

**THE TUTORS OF NORTHWESTERN COLLEGE**

by

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## THE TUTORS OF NORTHWESTERN COLLEGE

Northwestern College in Watertown, Wisconsin, is--and seems to have been always--a school with character. And with few exceptions, the pastors of the Wisconsin Evangelical Lutheran Synod who received their training at Northwestern speak very highly of their *alma mater* and remember their college days with vivid and fond memories.

The students of Northwestern have always shared a close fellowship. That bond might be hard to appreciate if you were never part of the Northwestern body. How does the Northwestern College student think? What is the atmosphere in the dorms? How dedicated to the ministry are the students? Those are difficult questions to answer if you never attended Northwestern.

In writing a paper about the history of tutors--the inception of the practice and the roles these men have played at Northwestern throughout the last 77 years--it seemed necessary to have an understanding of the student body in the early years. What was dorm life like before the tutors arrived? What affect did the addition of tutors have in the dorm?

Those questions seemed very difficult to answer. I was not part of their fellowship. Their college life might have been radically different from the Northwestern which I experienced in the 1980's.

What would be best way to get a flavor of the Northwestern which admitted the very first tutors? The two sources that provided the most satisfying answers were the

written words of the student themselves in their monthly periodical, the *Black and Red*, and the living words of those who remember those days. Third on the list were the histories written by others years later.

Examination of the old *Black and Red's* really brought the students to life. Each issue had national news and essays of historical or literary interest in addition to the usually humorous "Campus and Classroom" column. In these ways their student paper was much like ours today. But, the flavor of their publication was a little different from ours. A noticeable difference is the more personal nature of the earlier publications. Every issue one could read what the "Locals" were doing. For example,

Frederic Born, Acc. '12, was at his home at Oconomowoc on March 16.

Elmer Kiesling, Prep., enjoyed the presence of his father, mother and sister, March 13.

Herbert Koch, '11, seminary, stopped over, on March 13, on his way home (*Black and Red*, April, 1912, 30).

These personal notes are probably a tribute to a smaller student body and the relatively fewer visitors they had.

More than demonstrating differences, though, the *Black and Red* indicated that those writing the articles were not very different from the students of today. So many of the articles they wrote read just like our articles. When they wrote about professors they remembered fondly their mannerisms and appreciated those things that made their mentors unique. The students seemed to have a good relationship with their

professors just as we do--relationships of friendship, yet based on respect. The humor in their articles contained a very similar mixture of inside jokes. Their sports articles showed a similar attitude toward athletics. Not much seems to have changed over the years.

One especially striking article about arbor day really showed the close connection between 1911 and today. Has arbor day changed at all in eighty years? In a section called "College Notes", we read:

On the morning of April 21st the president of the Junior class had ordered the boys to be out in the park and on the campus with spades, axes, and rakes, to straighten out whatever autumn and winter had left in disorder. With a jolly mood, as though such work were delightful, everybody set to work except the Seniors; for everybody was to work on the day except the "fathers," who did the jollying, while the Juniors had charge of inspection. At ten o'clock refreshments were served from the kitchen. Every one had exerted himself very much and showed great appetite. Even the Seniors thought a good appetite a very essential part of their enjoyment. Strengthened by the refreshments, every one picked up his tools and set to work again, until 12:30 when everything was neat and clean. Much attention was also paid to the baseball diamond by the freshman class (*The Black and Red*, May, 1911, 35-36).

A look at the articles of the *Black and Red* shows also the common faith which unites us with them. They worshiped the same Lord, treasured the same promises, desired to guard the same truth. And they were studying with the same "long-range" goal in mind, the public ministry. When tutors came to Northwestern in 1915, they were coming to serve sinners very similar to the students of Northwestern today.

While the students were essentially the same, the times they lived in were not. Economically, politically, synodically they lived very different lives than we do.

### The Years Prior to Tutors

At the turn of the century, Northwestern College was already 35 years old. Many changes were taking place synodically and on campus.

In 1892 the Wisconsin Synod joined a confederation with the synods of Michigan and Minnesota. They called themselves the Evangelical Lutheran Joint of Wisconsin and Other States. This resulted in the closing of the seminary in Saginaw, the erection of the seminary in Wauwatosa, and the designation of Dr. Martin Luther College as the synod's teacher training school. Most importantly the synod's settlement into a fixed and stable pattern enabled it to solidify, operate and expand in the coming years.

In many ways the college was also in a "rebuilding" stage. On July 30, 1894, a lightning bolt and the ensuing fire had destroyed the old *Kaffeemuehle*, built in 1865. Included in the loss was Northwestern's modest library of 1,500 volumes.

