the faculty decided to postpone their decisions regarding behavioral problems for the present time.

Manthey at his 40th anniversary in the ministry. They had an enrollment of 255 students, increasing from the year before. Of that, 59 graduated in the spring.⁶⁶

In February of '73, there was a change in the business office as Mr. Siefert retired. He had served in the business office since the beginning of the school in 1963. The new business manager came from Cape Kennedy and was a recipient of the 'man on the moon' plaque from NASA. Mr. D.D. Stabell left his job in the Vertical Assembly Building where he was connected with the Saturn and Apollo space missions. When the students asked why he left his 'exciting' work to come to MLA he replied, "A point had come in my life when I had to decide what I really wanted. I decided to find work connected in some way with the church. Thus I came to this school to benefit it in any way I could."⁶⁷

It was also in this year that MLA hosted the Lutheran Invitational Tournament. This tournament brought together eight high schools affiliated with the WELS and gave them an opportunity to test their skills at basketball against one another. Eau Claire defeated Lakeside in the final game to become the champions. The MLA Rams took fourth place, sinking from their second place position they carried in from the last tournament.⁶⁸

Despite the good year that everyone seemed to be having, the Student body ended the year a sorrowful note. MLA freshman Mary Luhman died in a one-car accident in May. The student body mourned her loss as they closed off the school year.⁶⁹

In the summer between the '72-'73 school year and the '73-'74 school year, Dean Burk accepted a call to Yucaipa, California. Lloyd Hahnke agreed to serve as the interim dean

⁶⁶ Report of the Board of Control, April 1973

⁶⁷ *Ram-Page* Vol 9 Num 5 February 1973

⁶⁸ *Ram-Page* Vol 9 Num 6 March 1973

⁶⁹ Ibid

through the current year. He supervised an enrollment of 244 students, of whom 56 graduated.⁷⁰ Over the course of the year Professor Victor Voecks, one of the old guard among the faculty, passed away. He finished his ministry as a professor at DMLC, yet he began at DMLHS teaching Latin and coaching the athletic teams.⁷¹

The tone for the 1974-75 was set by the new Dean, James Schneider as he wrote to the student body,

The whole year is ahead of us. A year of work and study, a year of activities and athletics, a year together with fellow Christians. We can all thank God for this setting in which to carry out the purpose of Martin Luther Academy—a God-pleasing education for future pastors, teachers, and laity of our Wisconsin Ev. Lutheran Synod. May God bless me service to you, enabling me to carry out the duties to which He has called me at our Academy. May God be with you each day, blessing you in all that you undertake in His name.⁷²

Pastor Schneider was installed at the beginning of the year to replace Milton Burk as Dean. Two tutors joined the campus again, George Swanson and Steven Ehlke. There was a change in the Tutor calling policy that started during this school year. It was determined that only tutors who had graduated would be called to serve. Up to this point, the tutors were undergraduates assigned during their middler or junior year at the Seminary.⁷³ These men, along with the remainder of the faculty, served an enrollment of 272 students. At this time the board of control was looking for a new music professor to replace Max Radloff, who was teaching in a provisional setting but had decided to leave.⁷⁴

The recruitment officers, Lloyd Hahnke and Eldon Hirsch, began including recruitment materials with the *Ram-Page*. This came in the form of the Ram-O-Gram. It provided parents,

⁷⁰ Siegler, September 24, 1973

⁷¹ *Ram-Page* Vol 10 Num 2 October 1973

⁷² *Ram-Page* Vol 11 Num 1 September 1974

⁷³ Siegler, September 24, 1973

⁷⁴ Report of the Board of Control April 15, 1974

along with prospective students, an opportunity to read about each facet of Academy life in brief snippets. This publication continued until the close of MLA.

This school year was also a year marked by celebration. The campus of MLA and DMLC celebrated its 90th anniversary over the year, remembering its history over the past years.⁷⁵ The *Ram-Page* issued a special school paper in honor of the anniversary celebration. In it they explained the schedule for the day of celebration, Nov 10th.

This year DMLC and MLA are planning a big celebration for their 90th anniversary. The theme for this celebration is "By God's Grace—a City set on a Hill." There are many events that the faculty and the students have planned for this event. November 10th is the day that has been set aside for the Jubilee service. This is the day that the school was opened 90 years ago and it is also the birthday of Dr. Martin Luther.⁷⁶ The service will be held at three o'clock in the Luther Memorial Union. The speaker is the Rev. Oscar J. Naumann, president of the WELS. The liturgist is the Rev. G. Horn of Red Wing, president of the Minnesota District. The choirs of the school will also participate. The same evening the Concert Band Ensemble will present a concert. The director will be Mr. Charles Luetke. The evening will close with the choir singing the benediction written by the late Prof. Reuter.⁷⁷

It was during this year that the Academy began a self-study which concluded in October of 1975. The directive for this self study stated, "The Commission on Higher Education shares the view that periodic self-studies will keep our schools conscious of their responsibilities, alert to their opportunities, and cognizant of their strengths as well as their weaknesses."⁷⁸ This self study took a considerable amount of time, seeking input from parents, students, and others. The final report was presented to the Commission on Higher Education in October of 1975. In Siegler's report to the Board of Control, he explains,

⁷⁵ Morton Schroeder wrote "A Time to Remember" for this occasion.

⁷⁶ Another article explains the reasoning behind the name of the school when it writes, "November 10th is very appropriate as the day of observation since that was Martin Luther's birthday, and the day classes were first held on Luther campus. Because Luther stressed the ministry of the church, the school was named in his honor. It was also so-called because the school was decided upon 400 years after Luther's birthday." *Ram-Page* Vol 11 special edition, October 1974

⁷⁷ *Ram-Page* Vol 11 special edition, October 1974

⁷⁸ Academy Faculty minutes, August 12, 1974

The self-study attempted to examine all phases of our school's mission and operation and focused on such areas as Martin Luther Academy's history and purpose, its performance as a feeder school, administration, faculty, financial support, facilities, department and curricular evaluations, academic policies, and student life. Some results of the self-study have already been incorporated into our school's policies. Other findings and recommendations are undergoing additional examination for further consideration by the faculty, the Board of Control, and the Commission on Higher Education.⁷⁹

This was one of the tools later used as the Commission on Higher Education developed its decision regarding the move to Prairie du Chien.

