

IMMANUEL LUTHERAN COLLEGE

—FAITHFUL EFFORT IN A FATED CAUSE

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OUTLINE

Title: Immanuel Lutheran College--Faithful Effort in a Fated Cause

Central idea: Immanuel Lutheran College served well its purpose of providing black pastors for the "colored missions" until social changes antiquated the institution.

Introduction: We admire Immanuel for its faithful work, and we sympathize with Immanuel in its closing.

- I. Background of Immanuel Lutheran College
- II. History of the college under Bakke
- III. History of the college under Berg
- IV. History of the college under Smith
- V. History of the college under Nau
- VI. History of the college under Kampschmidt
- VII. Final evaluation

Conclusion: Let us praise the Lord for such dedicated workers and students which made up Immanuel Lutheran College.

IMMANUEL LUTHERAN COLLEGE

—FAITHFUL EFFORT IN A FATED CAUSE

We are geared to admire people who are faithful in their work and succeed in it. We are also geared to pity people who are faithful in their work, but they fail in it. The story of the Synodical Conference's first black Seminary—Immanuel Lutheran College in Greensboro, North Carolina—is a mixture of success and failure. If one looks at the people who came out of this educational institution, especially the seminary, Immanuel was a success. The failure? On June, 1961 the Synodical Conference closed the doors of Immanuel for good. Instead of giving Immanuel a mixture of admiration and pity, let's give it a mixture of admiration and sympathy. In the pages ahead, we will look at what led to the founding of Immanuel, the history of Immanuel divided according to its presidents and finally what were the possible causes for Immanuel's "failure." The concentration will be on Immanuel as a Seminary, for its original purpose was to train black pastors.

I. BACKGROUND

From the very beginning of the Synodical Conference's "colored mission," the Conference wanted to encourage blacks to study for a ministry among their own people.

"that indigent, good, and gifted boys who want to devote themselves to mission-work should be supported out of the mission treasury and for the present be trained at one of the institutions of the synods belonging to the Synodical Conference." (Drewes, 1927, p. 83)

The first hint of establishing a Negro Seminary came from Pas-

tor J. F. Doeshcer in 1878. He recommended that Florida would be an ideal spot for the Negro Seminary. (Drewes, 1927, p. 83) Not much ever came from his suggestion.

Before a black seminary was started, blacks wanting to be pastors went to Springfield. Nathanael L. Burkhalter was the first black man to Concordia at Springfield in 1882. However he did not graduate. It was ten years before a black man from the South entered Springfield and graduated. His name was John McDavid. (Drewes, 1927, p. 84) Several more blacks did use the schools of the Synodical Conference to become pastors and teachers. In 1903 Teacher Evan W. Ried graduated from our own Dr. Martin Luther College in New Ulm, Minnesota. (Drewes, 1927, p. 84)

The thinking of the Conference changed though around the turn of the century. The Conference began to look into establishing a Seminary specifically for Negroes. The Supreme Court case of "Plessy vs. Ferguson" in 1896 (separate but equal) was behind the Conference's thinking. The members of the Synodical Conference gave four reasons for a separate seminary in New Orleans. 1) The school needed to be in the South. 2) The school should be close to the field of labor. 3) Springfield was too far away. 4) The climate at Springfield was too cold for the blacks to get used to. (Dickinson, p. 158) This reasoning led to opening Luther College in New Orleans as our first black college in September, 1903.

Immanuel Lutheran College was not far behind. Already in February of 1900 at the first meeting of the Immanuel Conference, the conference resolved to,

"Petition the Board of Missions to advocate the establishing of a theological-normal-industrial college for the colored people, so that this much needed institution may be erected in the near future." (Dickinson, p. 160)

In 1903 the Mission Board for the Synodical Conference acted upon this request by directing Pastor Nils Bakke to establish Immanuel Lutheran College.

II. HISTORY OF THE COLLEGE UNDER BAKKE

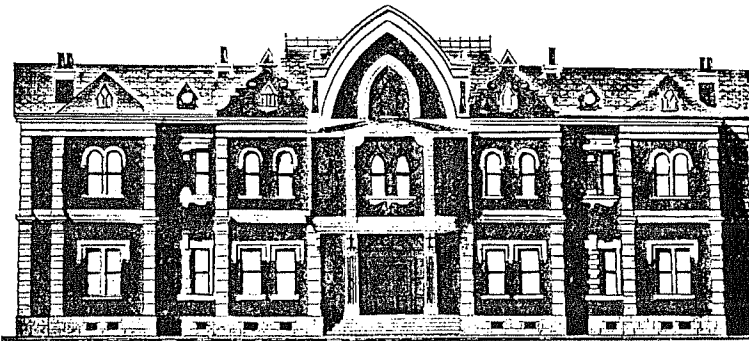
The Lord sent a precious gift to his church in Pastor Nils Bakke. Pastor Bakke practiced true Christian love in his ministry to blacks at a time when many other whites did not believe blacks were equal brothers and sisters in the faith. At the turn of the century, whites would never think of eating with black people. But Pastor Bakke could often be found eating with his black members. After a long day of visiting the different mission stations, it was not uncommon for Pastor Bakke to ask a black family if they would put up a bunk for him. (Grigsby) Bakke practiced what he taught—we are all part of God's one family. Bakke started Immanuel with this attitude, and this attitude stayed with Immanuel throughout its history.