There were academic changes too. The English department had before his time been considered weak. Dr. Henry Ott was in the process of building it up.

The dormitory situation was also unsatisfactory. The 1875 dormitory--without bathing facilities and with toilets located out of doors--was overcrowded. A bigger concern was the need for a permanent inspector. The following had served as inspector for the last 35 years:

Adolf Hoenecke 1866-1869

Prof. Ernst 1869-1872

Dr. Notz 1872-1886

Ott and Weimar 1886-1888

J. P. Koehler 1888-1893

Ott and Weimar and C. Ernst and W. Franzmann 1893-1895

Prof. Hoyer 1895 - 1898

But between 1898 and 1903 there were many changes in the inspectorship. Many of those given the authority over the students were only slightly older. The students did not respect them. Several of the inspectors did not have the personality traits necessary to do the job. One inspector in particular had a bad rapport with the students. Much misconduct resulted and one very unfortunate event brought to everyone's attention the enormous need for a good inspector.

The man who followed the Lord's call into that service was Martin Eickmann. With his arrival student life improved drastically. It did not take long for Inspector Eickmann, along with President Ernst, to prod the synod into doing something about the inadequate housing for the students. Colds, sore throat, and other sicknesses in the dorms the last few years gave a strong case to their argument (Kowalke, 141). On May 30, 1905, Northwestern dedicated a \$51,000 dormitory. This building would house Northwestern students for 60 years.

Professor Eickmann served the Northwestern flock for 10 more years after the new dormitory was built. During those years he dealt with the smallpox plague of 1906 and 1907. During those years he spoke up on behalf of the students, bringing football back to NWC and enthusiastically supporting the move among Milwaukee alumni to provide for a gymnasium for the college.

During all 12 years of his ministry at Northwestern, Professor Eickmann was like a father to the students--in every sense of the word. He conscientiously did all the duties of dorm supervision. He made the rounds at 6:00 AM every morning. He took care of the sick. He conducted chapel every evening and was the monitor on all three

floors during the study periods. His night ended when the last person was safely and quietly in bed. In addition to this he taught classes. His description in the 50 year anniversary booklet in 1915: "Prof. Eickmann, (Inspector; Latin, Religion, German, with Fourth-Year Prep = 12 periods)"(Hoermann, 69).

Every indication is that the students respected and loved their inspector. Serious infractions were as limited as they can be among several hundred students.

These years saw also the completion and dedication of the new gymnasium in 1912. The campus had seen many changes since the turn of the century. As World War I was starting in Europe, those on the Northwestern Campus in Watertown were thinking ahead to the following year when they would be celebrating 50 years of God's blessing on that campus.

### **The First Tutors**

The history of the first fifty years of the college in which much of the previous material is recorded makes no mention of the death of the faithful inspector. Hoermann wrote the book, at the request of the Northwestern faculty, for the grand celebration to be held on June 18, 1915. H. K. Moussa had translated this history into English for the same celebration, and it was included in the book.

But then something unexpected happened:

The sudden death of Prof. Martin Eickmann, the inspector, threw a pall over preparations for the celebration. He passed away in his sleep on the night of June 2. Students had the first inkling that something was amiss the next morning when one after the other awoke and looking at

his watch noticed that the time was long past six o'clock when the inspector made his rounds to summon sleepers from dreamland with his bright call "*Aufstehn!*" and the inevitable rap of his keys on the iron bedsteads (Kiesling, 67).

Many attributed the death of the inspector not to the wide variety of problems that come with dorm supervision, but rather the "constant pinpricks, the deadly routine, and the lack of rest." Kowalke writes: "What helped him to carry on for twelve years without assistance was his understanding of boys and his sympathy with their problems, his sense of humor, and above all his unwavering confidence that the Word of God, which was so much a part of the student's life, would work its wonders on their hearts and minds" (155).

What followed Professor Eickmann was very similar to the years just before he arrived in 1903. Three successive inspectors who taught and supervised the dorm found it more than they could or wanted to handle. A strong enough feeling prevailed that a different system of inspection had to be devised. By resolution, the synod organized a committee of NWC, DMLC, Saginaw and Seminary representatives. Their goal was a system which would not put all the weight of this responsibility on the shoulders of one man.

As would often be the case in later years, both Pieper and Koehler spoke up in favor of two different plans of action. Professor Pieper had seen something he liked in Fuerstenschule of Meissen in Saxony. It was called the Hebdomadary System (from the Greek *hebdomas*, "seven") and called for a rotation of the faculty members in and out of the dorm, one at a time. Each member would take his turn living and



supervising in the dorm for seven days.