The 1975-76 school year started with several new staff members being added. Kermit Moldenhauer accepted the call to be professor, filling the vacancy left by Max Radloff. As he explains, "From 1975-78 I taught classroom music to 9th, 10th, and 11th grade students. I directed the 9th, 10th, and 11th grade choruses (mandatory in those days), and I taught piano - private lessons. Either in 1976 or 1977 I picked up directing the Rambassador group."⁸⁰ During the same year the campus added Donna Kruggel as an emergency instructor in girls Phy-ed, and tutors John Covach and Charles Degner. They taught the 269 enrolled students throughout the year.⁸¹

The '76-'77 school year began in earnest the events that would forever change the Academy. This year brought increasing difficulty with the amount of students compared to dormitory rooms. This difficulty was already seen in the '75-'76 school year when 80 college students were required to live off campus so that the Academy would have enough room to house their students. This was made worse in the fall of 1976 due to a larger class entering DMLC. As a result of the space tension a long range study was undertaken starting in 1975

⁷⁹ Siegler March 29, 1976

⁸⁰ Interview with Moldenhauer, Dec 2005

⁸¹ Report of the Board of Control May, 1976

looking at the future of MLA. The committee that did the initial work consisted of Lloyd Hahnke and James Schneider.⁸²

Throughout the report these men presented, they explained the difficulties that faced the campus. They began by pointing to a history of failed attempts to separate the two schools from the same campus, starting in 1963 and continuing up through 1971. They pointed out the difficulties presented by the “Report on the Role of the Academies” including the following suggestions. “Projected growth in enrollment for both schools will require expanded facilities in specialized areas as science, music, phy ed, and student union.”⁸³ DMLC also pointed out that joint occupancy of the campus was possible up to a total enrollment of 1225, but not recommended. They determined that at least another dorm would be needed to house all of the students on campus. This added building would increase the academic, spiritual and social environment, including the unity of the student body.⁸⁴

Since no new building had taken place and there were not two separate campuses, many difficulties did exist on the campus. There was not enough time in the day to fit all the desired activities of both schools into the gymnasium. There was not enough space for the instruction and practice of piano and other instruments. There was overcrowding in the dormitories, and student tensions in the student union.

As a result, the committee urged that the Academy be moved to campus 2 so that the two schools could still share some resources, but at the same time relieve some of the tensions that existed. They urged this as they described in their report, “MLA, except for the last two years, has been the “greatest single feeder” for DMLC”. Also, 71% of students came from the

⁸² Siegler, September 28, 1976

⁸³ Preliminary report of Committee on Future of MLA p 3

⁸⁴ Ibid

Minnesota district, along with the fact that nearly 25% of the Academy enrollment came from the New Ulm congregations.⁸⁵

The committee rounded out its report with the following remarks.

Realizing the shortcomings, inconveniences, and the temporary nature of the suggested phase building program, your committee finally wishes to suggest that the Synod now establish MLA on its own campus with such facilities as it would need to operate as a separate institution, except for such facilities as both schools might very advantageously use together, e.g., library, and some athletic facilities. We admit that such an action would commit the Synod to a multimillion dollar investment in the Academy now.

We believe, however, that the Academy with its specialized program of training future workers for Synod's pulpits and classrooms, is in the service of the entire Synod, and not merely a localized area, and we would hope that the congregations in outstate Minnesota would go an extra mile in sacrificing to support this Academy, thus to demonstrate how fully they recognize the sacrifices already being made by such who support their own area Lutheran high schools. In so doing, this district would be demonstrating its appreciation of the Academy's contribution to the worker training program of the Synod, and also be helping others, already financially burdened, bear one another's burdens.⁸⁶

The DMLC Board of Control and the Administration replied to this report frankly and openly. In their conclusion they determined three points. The College was opposed to any construction on the DMLC campus that would commit that campus to serving a dual function for years to

Through the eyes of Kermit Moldenhauer

I still remember a morning in the faculty lounge on the New Ulm campus when Harold Kaiser brought a brochure from Campion that featured especially the two gymnasiums (highlighting the swimming pool!). The old Music Building on the Campion campus had only two photos in the brochure - it looked terrible (and it was!). Harold gave Hirsch and myself a hard time claiming that this is what the music dept. could look forward to when the school was moved. It was the first we had heard that WELS was thinking of buying the Campion property and moving MLA. We couldn't imagine that happening. And, there was a lot of opposition to moving - including opposition from Hirsch and myself.

However, once the decision was made by synod, the faculty got on board and began to develop the attitude that we were going to make this work! We were going to make this new campus into a wonderful new prep school. I still have many fond memories of seeing all the faculty and their families pulling together, sharing each others struggles, and putting in a tremendous number of hours to get the campus ready and to get the school rolling. We truly became a family rather than a faculty.

come. The College Board had reservations about the circulation of the report because impressions were left that there were personality conflicts and communication gaps which

⁸⁵ Ibid p 17-18. All of these details are flushed out and explained in the Preliminary Report.

⁸⁶ Ibid p 27

contribute to college and academy tensions.⁸⁷ Finally, it questioned whether retaining MLA in New Ulm was the best stewardship of synodical resources.⁸⁸

This was followed up by a report written by Conrad Frey looking at the impact of increased enrollment on a shared campus. With this study the college demonstrated that the academy on campus ate up housing that college students desired, forcing college students to live off campus and then proceeds to point out how the arrangement of off campus students is a detriment to discipline, morale, and synodical resources. The musical facilities were stretched with college and academy use, along with the student union.⁸⁹

In the 1977 Synod convention, The Commission on Higher Education presented supplementary report. The primary questions that were being debated were how much was the Synod willing to spend and where was the Synod willing to spend that money in connection to the educational system in the WELS. In their report they recommended for MLA:

1. That the Synod instruct the Commission on Higher Education to plan the removal of Martin Luther Academy from the DMLC campus.
2. That the Commission on Higher Education be instructed to bring to the 1979 convention of the Synod specific recommendations regarding site, construction costs, and plans for the implementation of the move.
3. That all of the long-range planning for the new Martin Luther Academy include the potential for expansion.⁹⁰

Throughout this debate MLA supported a school with 271 enrolled, of whom 63 graduated.

⁸⁷ Regarding personality conflicts and communication gaps, an off-hand comment was made in discussing the paper that when the Synod voted to move MLA to Prairie du Chien, it seemed as though the college was pushing the Academy off the New Ulm campus. In the interview with Professor Brug, he commented that in his first year as a professor at DMLC (1978-79), there were not tensions between the faculties of the Academy and the College, but that it seemed as though the college administration was pushing the college out. The irony is that during the 1978-79 school year as MLA was preparing for the move to MLPS, the churches in New Ulm were organizing the confederation and developing what became Minnesota Valley Lutheran High School. Some of the louder proponents of this project were college professors who wanted a Lutheran high school in the New Ulm area for their children to attend.

⁸⁸ Reaction of the Board of Control and Administration of DMLC, Dec 2, 1976

⁸⁹ Impact of Increasing Enrollments on DMLC, Feb 25, 1977

⁹⁰ Proceedings, 1977 p 59

The 1977-78 school year opened with 272 students enrolled. Three new tutors joined the campus for they year, Daniel Meyers, Alois Schmitzer and James Wade. Due to overcrowding on the campus, admission to the academy was limited by the board of control of DMLC. As a result, the students were spread between

Summit hall, West hall, and Boettger house.⁹¹ In the 1978-79 school year, tutors Neil Varnum and Gregg Schoeneck were ordained and installed. The last two academic years of MLA were naturally full of studies and plans for the future of the Academy. In '77 when the students heard

Through the eyes of ... Al Horn

On Saturday March 24th, Jeff Schwede and Al Horn were entered in a hamburger eating contest. This contest was sponsored by the music store and the McDonald Restaurant. The event was held at the Music Store and covered by KNUJ radio. The competition was between New Ulm Senior High School, New Ulm Cathedral, and Martin Luther Academy. New Ulm Cathedral wond by a very narrow margin. Their contestants had eaten 11 ½ burgers in three minutes, Jeff and Al of MLA came in a very close second with 11, and New Ulm Senior High came in third with 10 ½.

that the Academy was scheduled to move off the DMLC campus, they quietly accepted the fact and held the decision in the Lord's hands.⁹² When it was determined that the school would move in the summer of 1978, the student body was encouraged by the theme of the sermon Pastor Edmund Schulz gave, UNIQUE, based on Hebrews 13:8. In this sermon he pointed out that unique was a fitting year for the campus. It was unique for the professors preparing to teach their last year on this campus. It was unique for the new and returning students who would live on one campus, and move to another the following year. It is unique for the senior class, who will be the last to graduate from MLA.⁹³

⁹¹ Siegler, September 29, 1977

⁹² A fuller discussion of the move from MLA to MLPS can be found in, Mark W Henrich's paper: How MLA in New Ulm Minnesota became MLPS in Prairie du Chien

⁹³ Ram-Page Vol 15 Num 1 1978

Through the eyes of the students

Each class at Martin Luther Academy recently took a tour of the new campus at Prairie du Chien, Wisconsin. When asked how they liked it, the response from each of the classes was encouraging. Many of the seniors would like to have been a part of the school next year. Even though this is not possible, they wish the best to those who will attend.

