

THE CIRCUMSTANCES SURROUNDING THE CLOSING OF THE MISSOURI  
SYNOD'S SYNODICAL HIGH SCHOOLS; WHAT CAN THE WISCONSIN  
SYNOD LEARN?

By Joe Fricke  
Senior Church History  
Prof. Brenner  
April 19, 1993

Wisconsin Lutheran Seminary Library  
11831 N. Seminary Drive. G&W  
Maquon, Wisconsin

My whole life has been spent in association with one of our worker training schools. My Father taught at Michigan Lutheran Seminary in Saginaw, Michigan. It was there that I was born. When I was four he took a call to teach at Northwestern College. I attended Northwestern Prep, Northwestern College, and Wisconsin Lutheran Seminary. A worker training school has been my front, or back yard since the day I was born. They have been a constant presence and great influence in my life. Because <sup>of</sup> I this I have grown to love these schools very much, and I often find myself wondering if I will be able to function away from one of these schools.

As I look forward to serving God in the pastoral ministry, I have become concerned about our worker training system. We are in a time when there are proposed changes, and cutbacks. As I hear the reasons why these proposals are being brought forth, I find myself confused about the issues. I hear both sides use the same argument for combining the colleges and for keeping them separate. I hear the same arguments used for closing Martin Lutheran Preparatory School as were used for buying the property in the first place. In the discussions I have been involved in, I hear many people compare the present situation in the WELS to that of the Missouri Synod about twenty five years ago.

Apparently, this is something we in the WELS like

to do. We like to look at the LCMS for historical precedent to support our way of doing something. Or we use it as an example of how not to do something. I have even heard some say that the WELS is a copy of the LCMS with a 20 year delay. Wether this is true or not, we can always learn from history; wether it be from others mistakes or their good fortune.

My confusion over the matter has led me to the topic for my paper. I wanted to see just what happened in the LCMS, and how realistic it is to draw a parallel between our worker training system and theirs. I am also interested in learning from their mistakes. In some ways it is a blessing to be compared to the LCMS, because we are able to see what they have done, and learn from their history.

I want to form a solid opinion for myself on what would be the wisest course of action for our Synod. Because of this I have chosen the topic of my paper to be: The Circumstances Surrounding the Closing of the Missouri Synod Prep Schools, also called Synodical High Schools.

As we look at this subject, I must first define what a "prep" school is in the Missouri Synod. When we in the WELS think of a prep school, we think of a boarding 4 year high school, where teen age boys and girls go to school if they have the intention of someday being a pastor or a teacher in our Synod. It is a little different in the

Missouri Synod. Their prep schools were six year schools, which were patterned after the German Gymnasium. The six years of school was the equivalent of four years of high school and two years of college. In this paper I will call the six year schools "prep" schools, just as we do in the WELS. When a member of the LCMS hears "prep" school they are more likely to think of the six year school. However it must be noted that there was a short period of time when they had prep schools which were only a four year high school. In my paper I will refer to these as synodical high schools. This distinguishes them from Community Lutheran High Schools (CLHS), which are the equivalent of our Area Lutheran High Schools (ALHS).

I will first give a brief description of just how the LCMS worker training system worked. We also need to keep in mind what was happening in American education throughout this century. We will then look at how these trends affected the LCMS. I will then list reasons I have found for the closing of the prep schools, and show their affect. Finally I will make some applications to our situation in the WELS.

As we look at the Missouri synod school system we must start at the beginning. In the middle 1800's the German immigrants who formed the Missouri synod decided they needed a way to train pastors to serve the many Germans in America.

There was a tremendous influx of German immigrants, because of political, economical, and religious reasons. Those in America, who were orthodox Lutherans, could not rely on European Mission Houses to send enough pastors to take care of the many people. They also could not depend on these missionaries to be doctrinally sound. Since the Lutherans who formed the LCMS were made up of a large number of people who came to America because of the Prussian Union, they were concerned about orthodoxy and confessionalism. They wanted well trained, and doctrinally sound pastors to take care of their people. They did not want pastors who were influenced by Reformed theology. Nor were they willing to allow pastors who tolerated Reformed errors in the church.