Koehler had his own idea. He based his system on the experience he had earned when he was inspector. He had asked to be relieved of the inspectorship duties in 1893, claiming to be close to a nervous breakdown. Koehler realized that it was not the major decisions that had worn him down, but the endless physical work and constant demand of time and detail that gave him no opportunity to relax or recover. Koehler suggested that the president make the major decisions in the dorm and that he choose three seminary graduates to be assigned by the assignment committee to their positions as tutors.

Each tutor would be responsible for only one floor in the dorm and have limited teaching or tutoring assignments. According to this plan each tutor was obligated to stay one full year, but only one of the three would be asked to remain a second year so the tutors might always have one among them who knew the details of dormitory life.

This didn't seem like a bad idea. It wasn't a completely new idea either. Since the turn of the century--and even before then--emergency instructors and inspectors had come from the seminary to do very similar work:

At different times it has been necessary to employ assistants and tutors to help out in the work. The men that served in this capacity were: Wm. Franzmann, H. Frank, '01-'02, E. Bliefert, '04-'05, Rudolf Ernst, '07-'08, Paul Bergmann, '10-'11, Edgar Melzer, '10-'11, Theodore Avé-Lallemant, '11-'12, Frederic Schumann, '12-'13, Elmer Sauer, '12-'13, and Paul Froehlke, '13-'14 (Hoermann, 69).

The first three tutors arrived from the seminary in the fall of 1915. They were William Lueckel, Herbert Parisius, and Carl Schweppe (see Appendix 1, chronological listing of NWC tutors). Together with President Ernst these three tutors drew up a set of regulations for tutors which they submitted to the faculty and the board for approval. The basic system they set up has been in effect ever since. The tutors were to perform the duties of the previous inspector and teach some classes, usually on the prep level. Athletics would be a part of their duty when individual abilities enabled them to do this.

Luetke, Parisius, Schweppe were breaking new ground when they entered the dorm as tutors. Their first year included many tests. Because of the war the country was in general unrest. Sickness in the dorms continued. And of course the students, recognizing that this was a new system, took many opportunities to test it. After all, those first decisions and agreements between tutors and students would set precedent.

Kowalke relates an incident that happened early in the history of tutors, in 1918. The incident shows that Northwestern College students have not changed much in their ability to band together for a cause nor in the "humorous way" that they might attempt to defend that cause.

One group of tutors in 1918 thought it would make for better order in all respects and for greater promptness in the dining hall at breakfast if the students were assembled for roll call at 6:25 each morning. On the first morning exactly one student of the college department reported for the roll call. When an attempt was made to enforce the ruling, the students drew up the following explanation for their unwillingness to conform:

1. It is humiliating for college students to have to appear for roll call with preps.
2. Roll call is a military regulation and we are civilians.
3. If we report for roll call we are prevented from taking a healthful walk before breakfast (160-161).

It is interesting that the students of 1918 had such a desire for exercise. During his years of inspectorship, Professor Eickmann had reported how difficult it was to get the students out of bed in the morning. Pastor Werner Franzmann, who was a student at Northwestern a couple years after this incident, reports that by the time he got to Northwestern, this early morning exercise routine had already fallen out of use.

As you might well guess, the faculty was not impressed by the students' arguments. They supported the tutors and each successive roll call had more and more students until eventually reaching 100%. This practice, however, never was regarded very highly and successive tutors let it fall out of use.

At this time when synod was joining the synodical conference, a few changes also came to Northwestern while these first tutors were there. One change was made in 1917, when President Ernst's declining health led the faculty to relieve him of his supervision of the tutors and head responsibility of the dormitory. It was therefore recommended at that time that a permanent inspector be added to the faculty. The approval of this recommendation, however, did not bring the intended result until 1935, when Professor Roland Kremer became the inspector.

Dorm life was arranged so that each room would have a mix of collegiates and preps. This caste system allowed the older students to help keep order and discipline

the younger ones. It also meant the those with seniority were not the first ones to get up in the morning.

What was the academic condition of the college at this time? In the booklet prepared for the anniversary in 1915, Hoermann writes:

There is no higher or more glorious calling than to be a preacher of the Gospel, and in saying that we show how dear to us Northwestern must be as the motherlode from which such precious metal is mined . . . . We are but a college, a "gymnasium"; our aim is to give an education, not a profession . . . for it is a tradition of the school and in keeping with the best scholarship of all the ages that a classical education is without exception the very best education. Under existing conditions there can be no doubt whatever: for preachers of the Gospel that must work in the Word the classical education is the best, if not the only, preparation (Hoermann, 88).