Bakke started Immanuel Lutheran College on March 2, 1903 in Concord, North Carolina. He would serve as it's president until 1911. That first year he taught eleven boys in the second story of Grace Church's schoolhouse. The schoolhouse was both classroom and dormitory. A two room cottage in the rear of the schoolhouse served as the kitchen and dining room. (Dickinson, p. 160) The pastor of Grace, Rev. J. P. Smith, and Grace's teacher, Henry Persson, helped Bakke with teaching two days a

week.

Permanent help came when Pastor Frederick Wahlers was assigned to Immanuel in 1904. (Drewes, 1927, p. 86) This extra help was needed for in 1904 the Synodical Conference decided to educate girls at Immanuel. More room was also needed. A real estate agent donated 4½ acres of land just outside Greensboro, North Carolina. The Mission Board then bought an additional 10 acres for a new campus. (Bakke, 1914, p. 81)

Since the college expected a building to be erected within a year, it moved out to the new site during the summer of 1905. The students and faculty took up temporary residence in two houses of a man named Holly. (Drewes, 1927, p 88) The cornerstone



The architect's drawing as it originally appeared in 1905.

for the administration-classroom-

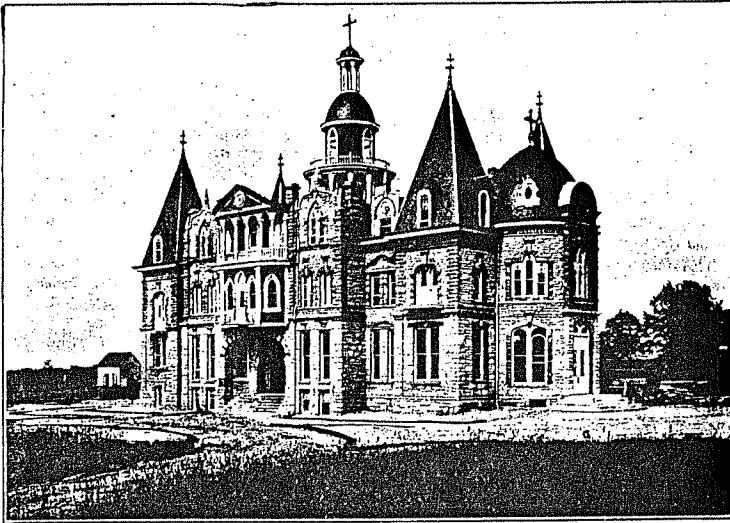
dormitory was laid September 17, 1905.

Inscribed in it were the words, "Eben Ezer

Hitherto hath the

Lord helped us." (F. J. L., XXVII, p. 77) Unfortunately, construction was not completed until 1907. This proved to be a hardship on the faculty and students. Holly's houses were too small for them. They were now seventy students strong. The classrooms were so crowded, there wasn't room for the teacher. The teachers had to stand in the doorway when they taught! (M. L., XXIV, p. 14) And during the two years in Holly's houses, Immanuel gained two more professors, bringing their faculty to four.

The move into the new administration building brought welcome relief for all in 1907. It was completed at a cost of \$28,000, twice as much as had originally been estimated. (They had the same problems we do today.) The building was worth it. It would serve them for many years. They constructed it out of Mount Airy granite so it would last. By now there were three departments at



The college as it was actually built in 1907

Immanuel: Senior High School, Normal (four years of high school and one year of normal), and the theological seminary of three years. The seminarians had the rooms with the best view; their rooms

were in the steeples of the buildings. (Grigsby)

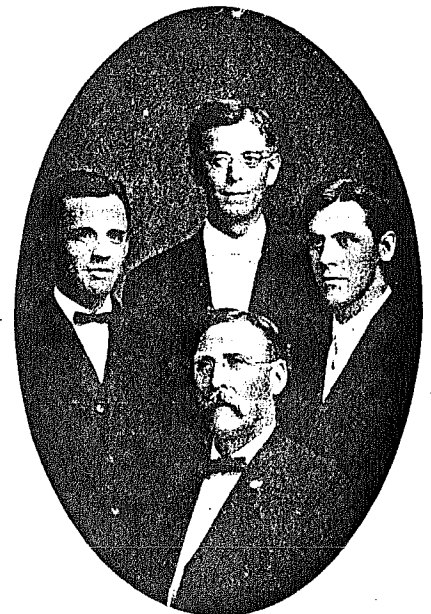
Things did not slow up for the professors and students. There were many vacancies in the local congregations. The theological students helped as much as they could, but even with a fifth professor added in 1909 (Professor J. Ph. Schmidt on the chair of theology) each professor served a vacancy in addition to his regular teaching duties. (Bakke, 1914, p. 82) (H. G. XXXI, p. 14)

The first theological graduates were the class of 1909. Three in number they were John Alston, Fred Ford and Charley Peay. (Peay, XXXI, p. 56) Over the life of the institution, the classes graduating from the seminary would never be large,

maybe six or seven at the most even when the entire college (high school, normal and seminary) had an enrollment of 160. Yet what men did graduate were needed and deeply appreciated by the "colored mission" congregations.