Because of this need, they set up a seminary in St. Louis, Missouri. This seminary, along with the seminary at Fort Wayne, Indiana, became the chief providers of pastors for the Missouri Synod. At the outset they did an excellent job of training men to become pastors. Under the guiding hand of C.F.W. Walther, Concordia Seminary in St. Louis was arguably the leading confessional Lutheran Seminary in the world.

In the 1800's there were high schools and colleges in the United States, but very few people were able to afford to go to these schools. Most people were farmers, who needed little education outside the farm to

make a living. Because the fact that the United States was a rural country, and the state of Missouri was on the frontier of the United States, there were few public schools in the area. These seminaries alone did not solve the problem of how to educate their pastors. It was felt that young men needed a background in certain subjects before they entered the Seminary. For this reason the prep schools were set up.

The prep schools were modeled after the German gymnasium. It consisted of six years of education. After that six years, men were accepted into the Seminary. Those six years were the equivalent of today's four years of high school, and the first two years of college. Upon graduation from the prep school men went to the Seminary and received their bachelors degree from the Seminary, and then continued their seminary education. This meant a man could spend six years on the Seminary campus (five in the classroom and one vicaring).

This system remained very much intact even as late as the 1970's. The chief purpose of these prep schools was to train young men and women for the preaching and teaching ministry. Among Lutheran church bodies the LCMS prep schools arguably provided the very best education for men and women entering the full time work of the church in the United States.

At this point, I might add that these schools also

accepted general education students, and provided a different set of courses for them alongside the worker training courses. At first glance it would seem that these were the equivalent of our Area Lutheran High Schools (ALHS's), but it must be noted that the worker training enrollees greatly outnumbered the general students.

The 1965 Board for Higher Education report to the convention shows the worker training enrollments compared to the general students enrolled at the prep schools for the year 1965 shaped up like this: 2,890 in pastoral training, 3,843 in teacher training, 208 in other church work related fields, and 700 in general education. (1965 BORAM p.189)

It is my impression that we have the same situation in our prep schools today, the difference being that we in the WELS don't name our general students as such.

This was the system that served the LCMS very well from its beginning until the 1970's. As I did my research I found some respectable statistics from these schools. The 1975 Synod convention proceedings reports that in the year 1963, 1 of every 65 female confirmands entered as freshmen in college (at an LCMS prep school) to become a teacher. 1 of every 140 to become a male teacher, and 1 of 107 to become a pastor. It also reports that in 1965, 1 of every 29 high school graduates from all their schools (both prep schools and CLHS) enrolled as a freshman with the

intention of entering the full time work of the church. (1975 Proceedings) These are very good statistics for any church body.

When these statistics are compared to the WELS we see that they are compatible. However, when compared to the 1975 statistics of the LCMS, also cited in the 1975 Proceedings, there is a tremendous difference that developed in that one decade. In 1975 we see a deterioration caused by the closing of the prep schools and other circumstances:

1 of every 67 high school seniors entered the full time work of the church. One in 300 LCMS college freshmen wanted to be a pastor. One in 257 a male teacher, and 1 in 130 a female teacher. (1975 BORAM)

After graduating from one of the prep schools a young man would go on to the Seminary and receive his bachelor of arts degree after two years. It was then another three years of education and a year of vicarship before one was called to be a pastor. The system is very much like ours as far as the years of education and the course requirements go. The way the years were divided up is very much different. (It must be noted that the WELS also had the same system until the 1920's).

Over the years the LCMS has had 18 worker training schools in North America. The LCMS has two Seminaries, one at St. Louis, Missouri, and the other at Fort Wayne,



Indiana. The Seminary at Fort Wayne was moved for a time to Springfield, Illinois, but later was moved back to Fort Wayne after Concordia Senior College closed in 1977. They have two colleges which were originally intended to be just teacher colleges (like Dr. Martin Luther College). These are located in River Forest, Illinois and Seward, Nebraska. At the present time all of their colleges have teacher training in their curriculum. These two colleges also had high school departments on the same campus, however the River Forest high school was closed in the 1950's to make room for a booming enrollment of teachers. Seward's high school department was maintained until the late 1960's to serve as a laboratory school for future high school teachers.