The class schedule and curriculum had remained the same for many years. One change took place in 1919, when an extra year was added to the college curriculum. This was the first step away from the pattern of the German "Gymnasium." Ten years later a strong case would be made for accreditation.

In the early 1920's something else happened for the very first time. With the retirement of Professor Schlueter, the whole faculty at Northwestern was made up of alumni--professors and tutors. The tutor system, well underway, would give many young men in the ministry some valuable teaching experience and help them grow in their personal skills. This experience would play some role in bringing many of these men back to teaching situations.

### **The Roles Tutors Have Played Through The Decades**

The term "tutor" is somewhat misleading. A tutor does more than give specific instruction in one or more academic subjects. The term "tutor" is actually from English university terminology. At Oxford or Cambridge, for example, a tutor is "a college officer who supervises study, discipline, etc., of undergraduates specially assigned to him" (Toppe, 75).

Material distributed at the 1979 Tutor Seminar put it this way:

Definition of the term "tutor"--

"the general oversight, care and instruction of another person, commonly younger"; "official entrusted with the care of the undergraduates of a college, directing their studies and being responsible for their good behavior, though not necessarily giving instruction"; "officer giving advice in academic and personal matters to undergraduates."

But it must be recognized that the role of the Northwestern tutor is much more than his British counterpart. Northwestern tutors provide social, moral, and spiritual guidance and encouragement for those entrusted to them. There is a motivation of Christian love there, which cannot be valued too highly.

Being a Northwestern tutor is more than a job. The Northwestern tutor has received a call from the Lord, through the church, to serve in that position. Acts 20:28 says, "Keep watch over yourselves and all the flock of which the Holy Spirit has made you overseers. Be shepherds of the church of God, which he bought with his own blood." The tutor is a shepherd of God's flock, serving God's people. Professor Lawrenz summed up the work of the shepherd:

The heart of the work of shepherding must be done with the Gospel message. After our heavenly Father's holy will in these vexing problems has been clearly delineated, our students need to be shown that also behind His holy will is His kindness toward us, His concern for our welfare now and hereafter. It needs to be emphasized that this divine kindness and solicitude is a part of the love of God, who spared not His own Son but delivered Him up for us all . . . . Graduate tutors are certainly prepared by their training to take part in building up Christian ideals of conduct with reference to various current problems by means of the proper use of law and Gospel. They have been prepared to carry out shepherding on an individual basis by re-stressing some of these points as the need and opportunity for doing so arises and as the need of individuals for a reminder becomes evident (Lawrenz, 5).

The Wisconsin Evangelical Lutheran Synod recognizes the need for qualified shepherds of the youth: "We need tutors who are shepherds, who are pastors, who can assist us as presidents and especially as deans in the role assigned to us" (Huebner, 8-9).

In fact, in some ways, the graduate tutor is even better equipped in this capacity to serve the students than a more experienced pastor. "The graduate tutor has been prepared to listen sympathetically and with understanding to the problems for which our young people seek guidance and greater clarity. Just because he is still a relatively young person, works closely in their midst and is readily available, students are more inclined to turn to a tutor than to an older instructor" (Lawrenz, 6).

In addition to this, the relatively young age of the tutor might help him understand student life and better be able to "accept it." He is better able to remember his college days, and student life is not so foreign to him that he does not fit in at all. Graduate tutors have the experience to be leaders and disciplinarians, and the youthful vitality to

survive and keep going.

From 1959-1975, though, Northwestern received only one graduate tutor each year. The student body enrollment was high at Northwestern (and would continue to rise to its high in 1968), but the graduating classes of the seminary were not large enough to fill the openings at established congregations and send men to new mission fields. Add into this the physical separation of the prep body from the college body because of the new Augsburg hall which was completed in the 1967. An extra building required extra tutors.

To solve this dilemma, Northwestern started "borrowing from the future." They began calling seminary students who had completed only one or two years at the seminary, asking them to take a year out of their studies. In addition to this, in 1967 Northwestern called Larry Joecks, a graduate from Dr. Martin Luther College, to be a tutor. DMLC graduates continued to serve in this capacity until 1972. While both of these options helped in these conditions, neither was ideal. After 1975 Northwestern did not call anyone except seminary graduates. At a tutors' seminar a few years later Professor Lawrence<sup>z</sup>, looking back at undergraduate tutors, maintained that graduates are preferred: "Again, the graduate tutor is prepared to approach this vital task of counseling with a greater confidence and adeptness. An undergraduate tutor, on the other hand, may himself still lack full clarity on some of these matters and feel unsure about giving the proper scriptural answers. Thus those who come to him will not be served" (Lawrenz, 6).