There were several events worthy of note during the last two years that Bakke was president of Immanuel. In 1910 the students were excited because they finally got their own baseball uniforms. (M. L., XXXII, p. 38) While they didn't compete interscholastically at this time, they were encouraged by the professors to get their exercise. (Grigsby) They dedicated a brick-veneer schoolhouse paid for by the school children of the Synodical Conference. For the present it served as additional classrooms. From 1919 to 1927 it would also serve as a girl's dormitory. (Drewes, 1927, p. 88) In November, 1911 the students had formed a Students' Missionary Society to help promote interest and zeal in the "colored missions." (M. L., XXXIII, p. 23)

By the time Bakke left Immanuel in 1911 to become the Field Secretary for the "colored missions," the student body had grown to 113 scholars (that is what they called students in those days). A note should be said here about enrollment figures. The enrollment numbers vary even within the same year. It seems that the peak enrollment would be in January or February. The beginning and ending enrollment was always less. They must have allowed students to come



Prof. F. Wahlers. Prof. J. Ph. Schmidt. Prof. M. Lochner.
Prof. S. J. Bakke,
until lately President of College; now Field Secretary.
FACULTY OF IMMANUEL COLLEGE, GREENSBORO, N. C.

and go a little more easily than we do today. These students in 1911 were served by four professors and one assistant. (Pioneer, XXXIII, p. 31) There was much work to be done, but the Lord was blessing their efforts.

III. HISTORY OF THE COLLEGE UNDER BERG

Pastor F. Berg was called by the Mission Board to serve as president of Immanuel. He was president from 1911 to 1919. During his first year in office, the students formed a German Club. (M. L., XXXIV, p. 15) The students were required to learn Ger-



The Rev. PROF. F. BERG,
President of Immanuel College.

man since all of the Lutheran works were in German. As it was, the professors would translate their German notes into English and write them out on carbon paper. These copies were given to the students to use in class. (Grigsby) The students themselves were no slouches. At the graduation of 1913, the students had recitations in Greek, Latin, German and English. (Lynn, p. 60) The student popu-

lation did dip down to the low thirties during President Berg's years. But please remember, these were also the World War I years. The faculty also was down to three professors and one assistant.

The Synodical Conference did approve in 1914 \$3,000 for a new girl's dormitory. (Bakke, XXXVI, p. 77) This was sorely needed, but the need for it would become much greater before the \$3,000 would be collected from the Conference. We'll speak about

how great this need became in the next section.

The students at Immanuel were still proving themselves willing to put their Christianity into practice. Seniors at the seminary instructed primary classes at their school for the neglected children of the community. (Bakke, 1914, p. 83) The shortage of professors was solved when Rev. H. Voltz helped temporarily as the fourth professor in 1915. (F. J. L., XXXVII, p. 77) President Berg resigned as president in 1919, but he continued to teach at the college.

IV. HISTORY OF THE COLLEGE UNDER SMITH

Immanuel Lutheran College was led by President J. P. Smith for six years, 1919-1925. He had been professor at the college from 1908-1917 in addition to serving two congregations 72 miles away! (Drewes, 1927, p. 80) Because of his wife's health he had resigned. (It should have been because of his own health.) But by 1919 his wife was healthier so he accepted the call to be President at Immanuel. The number of scholars at Immanuel grew tremendously while he was there. In 1921 there were 180 students enrolled at Greensboro. That's four times as many students as there were in 1913! (Pioneer, XLIII, p. 23)

This large increase in enrollment presented real dormitory problems. The \$3,000 the Synodical Conference had approved for a girl's dorm had not been collected yet. In the fall of 1919 some of the girls had been moved into the brick-veneer schoolhouse. Other girls were still living in two rented houses. Each room had five single beds crammed into them with two girls sleeping in each bed. The problems that poor housemother must have had!

These same rooms served as study rooms and classrooms. The girl's bathrooms also served as their cloakrooms. (Lankenau, XLIV, pp. 28-30) The Synodical Conference in 1921 had approved an additional \$30,000 for a girl's dormitory, but it would be 1927 before that building would be erected and ready for occupancy. (Drewes, XLIV, p. 79) These girls were desperately needed as future teachers. The shortage



Bedroom in Immanuel College.
Two girls sleep in each bed.

of teachers in the "colored missions" was so great that one pastor's wife taught 177 grade school children by herself! (F. J. L., XLII, p. 67) It's understandable that the faculty didn't want to turn away any girl who might become a teacher.

The dorms weren't the only place things were a little bit tight. The dining hall in the basement of the administration building was too small. The procedure for mealtimes follows.