The rest of the prep schools were the six year gymnasium. These were located in St. Paul, Minnesota; Bronxville, New York; Austin, Texas; Concordia, Missouri; Winfield, Kansas; Conover, North Carolina; Portland, Oregon; Oakland, California; Edmonton, Alberta; and Selma, Alabama. There was also a Jr., College started in Ann Arbor, Michigan. This school, however, never had a high school department. Later Christ College in Irvine, CA, was started to be a general purpose college, but after Concordia Oakland, closed a worker training track was added to their curriculum.

In the 1969 convention the Board for Higher

Education recommended that the synodical high schools be closed.

"a. Phase out most synodical high schools according to previously adopted criteria. At the New York convention in 1967, the Synod gave recognition to the contributions which the synodical high schools have made in the past, especially in furnishing capable young men for the pastoral ministry. At the same time, it was noted that the constituents were no longer using many of the high schools and that the continued operation of some of the schools was rapidly becoming extremely difficult because of low enrollments.

The Synod resolved, therefore, to close the high school at Austin according to the plan proposed by the Austin board of control, and to give the Board for Higher Education "discretionary authority to discontinue the high school department at any synodical institution whenever its continued existence can no longer be defended."

Accordingly the high school department at Bronxville is being phased out according to a plan suggested by its board of control. The high school department at St. Paul has been merged with the community Lutheran high school under an arrangement whereby the community is gradually taking over the complete operation. The New York resolution of "discretionary Authority" has proved to be a very workable plan. The closings of schools have been accomplished without serious complications for the students, faculties, or institutions. . . . . The future of all the remaining high schools continues to be review by their faculties , boards of control and the Board for Higher Education. . . . . (1967 BORAM p.252)

#### To Authorize Development of 4-Year Programs

Resolution 6-39

Overtures 6-79 to 6-84 (CW, pp.333-335); 6-93U (URO p.64)

Whereas, The reports of the Board for Higher Education and the college presidents indicate a strong trends toward 4-year programs; and

Whereas, The Synod has had a number of requests for permission to develop specific institutions into a 4-year colleges; and

Whereas, Some of these requests display merit and promise of a strong local support, as demonstrated by the overtures listed above; and

Whereas, The question of the creation, expansion, or relocation of a synodical institution requires expert and professional study; therefore be it

Resolved, That we commend our schools for their institutional studies in attempts to meet criteria of the Board for Higher Education for expansion for junior colleges; and be it further

Resolved, That the Synod endorse the development of carefully defined 4-year programs in principle; and be it finally

Resolved, That the Board for Higher Education, with the approval of the Board of Directors of the Synod, the Council of Presidents, and Local Board of Control, be authorized to grant approval and to permit development of such carefully prepared 4-year programs as serve the purposes of the church and are economically defensible.

ACTION: Adopted (16).

(1969 Proceedings p. 131)

These are the official actions which preceded the closing of nearly all of the prep schools, and the transformation of the others into 4-year senior colleges.

Of these schools there were a few exceptions to the general closings between 1966 - 1973. Four of these prep schools were not closed during these years. These were Concordia in Edmonton, Alberta. It stayed open because it was its own entity. It prepared people mainly to teach and preach in Canada, and wasn't affected by the spirit of the times here in the U.S. Another was Concordia in Selma, Alabama. It originally opened as a "Mission" to the blacks in the south. It also had the special purpose of recruiting minorities, especially blacks, into the preaching and teaching ministries. However, in the 1980's it too was turned into a four year senior college. Concordia in Portland, Oregon, also stayed open later than 1975, but in 1977 the high school worker training track was

moved to a local Community Lutheran High School, and the school was changed over to a four year college. Conover N.C. was opened originally by the Tennessee Synod, but later taken over by the Missouri Synod in 1892. it later closed in 1935. These schools each have their own little story to tell, because of the circumstances surrounding their opening, or closing as the case may be. But I will leave those histories to someone else.

As I look at this system I see some great strengths, ~~to such a school system.~~ First we see that there were pastors, teachers, and laymen all going to school together. The friendships and benefits of attending the same school for six years would be a tremendous help in doing the work of the church. I learned this in an interview Rev. Kauffeld of St. John's in Watertown, who is a former LCMS pastor trained at Concordia in Winfield, Kansas. He felt that at his alma mater there was a tremendous benefit to having all those people at the same school. As I mentioned before, there was a unity, friendship, and a school/Synod spirit that was a benefit to the church. When all of these people were out in the field he felt they made a strong church body. There was a unity of spirit and purpose in doing the work of the church. Each group of people understood the other, and was able to work very easily with one another. This could only be a positive thing.