At the same seminar, Professor Huebner agreed:

(Our institutions) have often had undergraduate tutors doing the kind of work for which they have not been fully prepared . . . . The responsibilities we place upon them in light of the many and varied needs of our students today have been the center of discussions in dean's conferences, the Seminary faculty, and finally on part of the Commission on Higher Education (Huebner, 3).

It was perhaps during this time period in the history of tutorship that the position of the tutor lost some of its original prestige. What could make the position seem less important than entrusting it to less-qualified and less-experienced people?

President Toppe attributes a low opinion of tutorship to the "job description":

There was little prestige or status attached to a tutor call to Northwestern, even though the unmarried graduates were "first-round draft picks" by the schools--before the District Presidents could assign graduates to their own districts. The tutor was in a species of no-man's-land during this period of service. While his classmates settled into their life's calling, for which the seminary had prepared them, he was performing chores in the dormitory (76).

A look at appendices 3, 4, 5, and 8 (outlines of material given to new tutors in their orientation) show that ideas like those need to be counteracted. Tutors are not just dormitory managers. They are pastors, called to guide and feed and love the people of their "congregation." And the skills they use and develop will serve them in good stead in their future ministries as well. Tutors sow the same seed as pastors in the parish--the Word of God. But they do that in a more specialized part of God's field. Learning to correctly handle the word of truth is a necessity in all areas of ministry. The dormitory is an especially good place to learn how to use law and gospel and learn more about the people who need them.



Today the Northwestern College tutor is rather highly respected. There might be several reasons for this change. The greatest, I think, is that we are further removed from the 60's and 70's when undergraduates served in the same positions. Another reason is the decision to begin ordaining tutors. Before 1980 this was never done, sending an erroneous message that tutors were not called ministers of the gospel. Much of this change in is due, I think, to one significant year in the history of tutorship, 1979. It was that year that the Seminar on the Role of Tutors, sponsored by the Commission on Higher Education, indicated the importance of the tutor's role in the worker training of the Wisconsin Evangelical Lutheran Synod. (See Appendix 9). Much of the material in appendices 3 through 8 comes from the essays delivered at the seminar in 1979.

The current dean of Northwestern College, Professor Edward Lindemann, has seen an improvement in the esteem of the tutor. He has seen many changes in the 18 years he has been dean of students. Even though the college and prep had separated from each other in the early 70's, the college tutors continued to teach prep classes. Keith Free (1982-84) was the last tutor to do that. In the last decade, the tutors of Northwestern have been teaching college classes such as Greek, history, and religion. The year 1975 even brought a married tutor to Northwestern.

One other significant change in the life of Northwestern Tutors has to be the use of Resident Assistants. These assistants to the tutors, appointed by the faculty, help keep order in the dorm, provide communication to the tutors, and serve "on duty" at times when the tutor has other duties or has a night off. These RA's began the year

Dean Lindemann came in 1974.

A role of the tutor that I would be remiss in omitting is the tutor's role as recruiter for the ministry. By his example, by his attitude, by his proclamation of the word, and by his counsel with individuals, the tutor does much to encourage his flock to keep pressing on toward the goal of being fellow shepherds of God's people.

And along with the role is the underlying role of friend. Tutors build bridges with people following them down the same path. Through the tutor system many brothers in the ministry have gotten to know each other. When I am at conference, am I going to feel more comfortable talking to a tutor who served when I was in college than to a total stranger? Of course. And he is the same one I will go to for help and guidance in my ministry.

Appendices 1 and 2 list all of the tutors of Northwestern College since 1915, both chronologically and alphabetically. Throughout my research and interviews most of these names became more than just names. I learned different facts about their personalities, their situations, and their service. It is interesting to note that several of them served more as "acting deans" than as tutors. Most of them went into the parish ministry after tutoring. Many of them went on to be professors, presidents, and editors. Toppe points out, "There are times when men who once served as tutors do receive recognition that is uniquely appropriate. Between 1987 and 1989 (before President William Zell retired) every one of our synodical schools was headed by a man who was once a tutor at such a school" (Toppe, 77).

Not all of the facts found are positive, though. There are some unfortunate truths

buried in the history of tutorship. One of the first tutors of 1915, for example, went with the Protestants in the late 20's. It is ironic that the Protestants included the man who is most responsible for our tutoring system, J. P. Koehler. Many years later a professor led a tutor to a lower view of scripture. The tutor left the WELS in the early 60's. Throughout the years of tutors, some of them had to deal with very serious matters in the dorm. The smuggling ring of the mid-20's comes first to mind. Some of the tutors of Northwestern would later leave the preaching ministry for various reasons.