"Under the supervision of the matron, the girls march to the hall and take their places at the tables. The boys follow, and they have no easy road to travel to reach their destination. The tables and the chairs are placed so closely together that a passage between them is out of the question. The waitresses hand the food to the student nearest the kitchen door, and he forwards it to another, and thus the beans and the pork and the corn-bread are passed in relays over the heads of the waiting, hungry diners, until the tables are supplied with their apportioned rations." (Bakke, XLIII, p. 29)

The college and surrounding churches were doing all they could to promote the college. They formed the "Lutheran Educational Society" in 1920 "to work, shoulder to shoulder, to help

put Immanuel College 'on the map' and keep it there." (Pioneer, XLII, p. 60) Annual membership was only one dollar for an individual, five dollars for a church group.

These conditions continued throughout the years of Smith. Both the college and the Synodical Conference wanted desperately to change things, but the funds were always lacking. Too bad they didn't have Reaching Out back then. The Mission Board called Smith to be superintendent of the Southeastern Field in the "colored missions" in 1925. He accepted and one year later was taken to our eternal home at the age of 47.

V. HISTORY OF THE COLLEGE UNDER NAU

President Henry Nau took over for Smith. President Nau weathered the most turbulent period of Immanuel's history. The quarter century during which he was President (1925-1950) saw numerous attempts to close Immanuel and a constant lack of funds to carry out the important work of the college. By God's grace he kept going, and he kept the college going despite all the setbacks.

One of his immediate problems was the dormitory shortage. The Synodical Conference did resolve to spend \$50,000 for a new dormitory for the girls in the same year he became president. But remember that the Synodical Conference had promised a new girl's dorm since 1914. This time was different though. By 1927 the new dormitory was erected and ready for the new classes. (Drewes, 1927, p. 88)

The Conference backed up the Mission Board in allowing general education students to enter Immanuel in 1926. (Drewes,

1927, p. 88) This is a significant turning point in the college's history. This opened the door to what was later known as the "Open Door" policy. Immanuel College wanted to be able to draw students from all over, both Lutheran students and other students as part of a mission effort. In order to do this, Immanuel needed to be accredited. The only way Immanuel could be accredited would be to have more students. To get out of this circle, the "Open Door" policy was instituted. Anyone who wanted to attend Greensboro could, no matter what their religion was. All students were required to attend chapel services and the religion courses. This Open Door policy was only for the high school and college departments. The seminary was still only for the Synodical Conference Lutherans. The following are minutes from the Synodical Conference proceedings of 1944. Let them speak for themselves.

"The 'Open Door Policy,' which permits sectarian students to enroll, is still condoned because it is believed it will give some an opportunity to hear the Word of God which they would otherwise possibly never hear.

"It is condoned because I.L.C. is in need of the non-Lutherans or the sectarian enrollment to retain accreditation.... And without accreditation I.L.C. has no future.

"The 'Open Door Policy' is continued because admittance of the non-Lutherans does not add to our expense, it rather helps us to decrease the overhead." (Proceedings of the Synodical Conference [from now on abbreviated as PSC], 1944, p. 72)

The faculty in 1929 also had this to say.

"As far as missionary endeavors are concerned, the school has not made a large number of converts. The indirect results, however, are very significant and should be borne in mind.—Our students and graduates go out with a definite and clear conception of Lutheran doctrine." (PSC, 1944, p. 74)

The hearts of the faculty were in the right place. They wanted to spread God's Word to all, and do whatever they had to to keep Immanuel going. There were adult baptisms and confirmations because of this policy. But one wonders that the non-Lutherans must have had some influence upon the character of the school, when only 25-35% of the students were Lutherans during some years. (PSC, 1944, p. 71) This was a major problem "Doc" Nau had to wrestle with.

A junior college department was approved in 1930. (Dickinson, p. 163) The first freshman class was not added until 1932 when twenty freshmen were admitted. (PSC, 1932, p. 19) In that same year, the theological course was lengthened by one year. This meant that the seminary graduates would have four years of training after high school. The first two years were both junior college and seminary running concurrently. The last two years were solely theological. (PSC, 1932, p. 19) This would change again in 1938 when a third year of purely theological training was added to the seminary. (PSC, 1938, p. 112)

The high school and junior college departments were accredited by 1936. (PSC, 1936, p. 86) The college department took a few years longer.

The Conference was getting better at supplying necessary facilities for Immanuel. By 1932 the old administration building had been remodeled, and a new wing added to the old elementary school building for the high school. Together they cost \$39,000. (PSC, 1932, p. 19)

This additional room would come in handy. In 1932 the Conference had decided to reduce Alabama Lutheran Academy to a prep

school which would feed Immanuel. (Dickinson, p. 162) But enrollment at Immanuel did not pick up all that much. North Carolina greatly increased the number of its high schools during the depression years. This brought the numbers at Greensboro down into the seventies. (PSC, 1934, p. 93)

Something must be said about the dedication of the faculty. In 1936 there were six faculty members teaching ninety-six students. Every professor had a class load of twenty five hours per week spread over all three departments. In addition, their salaries were far below Synodical Conference averages. (PSC, 1936, p. 87) For the most part, the professors worked without complaint under these conditions. But there were problems. Many of the instructors did not stay long at Immanuel because of the low pay. (PSC, 1949, p. 114)

Some of the professors who labored many faithful years were Professor Nau (1925-1950), Professor Kampschmidt (1924-1961) and Professor Berg (1911-1936). Professor Berg retired when he was eighty years old. (Drewes, p. 86) Pastor Grigsby remembers him as the professor who taught with his eyes closed. He would open his eyes only to emphasize a point. But woe to the seminarian who tried to pull something when the professor wasn't looking! If the student reached down to pick up a book as a "study help" during a test, he would always look up to see Professor Berg staring at him. Also some of the students were rather vexed with their carbon copied notes. Those notes were on onion skin paper, and they made a terrible racket whenever a student turned a page. No notebook could be opened during a test without Professor Berg hearing about it, and then kindly admonishing the guilty student.