Secondly these schools were excellent educational

institutions. Their reputation has always been one of outstanding academics. Prof. Jeske related to me in a interview that when he attended Concordia in Milwaukee, he began Greek in the Quarta (Junior in high school) year. I think you would be very hard pressed to find a junior in high school tackling Greek today. Pres. Suelflow, the district president of the Southern Wisconsin District in the LCMS, also said that these schools always had a reputation for excellence in academics. They were always ahead of the public schools in producing quality students.

The weakness that I found to these schools is a debatable weakness. Looking back into the 1975 Boram the Board of Higher Education felt that a junior college combined with a high school was not feasible in the 1970's and beyond because of the advent of the four year college, and highly specialized education. In America the private Junior College was very rare, and small. It is possible that the LCMS waited too long to restructure their system.

"Public junior (community) colleges are a relatively new a phenomenon. In the early 1900's all eight junior colleges in the United States were independently operated. In 1950, 324 out of 597 were public, and in 1972 910 out of 1,141 were public. Though enrollment in independent junior colleges has not declined, it consists only of some 140,000 students out of an enrollment of 3 million. Most private junior colleges enroll fewer than 500 students while the majority of the public junior colleges have enrollments in excess of 1,500. (1975 BORAM p.284.)

"Colleges in the Lutheran Church-Missouri Synod must be in step with the realities of American higher education as well as with the educational needs of the Synod. At one

point in history most colleges were privately operated liberal arts institutions. This has changed to the point where the vast majority of the junior colleges, 4-year colleges, and universities have become publicly financed institutions offering all types of career-oriented courses through tax support.

Despite this development, however, it does appear that there is a place for private colleges that provide a Christian environment in which students may receive an education. It is to be noted, however, that in order for private colleges to successfully compete, especially as a junior or community college, they must offer a variety of programs and courses of interest to a cross section of students. The limited programs currently offered by most Missouri Synod junior colleges will have a difficult time attracting a sufficient number of students to make them educationally and financially viable. (1975 Boram p. 298)

They also felt that it would be difficult to persuade students to attend a two year college. One reason was ~~there was~~ a perception among students that a two year college was not as strong academically, because occasionally students had difficulty transferring from a junior college to a four year public university. Also they felt that it would be harder to recruit enough students just for two years to keep the operation of the schools financially feasible.

The first part of the paper is a brief description and background to the LCMS worker training school system. In order to complete the scene which led to the closing we must also take a look at the history of the United states, and the educational trends taking place during the time of the closings.

Education in America before WWII was not a common as it is today. Very few people were educated beyond

elementary school. If one had a high school education he was considered well educated. It was rare if someone had a college education or beyond. In the early part of the century, a pastor was one of the most highly educated people in the area. This was especially true in rural areas. The way of life in our country gives us reasons why there was this "lack" of education.

First of all, in the early part of our century most Americans were farmers. Because of the nature of the job, the lack of easy transportation, and the lack of need, most people did not seek an education beyond the elementary school years. Those who did continue their education often expected to go away to high school to get an education. If one wanted to attend a private high school, especially ~~x~~ for religious reasons, he expected to go away from home to school.

Secondly, with the growth of America's cities the need for more and more schools rose. Eventually the cities had high schools everyone could attend. The idea was that every child would receive a high school education. It was very rare in the late 1800's if a frontier town had a high school.

It was early in the 20th century when our country began to push high school education. However, at the same time the United States really pushed education for everyone the Great Depression hit. A lack of money slowed the

building of new schools. A lack of money also prevented people from being able to afford private schools.

The two world wars also slowed the process of America developing its high school system fully. These developments have affected those of my generation, and the generation before me the most. I still know many people ~~who would be~~ from my grandfather's generations who never received more than an elementary education. Yet even though they had no "higher" education they were able to work their way into executive positions in large corporations. These major historical events kept higher education from being offered to the general public before WW II, as we are used to today.