All of these stories and facts--the positive and the negative--tell us some things about these tutors. They were human beings with sinful natures. They were all individuals and tutoring at Northwestern was for each one a unique experience. The many anecdotes and details of many of these men could fill hundreds of pages.

The Northwestern tutors have played a significant role in the history of our church body. The writer to the Hebrews said, "Remember your leaders, who spoke the word of God to you. Consider the outcome of their way of life and imitate their faith" (13:7). This passage very aptly sums up the attitudes of thousands of Northwestern students who remember these men who lived with them in the dorm.

*Appendix 1*

**NORTHWESTERN COLLEGE TUTORS**

arranged chronologically

Lueckel, William 1915-16	Zickuhr, Walter 1941; six weeks
Parisius, Herbert 1915-16	Pagels, Otto 1942-43
Schweppe, Carl 1915-17	Brick, Delmar 1943-44
Hartwig, William 1916-17	Schumann, Walter, Jr. 1944-45
Schumann, Walter, Sr. 1916-17	Petrie, Jackson 1945-46
Andreae, Valentine 1917-18	Zell, William 1947-48
Fenske, Reinhold 1917-19	Nommensen, Winfred 1948-50
Kehrberg, Otto 1917-19	Voss, Robert 1950-51
Zank, Walter 1918-20	Eggert, Rupert 1950-52
Eickmann, Paul, Sr. 1919-21	Wietzke, William 1951-53
Hahn, Edward 1919-22	Nitz, Paul 1952-53
Kolander, Frederick 1920-22	Kuske, Paul 1953-55
Bodamer, Walter 1921-23	Scharlemann, Herbert 1953-56
Tacke, Ewald 1922-24	Otterstaetter, Marvin 1955-56
Falk, Erich 1922-24	Rehm, Merlin 1959-61
Kremer, Roland 1923-25;	Peter, Henry 1956-58
Hillmer, Alexander 1924-26	Zenker, Allen 1956-58
Meier, Albert 1924-26	Panning, Armin 1957-59
Zorn, Kurt 1925-27	Nitz, Marcus 1957-59
Mueller, Richard 1926-28	Koelpin, Arnold 1958-60
Schnitker, Hugo 1926-28	Polzin, Ralph 1959-60
Kleinke, Walter 1927-24	Braun, Jerome 1961-63
Hillemann, Roland 1928-29	Schwark, Melvin 1961-64
Franzmann, Werner 1929-30	Wiechmann, Richard 1962-63
Zink, Harold 1930-31	Sievert, Robert 1963-64
Kremer, Roland (again) 1931-32	Wagenknecht, Myrl 1963-64
Redlin, Gerhard 1931	Westendorf, James 1964-65
Naumann, Oscar 1934-36	Zehms, Roger 1964-65
Gensmer, Richard 1936-39	Gabb, William 1964-65
Bretzmann, Roland 1939 one month	Leerssen, William 1965-66
Raabe, John 1937-39	Martens, Ralph 1965-66
Schwartz, Marcus 1939-40	Schulz, Martin 1965-66
Breiling, Edwin 1941-42	Lenz, Mark 1966-67
Cares, Gerhard 1941, one month	Luetke, David 1966-67
Thierfelder, Frederick 1941; two weeks	Schroeder, Gary 1966-68

Braun, John 1967-68  
Joecks, Larry 1967-68  
Ziemer, Paul 1967-68  
Gronholz, John 1968-69  
Stuebs, Martin 1968  
Westphal, Walter 1968-69  
Zahn, Allen 1968-69  
Edenhauser, Kenneth 1969-71  
Hartzell, Eric 1969-71  
Kugler, Richard 1969-70  
Schwartz, Martin 1969-70  
Henkel, Carl 1970-71  
Mehlberg, Ronald 1971-72  
Ross, David 1971-72  
Martin Stuebs (again) 1971-73  
Schweppe, Paul 1972-73  
Uttech, Frederick 1972-74  
Schwartz, Armin 1973-74  
Smith, Dennis 1973-75