-*Ram-Page*, October 1978

The fact that the school was closing did not lower the morale too much on campus. Although the Board and Faculty spent a considerable amount of time on the preparations, the students threw themselves into the year with vigor.

As the school closed, some of the professors also closed their teaching ministry instead of returning the next year to MLPS. Lloyd Hanke was called to serve at St. Paul, New Ulm. He writes considering the entire occasion,

My one misgiving [about the move to Prairie du Chien] was that we were moving away from the center of our student potential and moving within the shadows of Northwestern Prep., leaving Minnesota, the Dakotas at even greater distance from their training school. I'm sure my Lord knew about my misgivings, and perhaps for that reason had me called to the pastoral ministry at St. Paul's Church in New Ulm in 1978.⁹⁴

Professor Duehlmier decided that the time was right to retire, and remained in New Ulm as the school left. Professor Just accepted a call to teach at Arizona Lutheran Academy, leaving at the end of the first semester.

The Board of Control was the last piece of evidence that the Academy existed when the summer of '79 came around. The name had changed, the students had gone home, and the faculty was in the process of moving to Wisconsin. At the Synod convention that year the following resolution was made.

- Whereas 1) Martin Luther Academy has served our synod for the past 94 years at New Ulm as a worker-training institution; and
- Whereas 2) MLA is moving to Prairie du Chien to become known as Martin Luther Preparatory School; and
- Whereas 3) MLA's Board of Control will cease to exist after this move has been completed; therefore, be it

⁹⁴ Interview with Lloyd Hahnke

Resolved, a) that we acknowledge with thanks the faithful service of the men of the outgoing Board of Control of Martin Luther Academy.

With these words MLA's doors were closed, existing only as a memory in so many people's minds.

This is a brief chronicle of MLA. It can be asked if the purpose of the Academy was met, did it accomplish its goal. The answer can be a resounding yes. It served as a 'feeder school' for the Synod colleges. It also provided hundreds of students every year with the opportunity to receive Christ centered educations in a Christ-centered environment.

DESCRIPTION OF THE MASTER PLAN FOR
DR. MARTIN LUTHER RESIDENTIAL HIGH SCHOOL

The proposed Dr. Martin Luther Residential High School is planned to be constructed on a site located approximately one-half mile from the Campus of Dr. Martin Luther College. A future highway approach to the City of New Ulm may some day divide the site into two areas. The area to the south of the highway is beautifully wooded, its several deep ravines dividing it into small areas of level ground, making it an ideal site for a recreational and park area for the students, an Arboretum or possibly future homesites. The area to the north of the highway was chosen as the site for the High School Campus because of its relatively level terrain, its slightly higher elevation making it the dominant portion of the site, and its nearness to electrical, water and sewer facilities.

Vehicular circulation is established at the periphery of the High School buildings to adequately serve the various elements of the High School. The Athletic Fields are located at the north end of the site.

The preliminary planning is based on an initial enrollment of 350-375 students with expansion to 500-525 students.

The arrangement of the High School buildings themselves is based on a concentrated "Campus Plan" with the educational buildings located in the center flanked on either side by the dormitories. All elements of the High School are planned to be interconnected by enclosed corridors enabling the students to travel from dormitory to classes in comfort during inclement weather. Clothes lockers and coat rooms may then be omitted in the educational buildings. The enclosed corridors will also aid in the ease of maintenance during rainy periods and winter months.

A service tunnel is planned to be located under the corridors to carry the mechanical and electrical services to each part of the High School.

The "Campus Plan" arrangement of the buildings creates informal areas within the various elements of the school such as the outdoor courts and the pleasant areas between the dormitories and the school. This arrangement also removes the technical and formal instruction areas such as is taught in the classroom wing from the more informal and "noisier" areas in the Gymnasium, Music Department and Dining Area. Flexibility for future growth of the buildings in the event of an increase in enrollment is also achieved without hindering the basic concept of the plan.

The High School is planned to house the following facilities: (Numbers refer to areas as numbered on the Site Plan, Drawing No. 2).

1 and 9. Student Dormitories

Each three story dormitory is planned to provide living quarters, toilets and showers, storage room and recreation and lounge areas for 162 students. An apartment for the head of the dormitory, an office and reception room is also provided on the first floor. Local and city student accommodations would be located on the basement level.

For the first phase of construction, music practice rooms would be provided in the basement of each dormitory to accommodate those students who wish to practice without having to travel to the College Campus.

2. Classroom Wing

The two story classroom wing will provide a Library, Study, toilets, teachers' workrooms and classrooms for the following:

Social Science and Religion; English; Languages;
Speech; Mathematics and Science

3. Dining Area

The Dining Area is planned to accommodate 240 students with an adjacent student lounge and snack bar. By means of a folding partition the lounge may be used as additional dining space for 120 people.

4. Utilities

This element of the High School would contain the central heating plant, central receiving room, electrical equipment room, custodial and maintenance shops and storage and kitchen and kitchen storage room.

5. Gymnasium

Folding type bleachers would provide seating for approximately 1000 spectators in the Gymnasium. A stage, ticket and concession rooms and storage rooms are also provided on the first floor. The basement would contain an audio-visual room, storage rooms and locker and shower facilities for the boys and girls physical education classes and for the athletic teams.

6. Administration

The administration area is planned to provide the following:

General Office and waiting space; Offices for the President, Vice-President and Registrar; Office for the Dean of Students; Faculty and Counselor's Offices; Dispensary; File room, work and supply room and vault.

7. Music

The Music Department would contain a combination band and choir rehearsal room, practice rooms, offices, music library and storage for instruments, robes and uniforms.

8. Chapel-Auditorium

The Chapel-Auditorium would seat 500 people for services, recitals, dramatics, lectures, etc.

FIRST PHASE OF CONSTRUCTION.

It is proposed for the first phase of construction that the dormitories (Buildings Nos. 1 and 9) and the Utility Building (Building No. 4) be constructed. The High School students would attend classes and eat their noon meal at the College Campus. The morning and evening meals would be at the High School Campus in that portion of the Utility Building that would be the future kitchen. A temporary serving counter would serve the food transported from the kitchen at the College Campus.

The necessary equipment designed to heat and service the first phase of construction would be installed in the Boiler Room portion of the Utility Building. All equipment and space requirements will be designed for ease of expansion as the remainder of the High School Campus buildings are constructed.