World War II also brought about big changes in the American educational scene. First of all there was the "Baby Boom". A large jump in births after WW II affected the enrollments of schools when these students were of school age. Enrollments in all schools was larger than it had ever been before. With that boom also came a "drought" of students after the "Baby Boomers" were through college. In the last two decades, we have seen many colleges and universities have to cope with dropping enrollments because of this.

With WW II also came prosperity for people in the United States. People were better able to afford public education and private education for their children. Incomes



were higher, so taxes collected rose. Consequently more money was able to be spent on public education. The G.I. Bill was passed in congress. It promised college tuition aid for all veterans of the armed services. Many took the opportunity and attended college and better themselves. This added to the population explosion on college campuses.

Also the advances in "women's rights" allowed for more and more women <sup>to</sup> enter schools on a higher level than had ever before been seen.

Along with the higher tax revenue also came government legislation which pushed education. Tuition grants were given by the U.S. government so that college could be afforded by everyone, no matter how poor they were. More and more money was being spent on education in America. The theory behind this was that education prevents poverty, communism, and racism.

The United States was also competing with the Soviet Union in the Cold War. This forced American politicians to push for education of our children. We needed scientists to keep up with the Russians in war technology. There was also the "Space Race", in which the U.S. was embarrassed, because the Soviet Union was able to put a man in space before we were.

These trends in America all helped to promote the cause of education. Because of these trends the educational scene in the United States is completely

different than it was in the early part of the century. It has had tremendous affects on public and private education as well.

Along with these trends were counter trends. Because of the push to educate everyone there was a great deal of specialization in areas of study. People went to college to get a certain job, or be qualified in a special field. Prior to this a liberal arts education was the preferred education. The boom in war veterans attending college, along with the baby boomers caused space problems at the colleges. Many were bursting at the seams, and desperately needed extra classroom space for new students. The cost of education also rose tremendously. This was due to the increased spending of the government on education. It was also caused by competition among universities for the best professors. Higher salaries landed the best professors, and PH.D.s. As a result, the cost of education rose. Many of the private schools had a hard time competing with the government funded public universities.

The result of this competition was that at this time in history many private universities either had to expand, close down, or raise the cost of tuition, because they needed to spend money to compete with the government funded institutions.

Education in America in the years following WW II

changed very rapidly. Because of this rapid change the private colleges and universities found themselves scrambling. They had to keep up with the public universities. They needed to offer more and more different courses of study, or become nationally recognized in just a few courses of study, in order to draw students and retain their credibility. These factors played a part in what happened to the LCMS worker training system.

With this as our background we shall take a look at what happened in the LCMS. The LCMS was also affected by these changes in the attitude toward education. Their schools also experienced an enrollment explosion. Between 1956 and 1966 their college enrollment more than doubled from less than 3,000 students to over 6,000 (1967 BORAM p. 140). Because of what was happening, the LCMS felt a need to keep up with the trends in American education. One of those needs was the need to train teachers for four years. Public school teachers were required to have a four college degree in order to teach in the public schools. As a result the colleges in River Forest Illinois, and Seward, Nebraska added two more years to their program. This created a situation <sup>in which</sup> where there was a four year high school and a four year college on the same campus. These were the first campuses to have such an arrangement.

There was also a move in America to have private colleges accredited. The Missouri Synod felt that it was to

their benefit to be accredited. The motivation to having accreditation was this: it was easier for students to transfer to another accredited college ~~and have their~~ and have the credits taken at an LCMS junior college be accepted at another university. The LCMS felt that this was important to drawing students to their junior colleges. Most of the public universities were accredited. Private institutions looked at accreditation as a way of being legitimized among the colleges and universities in the country. It was also necessary for a college to be accredited in order for students to receive government financial aid. This was also seen as an advantage to the LCMS in a time when they were experiencing financial difficulties.

Rev. Kauffeld acknowledged that the LCMS wanted to keep up on the latest in the American educational scene. Because of this they felt the need to become accredited to compete with other colleges. They feared a loss of enrollment and respect if they were not accredited. Since it was to their advantage to have four year colleges in order to qualify for accreditation, a decision was made to eventually make all of their colleges four year colleges. All of the LCMS colleges went to a four year program by 1980.

Rev. Kauffeld, however, did not think highly of this kind of thought. He felt that the LCMS felt a need to

change something which had proven to be a fantastic school system, just for the sake of "keeping up with the Jones's". He also felt that there was no sound reason to make this change, because these schools were unique in their purpose.