Despite these "handicaps," Professor Berg was respected and loved by his students for the twenty five years he taught them. (Grigsby) Three years after Professor Berg retired from his beloved college, the Lord called him home.

Another professor who deserves to be mentioned is Professor Kampschmidt. In addition to his regular teaching duties, he served the college as the treasurer. (A Mr. C. W. Toenes from Greensboro, who was a member and accountant, helped the professor for many years with the books. Mr. Toenes refused any payment, doing it all out of love for his Savior.) On top of all this, Professor Kampschmidt also served as acting president when Dr. Nau was on leaves of absence to go to Nigeria for the Synodical Conferences. (PSC, 1950, p. 96) Did the man ever sleep?

The struggle to maintain adequate facilities continued through the thirties and forties. 1938 saw Dr. Nau petitioning the Synodical Conference for desperately needed supplies: new beds and mattresses for the boys, one hundred chairs for the chapel, painting supplies and a gymnasium. (PSC, 1938, p. 113) Even though the Conference resolved to give Greensboro the chairs, beds and mattresses in 1940 (PSC, 1940, p. 62), yet an evaluating committee said of Immanuel in 1944,

"The equipment and the facilities offered at Immanuel College can in nowise compare or compete with similar public or private schools at Greensboro or in the North Carolina area." (PSC, 1944, p. 71)

The committee cited above was created by the Synodical Conference to review all the Negro missions for the 1944 convention.

The committee recommended to the Conference

"To close Immanuel Lutheran College at Greensboro, North Carolina;

"To sell all properties of Immanuel Lutheran College at Greensboro, North Carolina;

"To take the necessary steps to provide for the instructors in brotherly love." (PSC, 1944, p. 81)

The recommendation of this committee, chaired by E. Benj. Schlueter, was defeated at this convention.

The matter was brought up again at the next convention. The committee, this time chaired by F. C. Streufert, reasoned that there were not enough feeder Christian Day schools in North Carolina to keep Immanuel going. Two pastors, Clemonce Sabourin and Andrew Schulze did submit a minority report recommending that Immanuel be kept open. The Negro Conference also petitioned the Synodical Conference to keep Greensboro. Once again the sentiment was with Immanuel. There was a conditional clause that if efforts to recruit more theological students failed, then the Conference would consider at the next convention the final disposal of Immanuel. (PSC, 1946, pp. 42-47)

World War II provided a helping hand to Immanuel. Government buildings were erected on the campus during the war. At the end of the war, the college was able to pick them up for a nominal cost. This helped some of the housing problem for a while. The introduction of the GI bill also swelled the enrollment to 160 in 1946 (Statistical Yearbook, 1946) These facts combined with a memorandum from St. Matthew Lutheran Church in Baltimore, Maryland; a memorandum from the Immanuel Lutheran pastors' conference; and a recommendation by a floor committee—all to keep Immanuel—led to the adoption of the resolution to keep Immanuel running. (PSC, 1949, pp. 132-134)

In an effort to encourage more students to attend Greensboro

and study for the ministry, a floor committee for the 1950 meeting of the Synodical Conference made three recommendations. 1) Have the students fill out a form of intent as far as what they intend to be. 2) Refund the tuition to students who actually become pastors and teachers. 3) Have the Mission Board study the need for more buildings and engage an architect to begin work. (PSC, 1950, pp. 109-110) The reason for the third recommendation was the feeling that no one would want to go to a school with such poor, crowded living facilities.

These were the situations Dr. Nau was faced with for his twenty five years as head of Immanuel. Yet he never let these worries filter down to his students. He rather kept emphasizing to them how they were members of one family. He was there to help them now, but he wanted them to listen well. Years down the road he would not be there to tell them what was straight or right. In his heart, beat a real love for his students. (Grigsby) He resigned as president in 1950. He continued to teach until 1951 when he was called to the Board for Foreign Missions for the Synodical Conference. (PSC, 1952, p. 123)