Cost estimate for First Phase of Construction:

Girls Dormitory	\$560,000.
Boys Dormitory	560,000.
Utility Building	250,000.
Service tunnel, including Electrical and Mechanical	80,000.
Exterior Utilities	
Electrical Service to Buildings	13,500.
Mechanical including storm and sanitary sewers, gas and water service	40,000.
Sitework, including roadways, fill, parking areas, seeding	<u>50,000.</u>
Total - First phase of Construction	\$1,553,500.
3% Contingencies	<u>46,500.</u>
	\$1,600,000.
Architect's Fees	96,000.
Furniture and Equipment	<u>74,000.</u>
Grand Total	\$1,770,000.

Litchfield, MN 55355

Nov. 8th, 2005

Dear Vicar,

Good to hear from you! I'll try to fill you in on some things I remember well, some that are no more so well remembered, and some that Evie and I together will piece in where they seem to fit. Appreciating the service you provided our congregation the past year, I'll do the best I can at age 86.

I have in my bookshelf the two books you consulted, namely, the golden jubilee book of the MN District, and "Salty" Schroeder's "A Time to Remember." I refer to him as "Salty" because so we know him in college when we were students. You see his first name is Morton, ergo, Salty, and particularly so at DMLC because there was another Schroeder on the faculty of the college during these years.

Please forgive the handwriting. These 86 yr. old fingers no longer hit one key at a time on the typewriter. I'll try to write (and spell) as legibly as possible.

Before I begin to answer your questions, I'd like to give you information relative to the years of my service and to the time you are seeking information on, so as to fill in details which are not included in the references you have. Use what you can and throw the rest into the incinerator.

There was no Dean of Students, no school nurse, no janitors in the dorms. The call to the office of Dean of Students for both College and High School in New Ulm arrived in the early days of August in 1958. The accompanying letter and intensive visits with Pres. Schweppe and

the chairman of the Board of Control left no doubt about the need to move quickly to a decision, and to get at needed preparation for a call thoroughly unexpected.

During district convention that summer, several of us pastors had been in bull session in a room of the men's dormitory. Eventually the conversation got around to the call to the Dean's office. Karl Gurgel and Chick (Harold) Hempel, and others including me, were present. Rev. Gurgel said that Rev. Bill Schweppe from Africa had the dean's call then, which we all knew, and he offered the hope that Schweppe would accept that call because "it sure is a thing Dean's list." What he didn't remember was that both Hempel's and my name were on that "thin list." Later that day I expressed my hope to Hempel that the Lord would choose to send that call to one of the other men on the list, should Schweppe return the call. He responded with the hope that if that could not be done, the Lord might send it to me rather than to him. Both our prayers were answered in the Lord's own mysterious way.

The following Sunday, my congregation gave me a release to accept this call knowing that this would be a very difficult call for me; a preacher – with no methods courses ever taken, not even having served as a tutor in one of the schools – just a green, green preacher. 5 students from my congregation at Boyd (140 communicants) joined me there at New Ulm within the next couple of years. (3 of them the first year)

I served both departments in the Dean's office from 1958-1966, when I asked to be permitted to step down from this position. By then I'd begun to feel the way Prof. Brick spoke of the office: "You're criticized if you do, and you're criticized if you don't.

For 1 year then 1966-67 the newly called college president, C. Frey, served as overseer over the campus, having tutor assistants in the men's dorm. Thereafter, Prof. Lloyd Heubner was called to become College Dean of Students; Beverly Haar assumed the Dean of women

position (a first) and Prof. M. Burk became Dean of Academy students (both men and women) changes were beginning. Burk served for 3 years in that position, then accepted a call back into the parish ministry. The vacancy continued as the new school year began; to fill that vacancy, the Academy Board asked me if I would take over these responsibilities until the vacancy could be filled. However, during that school year the office remained vacant. When I threatened to refuse another such year, things finally began to happen, and Rev. James Schneider was called as Academy Dean and accepted. He had been one of my tutors for a couple of years during my first years there.

The work load for the incoming Dean always included Religion 9, reasoning that the Dean could thus become best acquainted with the new students on campus. So when Burk took over, my load was changed to Religion 11(New Testament) and Latin 1 and German 1 in order to get a new man ready to take over German since Birkholz was also the Registrar for the College, and eventually would be worked into full time College duties. When Prof. Birkholz suddenly died, German II was also given to me.

Likewise, Prof. Brick's duties entailed work both in college and Academy, and gradually shifted entirely into the college. For a few years he served as Recruitment officer for both the College and the Academy. But when his duties no more included Latin 3 and 4, and Academy recruitment ceased, he likewise no more served as Academy Vice President. Thus Prof. Seigler had no Vice president with Brick moving to the College. Result: The Board appointed me the Academy Vice President and Academy Recruitment Officer. I even got an office in Old Main with the help and artistry of Eldon Hirsch we put out a lot of recruitment materials, had the names of prospective students on file, and my duties included reporting at all conferences in MN. and sometimes in surrounding states as well. At times Brick and I would share duties when his

schedule became crowded with several appearances at the same time. Thus it can be said that the Academy Vice president's duties were as the back up to the president, serving also with the president on the admissions committee and working on Student recruitment. Preaching in congregations an encouragement to send able students took me into many churches and schools in the district, as part of my recruitment responsibilities.

So then, my service as Dean of Students extended from 1958-1966 and then later, another year (1970-71) in that vacancy following the service of Dean Burk. Once all the switches were made my office included teaching Latin I, German I and II, and Religion 11 and serving as Vice President and Recruitment officer in the Academy.

The German and Latin departments experimented also with conversational Latin and conversational German. The conversation Latin was a bust-and continued for only 1 yr. Only two students passed the state board in Latin, one was my daughter and 1 was Prof. Kaiser's daughter. Both girls had the advantage of family (brothers) who had taken our regular Latin class and primed them on all they were missing. Conversational German, however, took hold and attracted a number of girls. Eventually Prof. Ray Duehlmeier was asked to take the conversational German class, so the students heading for Watertown would have a thorough grammatical German background.

Besides these changes already referred to above, I must mention the following:

1) The student body of college and academy expanded in numbers, compelling us to make use of all available housing on campus, e.g. housing girls in Old Main's second floor, Waldheim West Hall, (first a women's dorm, then moved and became a college men's dorm. Necessity also compelled us to find homes in the city to house students: Bode Hall, et al. The men's dorm (Summit) became full to the roof, whereas when I first came there, the fourth floor

was mostly not used. (I'm a little uncertain about this last-that may have been when I was a student.)

2) Building Projects: Bear in mind, the Dean of Students had to be on the Bldg Committee in every one of the building projects to a greater or lesser degree by virtue of his office: Centennial Hall (women's dorm), the Music Center, Hillview Hall, The Library, Highland Hall, The Student Union and Gymnasium.

3) Another responsibility: The self-study of the College, anticipating accreditation of the college with the Univ. of MN. and later with North Central. The Dean was expected to serve on a member of faculty study committees which in one way or another involved the student body and student life.

4) Division of the departments: When this was one school with two departments, faculty members might at times labor in both departments: e.g. Prof. Micheel taught math in both the college and the high school. Prof. Trapp taught English in both departments. The Dean of Students was responsible for both College and High school students, etc. The switch away from this practice took place gradually, from 1962-1967.