Thompson, Glen 1974-75  
Koester, Robert 1975-77  
Kogler, Richard 1975-77  
Brenner, John 1977-79  
Kuerth, Roger 1977-79  
Kehl, David 1979-81  
Kipfmiller, David 1979-81  
Connell, James 1981-82  
Woldt, Michael 1981-83  
Free, Keith 1982-84  
Kolander, David 1983-85  
Burger, Norman 1984-86  
Balge, Daniel 1985-87  
Hirsch, Philip 1986-88  
Ladner, Jonathan 1987-89  
Brokmeier, Kenneth 1988-90  
Stelljes, Ross 1989-91  
Koelpin, Paul 1990-92  
John Qualman 1991-

*Appendix 2*

**NORTHWESTERN COLLEGE TUTORS**

arranged alphabetically

Andreae, Valentine 1917-18	Koester, Robert 1975-77
Balge, Daniel 1985-87	Kogler, Richard 1975-77
Bodamer, Walter 1921-23	Kolander, David 1983-85
Braun, Jerome 1961-63	Kolander, Frederick 1920-22
Braun, John 1967-68	Kremer, Roland 1923-25; 1931-32
Breiling, Edwin 1941-42	Kuerth, Roger 1977-79
Brenner, John 1977-79	Kugler, Richard 1969-70
Bretzmann, Roland 1939, one month	Kuske, Paul 1953-55
Brick, Delmar 1943-44	Ladner, Jonathan 1987-89
Brokmeier, Kenneth 1988-90	Leerssen, William 1965-66
Burger, Norman 1984-86	Lenz, Mark 1966-67
Cares, Gerhard 1941, one month	Lueckel, William 1915-16
Connell, James 1981-82	Luetke, David 1966-67
Edenhauser, Kenneth 1969-71	Martens, Ralph 1965-66
Eggert, Rupert 1950-52	Mehlberg, Ronald 1971-72
Eickmann, Paul, Sr. 1919-21	Meier, Albert 1924-26
Falk, Erich 1922-24	Mueller, Richard 1926-28
Fenske, Reinhold 1917-19	Naumann, Oscar 1934-36
Franzmann, Werner 1929-30	Nitz, Paul 1952-53
Free, Keith 1982-84	Nitz, Marcus 1957-59
Gabb, William 1964-65	Nommensen, Winfred 1948-50
Gabb, William 1964-65	Otterstaetter, Marvin 1955-56
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### Appendix 3

-- an outline included in the information packet given to newly called tutors;  
supplemented with orientation discussion

## THE TUTOR AS SHEPHERD

- I. "Tutor" not "Pastor"
  - A. Sought to change but to no avail
  - B. Still a pastor
  
- II. Tutor feeds lambs and sheep
  - A. He has a Call into the Ministry
  - B. Comparison to other classmates
    1. His classmates are specializing in preaching, teaching, counseling, making sick calls, evangelizing, organizing, etc.
    2. Tutor does all this and more
  
- III. Tutor shepherds many young people
  - A. More than 100
  - B. Cream of the crop
  - C. Future Ministry
  - D. Entrusted to your care
    1. Christ purchased them
    2. He has called you to shepherd them
  
- IV. Tutor has opportunity to preach
  - A. On campus--chapel
    1. Students need the same law and gospel--they are not different than other sinners
    2. Help students prepare chapel talks
  - B. Off campus (as often as your schedule allows)
  
- V. Tutors build the army of men and women assigned to serve in the church
  - A. Students
  - B. Tutors



## *Appendix 4*

-- an outline included in the information packet given to newly called tutors;  
supplemented with orientation discussion

### **THE TUTOR AS TEACHER**

- I. You are a teacher
  - A. By virtue of your call
  - B. By virtue of your pursuit of the ministry
  
- II. Class personnel
  - A. Academically average and above
  - B. Special cases
    1. Academic
    2. Behavior
  - C. Classroom relationship
  
- III. The blessings from being a teacher
  - A. Serving the Lord in a special way
  - B. Gaining confidence and expertise for future teaching

## *Appendix 5*

-- an outline included in the information packet given to newly called tutors;  
supplemented with orientation discussion

### **THE TUTOR AS COUNSELOR**

- I. You are a counselor
  - A. By virtue of the nature of your call
  - B. By virtue of your desire to serve
  
- II. Before the counseling begins
  - A. A relationship must be established
  - B. Pave the way for communication
  
- III. How to begin counseling
  - A. With love for the students
  - B. With a desire to share Christ
  
- IV. The mechanics of counseling
  - A. Empathy
  - B. Warmth
  - C. Listen
  - D. Direct

## Appendix 6

-- an outline included in the information packet given to newly called tutors;  
supplemented with orientation discussion