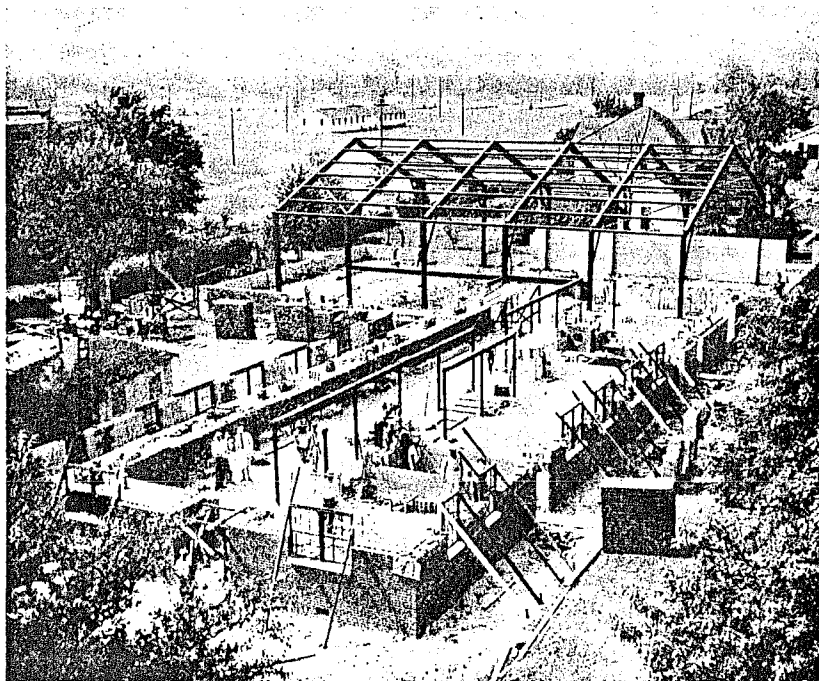
VI. HISTORY OF THE COLLEGE UNDER KAMPSCHMIDT

After Dr. Nau resigned from being president, Professor William Kampschmidt was elected to fill that office in September, 1951. (PSC, 1952, p. 123) President Kampschmidt had been a professor at Immanuel since 1924, and he had served as acting president twice while Dr. Nau was away. He already had received on-the-job training. He would need that experience and the Lord's strength to see him through the next ten years. He would

be at the helm when Immanuel was closed down.

One of the first things Kampschmidt had to do was to find adequate housing for the male students. It seems that for a while after the war, boys were housed in one of the government barracks left over from the war. These particular barracks were heated by a state college whose campus was next to Immanuel. In the early fifties though, the state college tore down their government barracks and shut down the heating plant which had been supplying heat for everyone's barracks. This meant the boys at Immanuel had to move back into the basement of the forty-nine year old administration building. (PSC, 1952, p. 124) Something had to be done about this.

Kampschmidt did succeed in getting the Synodical Conference to give \$150,000 for a new boy's dormitory and physical education plant in 1952. (PSC, 1952, p. 125) The Conference added \$25,000 to that in the next convention. (PSC, 1954, p. 175) This first class structure was completed in March of 1956. It was equipped



The new recreational building and dormitory is a reality at last.

with rooms for forty-six students, a visitor's lounge, infirmary, small chapel, full sized basketball court with room for spectators and a stage. (PSC, 1956, p. 110) This was a welcome relief from the basement blues.

The Mission Board was also making progress in upgrading the other facilities. Immanuel's report to the 1952 convention of the Synodical Conference gratefully acknowledged that all the buildings were in good condition (except the administration building); all the major building now had coal stokers attached to the heating plants; the concrete floors in the girl's dorms had been covered with asphalt tiles; all the buildings had been painted and best of all, the sewage system had been recently overhauled. (PSC, 1952, p. 125)

Something was also being done about the low salaries of the professors. The minutes from the 1954 Synodical Conference meeting said that the salaries were approaching the salaries in the rest of the Conference. (PSC, 1954, p. 157) The meeting two years before gives us an idea of what the salaries were. An instructor was paid \$170 per month. A full time professor received \$310 per month plus housing. For the extra work the president did, he received an additional \$15 dollars per month. (PSC, 1952, p. 124)

Despite these increases, Immanuel still had difficulty keeping its staff. Immanuel reported two changes in personnel (in the same professorship) to the 1956 convention (PSC, 1956, p. 109) and another two changes to the 1958 convention of Synodical Conference. One of those latter changes was the resignation of Mr. P. M. Wahler, a teacher of natural science and math. He resigned

so he could join the Post Office! (PSC, 1958, p. 99) Immanuel did not need all these changes at a time when it needed stability.

An important change in policy was adopted in 1954. Because of the recent Supreme Court decision, the Synodical Conference officially stated that Greensboro was intended for "all students with ^{with} racial considerations." (PSC, 1954, p. 192) Four years later the first white person to sit on the student's side of the desk came to the seminary. (PSC, 1958, p. 100)

The new policy of integration across the Synodical Conference played a role in the closing of Immanuel. The LC-MS presented a resolution at the 1956 Conference convention to close Immanuel's seminary. Their reasons? The seminary's small classes, the problem with educating them well and the other seminaries of LC-MS were integrated. (PSC, 1956, p. 113) Keep in mind that this resolution to close the seminary came the same year the brand new dormitory/gymnasium was dedicated.

The resolution was defeated at that convention. There were several reasons given. The Conference felt that the seminary was a "vitally needed institution." Forty seven of the forty eight black pastors in the "colored missions" were graduates from Immanuel! The students preferred to go to Immanuel rather than to a seminary even farther away. The theological department didn't add all that much to the cost of the college. (PSC, 1956, pp. 118, 119)

This reprieve lasted only two years. At the next convention in 1958, the Southeastern District presented a memorial to strengthen Immanuel as a prep school and to close the seminary.