Taking into consideration the increasing numbers of College and high school students, the limited space for student housing on campus and the expanding curriculum in the college to provide both elementary and secondary teachers, led to some interesting consequences, e.g. One year the Academy was directed to restrict its 9th grade enrollment to 40 students. Troubled parents stayed in New Ulm overnight and came again to the President's office the next day, insisting that their children had to be taken. Finally the president permitted the addition of 3 or 4 students to the limited 40, mindful that each year 2 or 3 students would return home in the first weeks. But none left.

Not only was housing a premium, but also classrooms. Just think of the difficulty scheduling all classes in ample space for small groups, large groups or whatever. One year I remember having a religion class of 42 or 44 students in one classroom.

To make the job of scheduling even more difficult, the two departments ad classes at different schedule times, because each department had chapel at a different time: The Academy at 7:30 a.m. The College at morning recess time (10:00 a.m.). Likewise, classes were scheduled right through the noon hour, thus extending the serving time for the dining hall.

The marvel is that once it (the schedule) was worked out, it ran very smoothly. This all meant that the end or beginning of each class would differ. Hence bells were no longer rung to mark class beginning or end. You simply were expected to be in your seat when the next class began. You do what you have to do, regardless the consequences.

My letter is getting awfully long; so I'll stop reminiscing and answer your questions.

- 1. In 1963 the college and the high school were split into separate entities on the same campus. How would you describe the reaction on the New Ulm campus to this news? How did the faculty adjust?*

1st Question asked about the reaction to the news of the division of departments. Really, for most of us the response was rejoicing that the separation was slowly coming, perhaps even a feeling of relief. The change was a far-reaching one, affecting not only the classroom and the formal education of the students for 8 years of their life, but also their interaction with each other. Think of four people living together in one room; a 9th grader, a College IV student, a high school senior, and perhaps one student a grade higher, a college freshman, who expected to have more responsibility.

Yet there were times when a little “fuchs” (or “sextaner”) benefited greatly by having a mature college senior keeping him diligently at his desk. I remember soliciting from one of my college seniors (Arnie? Kramer) just such solicitous care over a high school freshman in his room, and he helped the 9th grader tremendously.

But once the separation was occurring between the two departments, it also influenced dormitory life. I remember consulting with my president about dividing the men’s dormitory into collegians on the upper two floors, and Academy students on the lower two floors; all of which prompted the upper class high schoolers to stay up and take their responsibility manfully.

The Academy faculty was also ready to separate perhaps looking forward to having their own school, e.g. The Academy name was established. We had our own administrator. We had our own Board of Control, and we met separately as a faculty. Moreover, a committee (Dean Schneider, and 2 and Pastor Ed Schulz from the Academy Board) was established to study where the Academy should be located (whether New Ulm, or elsewhere even as suggested by Pres. C. Frey) [to look into establishing the Academy in the California-Arizona District]). I even remember plans of a dormitory and Academic Center to be placed on the acreage Synod already owned just a few blocks away.

All this certainly demonstrates the high school looking for a home of its own.

2. Are there any moments in the beginning years of DMLHS that stand out in your mind as notable?

Question #2 I think you mean the beginning years of MLA. To me perhaps the most notable moment was when the MLA Faculty took a bus to Prairie du Chien to have a look at that set of buildings as a prospective home for MLA. Everything about that set-up very favorably impressed me and, I believe, all the faculty members, and we looked forward hopefully that the Synod

would locate us there. My one misgiving was that we were moving away from the center of our student potential and moving within the shadows of Northwestern Prep., leaving Minnesota, the Dakotas at even greater distance from their training school.

I'm sure my Lord knew about my misgivings, and perhaps for that reason had me called to the pastoral ministry at St. Paul's Church in New Ulm in 1978.

3. *How did the faculty and the student body interact?*

Question #3: Faculty and Student Body Interaction. It seems to me that both faculty and student body of the Academy were happy about the separation. At once the Academy students with faculty advisors, elected a student council, developed a school paper, an Academy pep club, set up the school's yearbook, and planned the spring banquet.

4. *Throughout the reports that the school gave to the synod in convention, the overcrowding on campus came up as a problem year after year. How did the overcrowding affect the high school in regard to classes? Student interaction with the college? Dormitory life? Enrollment?*

Question #4: To what as already been written, let me add yet that the Academy enrollment was restricted, and we all know that this had to be done in order to serve the purpose for which both high school and college were in existence, namely to provide the WELS with competent pastors and teachers for its churches and schools.

5. *According to the handbooks I have read, you taught Latin and Religion. What was the classroom like from your perspective?*

Question #5: What was the classroom like? - I have always loved it. A couple of examples of memorable moments: One year I assigned to the German class the memorization of the Christmas Story (Lk 2) in German. Only one student failed to get the job done before the kids

went home for Christmas. On another occasion I gave my Latin class the joy of composing a Latin story-any length-any subject-do the best you can. The now Prof. Joel Fredrich was a member of that class. He produced a gem, entitled "The Aardvark."

6. *Do you have any vivid memories of the 90th anniversary celebrations at the school?*

Question # 6: Vivid memories of the 90th anniversary of DMLC. Yes, we have such vivid memory! It came on June 7, 1959. Joy in the Hahnke household, because our first year at New Ulm was over, and had been successfully finished. The whole household rejoiced. My wife was still with me, and was happy to have her husband back again for a few months. My children rejoiced because we would be going fishing from time to time. 'Snuf said!

7. *What were the chief tasks you performed as Vice President?*

Question #7: Chief tasks of Academy Vice President. This question is already answered on page 3. The Academy's Vice president primarily involved student recruitment as well as certain other self-evident responsibilities that any vice president would have.

8. *What are some of the better memories you have of your time at MLA?*

Question #8: Better Memories: Briefly, the best memories must include camaraderie among the members of the high school and college faculties, which, incidentally, still occur in our retirement years. Every year we have visits from the Kaisers and Erv Walzes, and visits among the college Profs as well, e.g. The Hartwigs, The Backers, and the Arnold Koelpins come out here annually for fish fries and an evening of memories. Other we see at concerts, ball games, grade school tournaments and the like.

My Own Feeling: I loved every year that I spent on the hill, (20 years) and in the Dean's office, and I would not ever want to do it over!

Supplement to the Report

I must tell you about a few other memorable events and assumed responsibilities this dean assumed (not at all part of the expressed duties. Pleasant or even comical experiences.

One such experience came at Christmas time. All the choirs were rehearsing for the Christmas concert, and learned various songs and carols. On a quiet evening those weeks before the concert, you could go for a walk on the campus and hear the whole campus singing carols. My wife and I would take a casual walk through the campus to enjoy the music.

Another Christmas experience. Each Advent season students would decorate their rooms, doors, halls in anticipation of the open house on a Sunday afternoon before the concert. That first year we were on campus, the girls dorm rooms and halls were beautifully and vividly decorated, and finally the Dean would announce that open house in the dorms would be from 1-4 on Sunday afternoon.

We noticed that the girl's dorms and rooms were just beautiful, but the men's dorm was dismally void of decoration. No one bothered to come to the men's dorm as a result. Having admired the women's touch and flair for decorating we were impressed but disappointed that nothing was done at the men's dorm. Nor did they have a Christmas party with treats that evening. We went home disappointed that nothing had been done among the men. Both of us said: "That's gotta change!"