### THE TUTOR'S RELATIONSHIPS

- I. Relationships are most important--some are easy, some not so easy
- II. The two most important relationships
  - A. With the dean
  - B. With other tutors
    1. Do things together
    2. Accentuate positive qualities
    3. Know and admit your weaknesses
- III. Other relationships
  - A. Administration
    1. Board
    2. President
    3. Dean
  - B. Faculty
    1. Acceptance
    2. Invitations
    3. Share certain information
    4. Talk to dean
  - C. Athletic
  - D. Music
  - E. Students
    1. They are your people
    2. They must be defended by you
    3. They must trust you
    4. They must know you care
  - F. Food service
  - G. Maintenance
  - H. Synod

## Appendix 7

-- an outline included in the information packet given to newly called tutors;  
supplemented with orientation discussion

### THE TUTOR'S DUTIES AND RESPONSIBILITIES

- I. Rightly dividing law and gospel
  - A. By now you do this in your preaching
  - B. Can you in everyday situations?
  - C. Apply both law and gospel
  - D. If you err, err on the side of the gospel
- II. Assisting the dean
  - A. Not assistant deans
  - B. Assistants to the dean
- III. Knowing the students
  - A. Read profiles
  - B. Recommendations
  - C. Talk with them concerning
    1. Parents
    2. Background
    3. Likes and dislikes
    4. career plans
    5. the ministry
- IV. Discipline
  - A. "Do what you have to"
  - B. Empathy
  - C. Call sin sin
  - D. Consequences of sin
  - E. "You got caught because God loves you"
  - F. Expel but not excommunicate
- V. Mundane chores
  - A. Find out what is expected and do it!
  - B. Set up a routine (vary it?)
- VI. Be around
  - A. 24 hours a day
  - B. Don't just sit in your room
- VII. Set an example

## Appendix 8

-- an outline distributed at the 1988 Tutor Orientation Seminary to newly called tutors supplemented with orientation discussion

### THE NITTY-GRITTY OF A TUTOR'S EXISTENCE

- I. Who you are
  - sinner
  - saint
  - Servant of God and His Church
  - Example
  - Tutor--not head jani, Dean, President, Head Tutor, Student,  
or All-Star former student
- II. What you do
  - A. Better the relationship between student and Savior
  - B. Encourage for the Ministry
  - C. Keep order so they can study of minstry
  - D. NOT to keep them from sinning
- III. Where and when
  - Everyday, all the time
  - School functions
  - Dorm
  - Faculty Lounge
  - \* \* Exception! When you are off duty and away, recreate!
- IV. Why?
  - Because God loves you, you love them--even when that is difficult
- V. How?
  - A. Be firm and evangelical. Not wimpy.
  - B. Fair and respecting of individuals; not mutually exclusive
  - C. Never be intimidated
  - D. Know the student hierarchy and use it. Let them lead when they can.
  - E. Expect even these fine Christians to commit "stupid" sins.
  - F. Handle a situation right away, but do not be afraid to make the students wait a while.
  - G. Never let them get your goat
  - H. Rely on your brethren (tutors and dean)
  - I. Love your people your way
  - J. Only when the well has water can there be a fount--use God's Word and Sacraments regularly and faithfully

*Appendix 9*

-- resolution of the WELS Board for Worker Training distributed at the 1979 Tutor Seminar

**Resolution No. 4**

Re: Use of Graduate Tutors

WHEREAS considerable discussion at the seminar on the role of tutors centered about the relative merits of using graduate or undergraduate tutors; and

WHEREAS there was consensus that the demands inherent in the responsibilities carried out by tutors require considerable maturity, as it relates to theological matters and the exercise of sound judgment; and

WHEREAS such responsibilities could best be carried out by graduates from our terminal schools; and

WHEREAS the important nature of a tutor's work requires that highly qualified graduates be assigned to these positions; and

WHEREAS the use of graduate tutors would enable schools to make use of a two-year term of service for the assigned tutors, if mutually agreeable; and

WHEREAS the use of highly qualified graduate tutors would restore some of the prestige which historically was associated with the office of the tutor from the time of its inception; and

WHEREAS the use of married tutors, particularly on the college level, may well have advantages which offset any associated disadvantages; therefore be it

RESOLVED a) That the group comprising the seminar on the role of tutors go on record as favoring the use of graduate tutors at our synodical schools; and be it further

RESOLVED b) That this group urge the Board for Worker Training to implement to whatever extent possible the policy of using graduate tutors; and be it finally

RESOLVED c) That the Board for Worker Training be urged to alert the Synodical Assignment Committee to the consensus of this group and request that high priority be given to the assignment of tutors, even though this may involve additional manpower and money.

Adopted

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