Their "whereas's" were their desire to give every advantage to the black student; the ten grade span at Immanuel was too broad for one school and it was a good idea to be integrated. This time the resolution was adopted by the Conference. (PSC, 1958, p. 104)

The final blow came in the 1960 convention. The Synodical Conference had appointed a special study commission to look at all the colleges in the "colored missions." (PSC, 1960, pp. 127-128) The commission took the conference to task for not supporting Immanuel. They found Immanuel to be poorly equipped, inadequately staffed, the curriculum was nonfunctional, administration was poorly defined, the 1200 Lutherans in the area was too small a base to support Immanuel, the practice of segregated schools was not good, there were not enough graduates from Immanuel and too many of the students were non-Lutheran. The commission recommended that Immanuel be closed no later than June 30, 1961; all properties be sold; the library be sent to Alabama Lutheran Academy; the professors be retired (President Kampschmidt had served 36 years at Immanuel, Professor Gehrke 33 years, and Professor Pennekamp 29 years—their combined service to the Lutheran Church totaled 130 years [PSC, 1960, p. 123]) and that the Synodical Conference schools offer remedial training for all students who wanted to transfer. (PSC, 1960, pp. 129-131)

The Mission Board agreed with a heavy heart. They offered reasons why Immanuel was not thriving. There had been many efforts since 1944 to close the school. The changes in faculty did not give Greensboro stability. They felt there was a lack of interest or zeal among the member synods to promote the black

mission effort. They also felt that there was an unfair comparison always going on between Immanuel and the other schools in the conference. They thought the race question had played a negative role in the whole matter. They did not want to see Immanuel closed, but they felt that it would be best for the Lord's kingdom at large. (PSC, 1960, pp. 72, 124)

The recommendation of the Special Study commission was adopted. (PSC, 1960, p. 137) And so on June 30, 1961 Immanuel was officially closed after 58 years in the service of her Lord.



Graduates of the High School department of Immanuel Lutheran College—Greensboro, N. Carolina. Mrs. Westerband, advisor.

The professors were retired, which is what they wanted. The property was sold by the North Carolina National Bank to the state of North Carolina for \$250,000. After commissions and fees, the Synodical Conference received \$238,664.32,

which it divided proportionally among its members. Wisconsin Synod received \$32,100.35 from the sale. (PSC, 1964, p. 55) The history of Immanuel Lutheran College thus was brought to an end.

VII. FINAL EVALUATION

Why did Immanuel Lutheran College in Greensboro, North Carolina finally close? The answers to that question don't come easy. Different people have answered that in different ways. The special study commission for the 1960 Synodical Conference had this to say:

"The Synodical Conference has, moreover, never given the institution even the minimum support required for the operation of a second-class, much less a first class school. In fact, the physical plants, salary schedules, libraries and general conditions at Greensboro and Selma make it extremely difficult to understand how the staff of these institutions could work with pleasure to themselves and profit to their students through the years. Both institutions stand as dismal monuments to the neglect, lack of vision, and stepchild approach of the supporting synods in the area of Negro education." (Dickinson, pp. 165,166)

Dickinson felt that Immanuel failed when it tried to train blacks only for the black missions. He also blames the Synodical Conference for having a "lily white" administration at Immanuel. (Dickinson, pp. 168,169)

I wouldn't feel qualified or in the position to judge the different arguments. But I think Pastor Grigsby qualifies. He says that the racial makeup of the faculty and administration never made a difference in the years that he was at Greensboro (1926-1931). He stated that time and time again the faculty would emphasize that they were all part of God's family, and the faculty treated them as family. Pastor Grigsby also said that in his experience, the teachers in the grade schools and the pastors in the congregations always encouraged the young blacks to become pastors and teachers. They also showed how much they enjoyed working for their Lord; in that way they preached a powerful sermon. Pastor Grigsby was once approached to play in professional baseball making \$200 a month. But he turned it down because he wouldn't know what to say to Dr. Nau and his home pastor who had done so much to encourage him on. This speaks highly of the dedication the kingdom workers and of the close bond between the "lily whites" and their black members. (Grigsby)

Pastor Grigsby did offer an opinion as to why Immanuel was

closed. He thought the close came as a result of the desegregation of the other schools in the Conference. (Grigsby) That seems to hit at the heart of the whole thing. Immanuel served well under the social circumstances in which it was founded. It would not have worked to send the black men all the way to Springfield during those segregated days. Some did go through the system. But many who went through Immanuel would not have gone to Springfield. Thanks to Immanuel, we had those extra pastors and teachers. But the times changed, and segregation was no longer seen as something good. People realized that race doesn't cause divisions, but segregation does. So they did away with segregation (or at least tried to) and Immanuel no longer was needed.

The following are the last two paragraphs from a farewell article in the Missionary Lutheran. They sum up well the spirit with which Immanuel began, lived and ended its service to the Lord.