So beginning with our second Christmas season at the college, we encouraged the men to consider putting out a little effort in decorating their rooms and halls, and promised that there would be open house at the men's dorm too. We (Evie and I) bought a Christmas tree, took over some of our garlands, even a string of lights and some candy canes and Christmas tree balls and hung them on the tree. The candy canes were purposely intended to have the students take them and enjoy them.

In addition my wife and I planned to provide the dorm guys a Christmas party, with ham sandwiches, Kool-Aid, and Lemonade by the gallons, cookies by the hundreds-of all kinds and decorations, all prepared by Mrs. Hahnke. Even a few gifts were on the table, to match with designated admission slips. Even guests were invited to be present-no less distinguished than President and Mrs. Schweppe and Prof. and Mrs. Trapp.

On the afternoon of the party, members of the dorm council came to the house to butter the buns and put in them the ham, which they did,-all the while tasting everything they were handling.

After the meal, the Council arranged to have some entertaining-hymn and carol singing, and an appropriate clean-up. This whole evening impressed many in the faculty and student body. For years people would make remarks about Evie, the cookie maker.

This occurred each year while I served as Dean. After the first year, the tutors shared the cost of it with us.

Another unusual arrangement was introduced by us out of necessity. My first year at New Ulm the train stopped bringing passengers from Mankato to New Ulm. So now what? At vacation periods the kids needed transportation, so we piled them in our car or in our cars, and Evie drove some to the bus and train station at Mankato, and I drove others to the train depot at Owatonna.

One time a flood was threatening the while MN River Valley. So we headed off to Mankato with students in our cars. Evie' group would get on transportation by bus or train at Mankato. My students had to get to Owatonna to catch the train. I got an earlier start and had no problem getting through Mankato. Evie got her students to the bus depot, and then became the last car going back west to New Ulm before the road was blocked off, which meant that I had to

drive all the way up to the Twin Cities and then take highway 212 back to Brownnton before heading south to New Ulm.

So many unusual but entertaining and encouraging experiences. We loved it!

Interview with Professor Kermit Moldenhauer, December 2005

What were your responsibilities as you taught music at MLA?

From 1975-78 I taught classroom music to 9th, 10th, and 11th grade students. I directed the 9th, 10th, and 11th grade choruses (mandatory in those days), and I taught piano - private lessons. Either in 1976 or 77 I picked up directing the Rambassador group.

In 1978-79 my duties changed since Eldon Hirsch became full time recruitment director and I took over the MLA Choir. Someone else took on some of the music classes to compensate.

What difficulties were there with the high school and collegiate students using the same facilities for their musical studies?

Scheduling was an issue since the college took priority of rooms, etc. Although, the schedule was fairly stable from year to year. We basically knew when and where we could schedule classes and simply lived within those boundaries. Concerts were done jointly with the college groups - that was not really a difficulty, it just meant that neither the college nor the academy had a concert they could claim as their own.

How did you react to the news that MLA was to move to Prairie? What about the rest of the faculty?

I still remember a morning in the faculty lounge on the New Ulm campus when Harold Kaiser brought a brochure from Campion that featured especially the two gymnasiums (highlighting the swimming pool!). The old Music Building on the Campion campus had only two photos in the

brochure - it looked terrible (and it was!). Harold gave Hirsch and myself a hard time claiming that this is what the music dept. could look forward to when the school was moved. It was the first we had heard that WELS was thinking of buying the Campion property and moving MLA. We couldn't imagine that happening. And, there was a lot of opposition to moving - including opposition from Hirsch and myself.

However, once the decision was made by synod, the faculty got on board and began to develop the attitude that we were going to make this work! We were going to make this new campus into a wonderful new prep school. I still have many fond memories of seeing all the faculty and their families pulling together, sharing each others struggles, and putting in a tremendous number of hours to get the campus ready and to get the school rolling. We truly became a family rather than a faculty.

The hardest thing we endured was to see synodical leadership withdraw its support of the school - the school and campus we had worked so hard to start, maintain, and improve. On top of that, we consistently produced the highest percentage of workers that went on to New Ulm or Watertown. It was bewildering to see a "successful" prep school being pictured as only a financial drain on the system, undesirable, and something to be abandoned. Moving to PdC was easy compared to the last part of the story.

Do you have any fond memories or anecdotes of your time at MLA?

Absolutely. Some of our fondest memories involve the Hirsch family. When we moved in 1975 we had no children of our own. The Hirsches had several teenagers. We decided to invite the

Hirsches over for a dinner to get to know them better. They kindly accepted our invitation. At the dinner, my wife passed around a bowl of potatoes. She started with one of the teenage Hirsch boys. Only half the bowl made it beyond him!!! We had no idea how much teenagers could pack away! Fortunately, the Hirsches were very kind and the rest of the dinner went well. "Mike" Hirsch and I became close friends and enjoyed our 15 years of teaching together. In those 15 years we never even had one argument! The Lord truly blessed our work together and we have fun now remembering those days of working together.

Interview with Professor Jerome Braun, December 2005

What was the relationship between the faculty of the high school and faculty of the college while the two were on the same campus?

In my estimation, it was very good. We had welcoming banquets for faculties jointly at some eating spot around the area. We shared the same faculty lounge. On the part of the older, more established faculty members, there was genuine friendliness, being included in conversations, taken into confidence, sharing friendships over coffee and rolls, sharing friendships socially. We attended the same churches, served on the same committees. Sometimes a newer member would come and didn't always easily join in, until he got acquainted, but then, that happens almost anywhere even with a single faculty. There was two way respect for persons and also one's teaching and subject matter. Wives of both faculties met socially jointly for a monthly evening meeting and social gathering. My wife played bridge with several college faculty wives. Some of the friendships between the college faculty and prep faculty still exist, with visits from time to time on vacation, sending and receiving Christmas cards, etc.

While I was researching, I noticed there was almost continuous talk of building a new high school at a separate location from the college. Were you involved in these plans? Did the faculty support the plans to build a separate plant?

We lived on Hollywood Ave (as did other prep and college faculty members)

Our home was adjacent to the "academy campus". It was used for prep baseball games, for a few other activities. Mostly, it never got beyond the talking and some planning stage for the Academy prep board. It was always a possibility if enrolments got too high. I remember that conversations usually got around to the commuting between the two campuses, but in retrospect, it could have been worked out, if it became necessary. Certainly, the alternative (Campion campus) served the purpose better.

How did you react to the news that MLA was to move to Prairie? What about the rest of the faculty?

In the talking phase, I expressed myself in conversations, to the effect that we would like to stay "status quo". With the family of four, one of them being in the academy, and the others attending St. Paul's school, that would have been fine. But when the Synodical action was taken, I supported that action from the time the decision was made and so did my family.

There were some few faculty members who, when calls to other fields were sent, accepted them. One member retired. I had a call about that time to an area high school and returned it. From the word Go, my family was totally behind the move and we started making preparations. We have felt that when God alters the status quo and puts new challenges before us, and we accept them, we have been more richly blessed than we were before.

According to the 76-77 catalog, you were involved in student services. What were your responsibilities in regard to the student body, aside from teaching? What difficulties did you have with students sharing the same campus with collegiate's?

First the difficulties our students had with collegiate students. Whatever they may have

been, socially, etc. in the Clubroom, etc, would have been taken care of by the two deans. Let me say that the college student body was supportive of our students, in such things as attendance and cheering for games. There was some inter-student body dating.

The student services committee planned prep registration day and orientation week, decided on study period times and times off, on matters like who can attend out of town games during school nights (GPA played a part. "pers" would be charged against a student); decisions like # of cheerleaders for Varsity, JV, and Freshmen teams and choosing of them by appointing a committee): I 'm not sure when (in the early 70's), but the Student Services Committee made recommendations to the faculty as to having interscholastic girl's sports. Up to that time, there weren't any. We were in charge of making recommendations to the faculty concerning amounts of financial aid (total amount per year was somewhere in the \$2000 and a little more area) would be given to students who applied, based on need and money available. Sometimes 30 or more would apply. To spread the money as best possible, gifts were often in the 25 to 50 dollar range. The committee consisted of the Dean of students, the Athletic Director and two faculty members at large. Most normally, assignments given us were those that the president sought advice on, or when the Dean or athletic department sought advice. I think all concerned were pleased with the actions because they knew they were a composite of ideas and not a dictum by an individual.

We also chose the lyceum programs. One time the college had invited John Denver in his early years to perform. The college wanted the preps to attend but a couple hundred dollars from the prep lyceum fund should be donated.

Our committee recommended that we not participate, but that if any student wanted to go, he would have to pay the ticket price decided by the college, as it would charge outsiders, townspeople.

As to difficulties that arose, things like scheduling all the Phy-Ed and athletic teams for girls and boys, men and women, college and academy so that there would be time for practice in the gym. Those kinds of things were problems in logistics that came out of the expanded programs and the growing enrollments, but those in charge were able to work them out amicably.

Do you have any fond memories or anecdotes of your time at MLA?

I served as emcee for some of the college-academy welcoming banquets. I enjoyed doing it.

Memories. Yes, piled high and deep... a wellspring to sip from during the lazy moments of retirement.

A tradition started in my Latin IV class (Vergil's Aeneid) was that the students on Vergil's birthday (October 15th) would come to class in togas and wear them to classes all day). So my wife capitalized on the idea and made cupcakes to be handed out to the class, which had white frosting and the Roman numerals LXX (70) written on them with frosting. (That was the year of Vergil's birth). For 2nd year Latin class where Julius Caesar's Gallic Wars were the subject matter, my wife baked cupcakes with white frosting. Then, because we celebrated this on the Ides of March (the 15th) when Caesar was stabbed, she put a glob of red frosting on top of the cupcake and into it we stuck a dagger made of black construction paper with the blade part wrapped in aluminum foil to make it look like a shiny blade. As time went on the sophomores also wore togas on that day. (This wasn't always appreciated by every faculty member, but who can go against tradition, especially when it makes the students like Latin).

Interview with Professor Eldon Hirsch, December 2005

What was the relationship between the faculty of the high school and faculty of the college while the two were on the same campus?

I thought they were very good. Have the years between then and now softened my thinking? (26 years) I don't think so. Maybe I thought they were very good because being in the music department I had a lot to do with Meilahn Zahn, chairman of the DMLC Music Department. He was of so much help to me as I started teaching high school students after having taught elementary students for 12 years. Of course there had to be some give and take because two schools were using the same campus, but I don't remember negative feelings concerning that kind of an arrangement.

While I was researching, I noticed there was almost continuous talk of building a new high school at a separate location from the college. Were you involved in these plans? Did the faculty support the plans to build a separate plant?

Was I involved in the plans? Not really. Plans were being made in 1963 and 1964 and I was still teaching at St. Paul's Lutheran School in Norfolk, Nebraska. My first year of teaching at Dr. Martin Luther High School was the '64-'65 year. So by the time that I accepted the call to teach at Dr. Martin Luther High School the plans for the new high school buildings had already been drawn by the architects and engineers of Toltz, King, Duvall, Anderson & Associates of St. Paul, Minnesota. All of us faculty members did receive copies of those plans and we did look at them and did discuss those plans. (I still have those plans in my filing cabinet.) Yes, the faculty did

support the plan to build a separate plant. It was to be built in 5 phases. By the way, the first year that the school was called Martin Luther Academy was the '67-'68 school year.)

What are some highlights you have of concerts you conducted? What difficulties were there with the high school and collegiate students using the same facilities for their musical studies?

I suppose the first highlight that comes to mind is singing the Hallelujah Chorus with the combined College and Academy students. I also remember how proud Academy students and parents were when for the first time there was a separate Academy band. It was always such a joy to be in front of those students for the Christmas and June Night concerts when so many parents were present. Many of the other concerts did not have so many parents present because many parents were so far away. I guess I could keep on going concerning memories but I shall stop there. I don't remember that there were many difficulties in connection with preparations for those concerts on a shared campus. Again, maybe it was because I was quite closely associated with the College Music Faculty. I remember always sitting in on the College Music Faculty meetings. Again, maybe it goes back to the fine working relationship Meilahn Zahn and I had.

How did you react to the news that MLA was to move to Prairie? What about the rest of the faculty?

It was very disappointing to me. Supposedly it was not a good thing to have a high school and a college on the same campus. I never felt that there was anything bad about such a combination. I think that the faculty as a whole was very disappointed concerning the move, but move we did.

Anything good about moving to Prairie du Chien? The only good that I could see was that then no one could say that Synod was spending money toward an "area high school." (Some people at that time felt that there were too many WELS members in the New Ulm area taking advantage of Synod by sending their students to MLA with no intent of becoming pastors or teachers. With that school in Prairie du Chien there certainly would not be much of that going on because there just were not that many WELS members in or close to Prairie du Chien.

How did the high school and college students interact with one another?

I got the feeling that they interacted well. Notice, I did not say very well. I can't remember any specifics, but I do remember that once in a while I would get the feeling that there were some college students who felt that some of the immaturity shown by some high school students should not have to be experienced by them, the college students. And once in a while I would get the feeling that some high school students were disgusted because some college student or students would show some disdain to the "lowly" high school students. Notice that I said once in a while. I did not see that type of thing enough to make me think that it was necessary for a separation.

Do you have any fond memories or anecdotes of your time at MLA?

The fondest memories of course are of the times that God permitted me to stand in front of the students as they sang their words of worship and praise or the words of entertainment after having learned them well. It was always a joy when a student who was a defective singer could finally follow notes and make pleasant harmony with fellow students. I do have a fond memory concerning a group of students with whom I worked on something other than music. It was a

senior class play, Arsenic and Old Lace. Some of the students tore down an old building to be able to have lumber to build a set on the new floor of the then new gymnasium. I won't take the time and space to relate all the details, but they did such a fantastic job from beginning to end that it is unforgettable. More memories come to mind but I hope you have heard enough from me.

Thanks for prompting me to think back. The students that I had will never know what blessings God gave to me through them. I didn't and still don't thank Him enough.