"Whether or not Immanuel has fulfilled its purpose or whether it failed to accomplish its total objective is immaterial now, since the Church has made its decision. We fervently hope that the closing of Immanuel will not in any way impair the work of the Kingdom. Our sincere prayer is that it will help promote more interest and dedication, more thorough planning and cooperation for our sister institution at Selma. May the 'spirit of Immanuel' manifest itself among our people as it has never done before, so that our 'light may shine' and men everywhere will be brought to the knowledge of their Redeemer and be saved for eternity.

"In this spirit of humble gratitude we bid all of you 'farewell' and wish you well in the Lord. May 'God be with you' and keep you forever in His grace and mercy 'until we meet again at Jesus' feet.'" (Kampschmidt, XXXIX, p. 46)

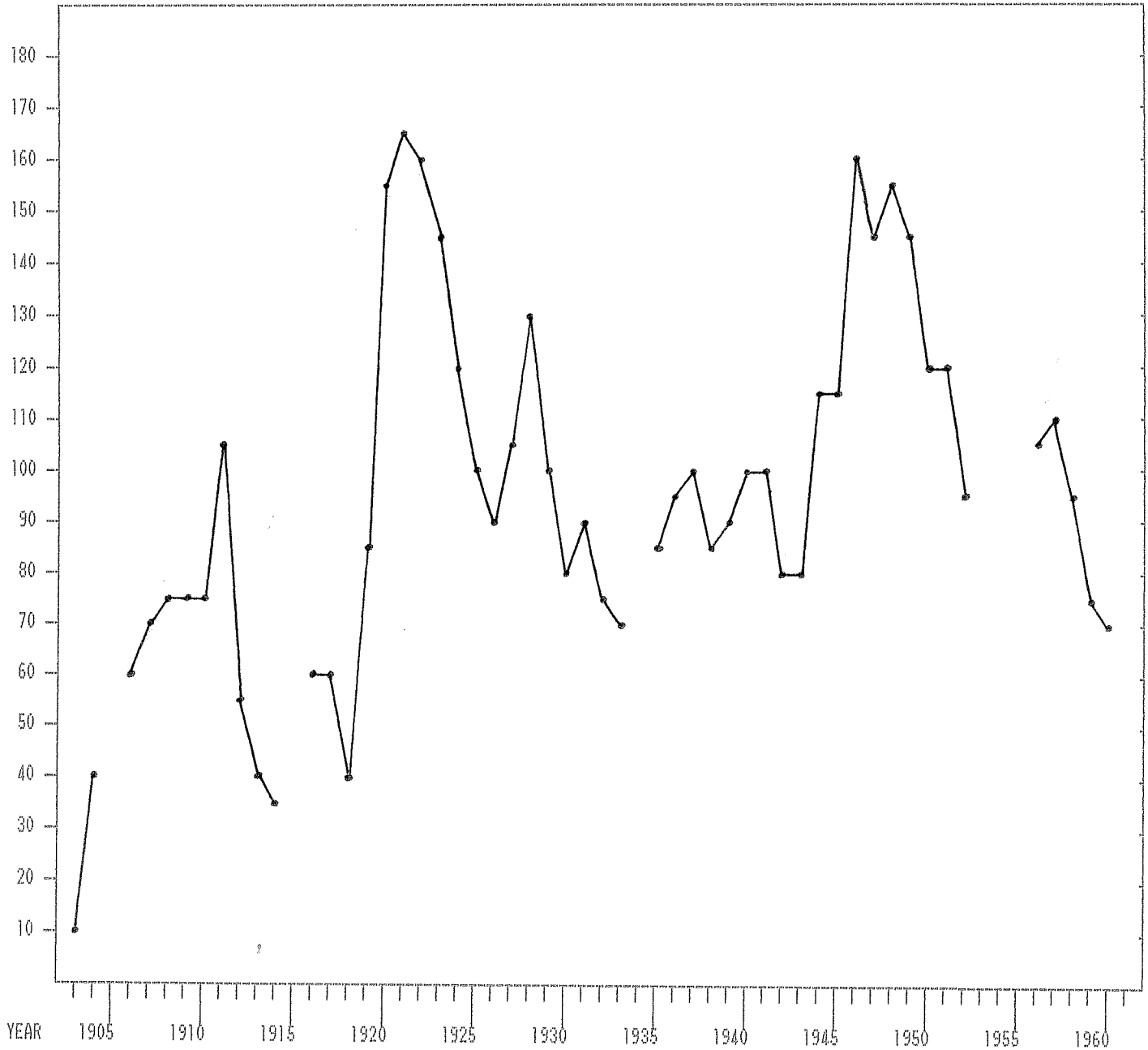
Let us thank the Lord for such dedicated workers and students. There is no room to pity them. There is only room to admire them

for the dedication with which they served their Savior and to
praise the Lord for these precious gifts he loaned to his Church.

APPENDIX

ENROLLMENT

STUDENTS



These figures were compiled from LC-MS Yearbooks and Lutheran Pioneer's. Please notice that the enrollment for the years 1905, '15, '34, '53, '54, '55 are not available. These enrollment numbers should be regarded as only approximate since they fluctuated within each year.

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