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Proceedings of the Wisconsin Evangelical Lutheran Synod 1965
Proceedings of the Wisconsin Evangelical Lutheran Synod 1967
Proceedings of the Wisconsin Evangelical Lutheran Synod 1969
Proceedings of the Wisconsin Evangelical Lutheran Synod 1971
Proceedings of the Wisconsin Evangelical Lutheran Synod 1973
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Report of the Board of Control of MLA: 1965-1978
Sieglar, Oscar: Report to the Board of Control, Martin Luther Academy. 1965-1978
Role of Martin Luther Academy: In answer to a questionnaire submitted by a committee of the Commission on Higher Education. Submitted by MLA's Faculty and Board of Control October 1970
A self-evaluation of Martin Luther Academy September 1975
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Frey, Conrad. Impact of increasing enrollments on Dr. Martin Luther College from eh point of view of a shared campus. February 25, 1977

Correspondence:

Robert Voss to Conrad Frey, May 8, 1970
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Interviews:

John Lawrenz: Oral interview on December 7, 2005
Kermit Moldenhauer: Written interview in December 2005 [Addendum 3]
Jerome Braun: Written interview in December 2005 [Addendum 3]
Eldon Hirsh: Written interview in December 2005 [Addendum 3]
John Brug: Oral interview on December 17, 2005
Irene Brug: Oral interview on December 17, 2005
Lloyd Hahnke: Written interview in November 2005 [Addendum 2]

Minutes:

Minutes of the DMLHS Board of Control, 1963-1967
Minutes of the MLA Board of Control, 1968-1979
Minutes of the DMLHS Faculty 1963-1967
Minutes of the Academy Faculty 1967-1979

Articles:

Ram-page 1965-1979
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Henrich, Mark W. How MLA in New Ulm Minnesota became MLPS in Prairie du Chien,
Wisconsin. Wisconsin Lutheran Seminary Essay File 1987

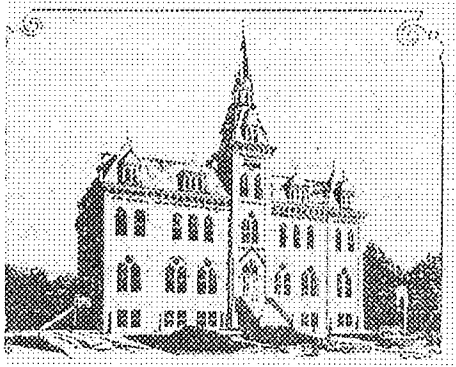
Wong, Gary A. The ministry of Reverend Lloyd Hahnke. Wisconsin Lutheran Seminary Essay
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Books:

Bliefernicht, E.R. *A brief history of Dr. Martin Luther College*. New Ulm; DMLC ©1934

Schroeder, Morton. *A Time to Remember*. New Ulm; DMLC © 1984

Most of the information for this paper came from the Synod archives at Wisconsin Lutheran
Seminary and through the archives at Luther Preparatory School.



Old Main—where it all started.

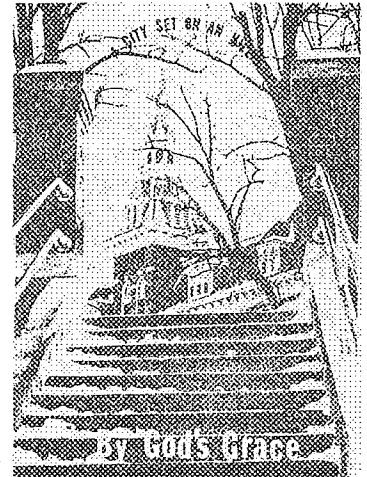


Picture of classrooms used for recruitment

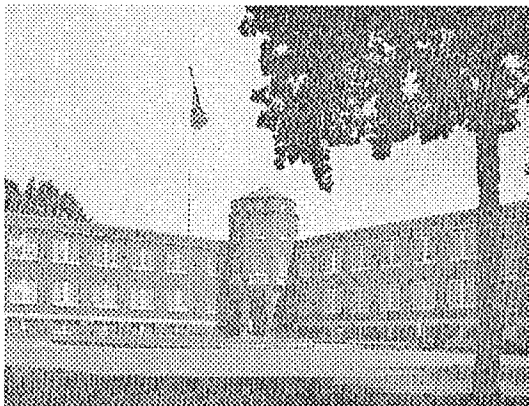


Oscar Siegler, President

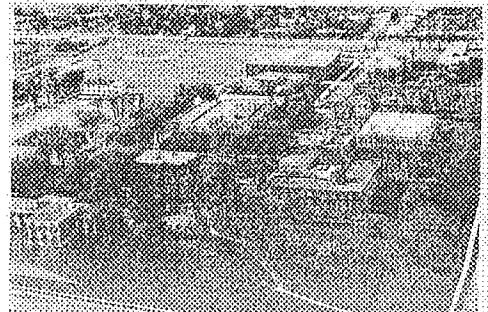
Celebration picture at 90th Anniversary, 1974

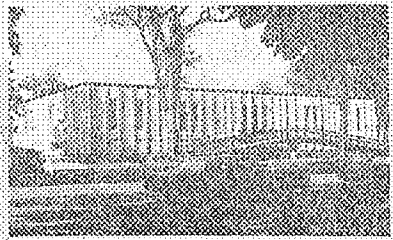
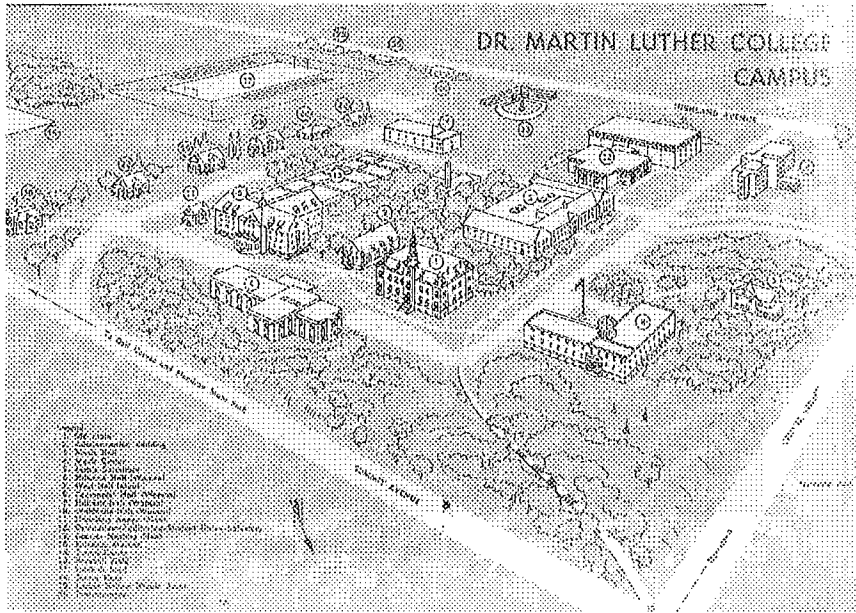


Recruitment picture of Centennial Hall, Academy girl's dorm



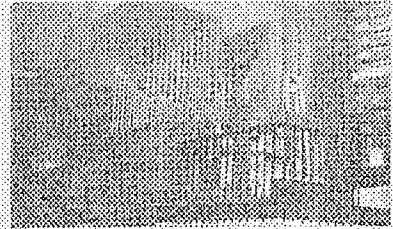
DMLC-MLA campus at 90 yrs old.





New Library on Campus ↑

Memorial Organ ↓



A map of DMLHS in 1967

Throughout the fifteen years on campus, some things changed, others didn't. Two changes were the building of a new library and the dedication of the memorial organ in the chapel-auditorium.

The school closed after 95 years of grace. Below is Old Main in 1984, MLA in 1979, MLPS in 1979



A map of MLA in 1979