Although it does appear that that may have happened, the BHE in the 1971 report to the Synod convention dispelled that idea. "The board is committed to this stance toward change, not as "Change for the sake of change: but as part of the struggle toward quality and excellence." (1971 BORAM p.277) It seems to me that LCMS was too preoccupied with worldly "excellence" in this case.

Another trend in American education that contributed to the LCMS colleges going four year was the fact that tuition cost were rising. The fact that it cost more to remain competitive with the public universities took a toll on private institutions. Many were closed in the 60's and 70's.

"During those years (the 50's and 60's as enrollments soared and money flowed freely both from private and public sources, colleges added new facilities, programs, and course offerings. Such developments meant additional expenditures, and these, plus debt service and growing rates in inflation, produced sharp increases in costs per student. While enrollments in Lutheran (any Lutheran, not just LCMS) colleges increased 54% between 1969 and 1970 costs of operation rose 223%" (Solberg, p.335)

As I have mentioned earlier, it was because of the rising cost of education the LCMS felt that it was not reasonable to keep operating their Jr. colleges. (for documentation c.f p.9)

The LCMS upgraded their colleges, and brought them into line with the rest of our country's educational philosophies. They made their colleges very practical and nationally recognized institutions. The changes which they made would only make sense, and seemed to reflect good stewardship. However there is a lesson to be learned from this which I will state later in the paper.

These trends first affected the seminaries. Since there were often students from prep schools that were on seminary campuses for five years instead of three, (the first two spent earning their bachelor's degree) there was a new school opened up. This school was Concordia Senior College. This was done in response to complaints that other church bodies educated their pastors longer than the LCMS before their students were allowed to enter the seminaries. It was also a response to the trend toward 4-year senior colleges. First year seminary students would now have a Bachelor's Degree when they arrived on campus to start their seminary training.

Concordia Senior College (CSC) was opened in 1959. After attending a prep school for six years, the pre-theological students would then earn their bachelor's degree at CSC in Fort Wayne, Indiana. Pres. Suelflow, the Southern Wisconsin district president of the LCMS, felt that the opening of CSC was one of the factors that made the Jr. colleges obsolete. His point was, why travel to a

prep school far away from home when you could attend a college in the area, take the same basic entry level courses, and then transfer to CSC.

Concordia Senior College was what I consider the Missouri Synod's equivalent of NWC. It was specifically for pre-theological students. There were no women on campus, and pre-Seminary courses were taken at CSC. Because of the fact that it was only a two year college. It was later closed in 1977.

The LCMS felt that as it entered the 1970's, it was entering a new era with its worker training. They felt the need to keep up with the changes coming on the American scene in order to keep recruiting the number of worker training students needed for the coming years. These attitudes toward their worker training had a direct affect on the prep schools. With this in mind we will take a look at the reasons why these prep schools were closed.

One of the first things that needs to be explained is just exactly what was closed. I will briefly sum up what happened. The college enrollments boomed while the high school enrollments declined slightly. Because of space needs and financial concerns the high school departments were phased out and the junior colleges were left. Shortly after the high school departments were closed, the colleges each expanded to a four year program. Some of the schools themselves were never really closed.

The six year gymnasium at these schools was changed over to a four year senior college.

One of the primary reasons to close the prep schools was declining enrollments in the high school departments. The schools experienced a slight drop in enrollment between 1956 and 1965. In 1956 there were 1400 high school students. In 1965 there were 1200. (c.f. Appendix A, figure 2) This doesn't seem to be a large drop in enrollment, but compared to the boom in college enrollment 1956 just under 3,000 - 1965 over 6,000 it began to look as if the high school departments had outlived their purpose. The declining enrollments made keeping the schools operating very expensive. The same amount of money was needed to operate the school no matter how many attended. The smaller the enrollment the greater the cost per student to educate. Because of this, these schools were looked on as a burden to the college departments and the synod. It was felt that the buildings and teaching staff would be better used for the college students. There were also some who felt that the money used to operate these could be better used for other synod work. ( Note memorial 6-32 1965 BORAM Appendix B)

Some also felt that the public high schools could educate their students just as well as the prep schools. These ideas are expressed in the 1962 BORAM pp.92-93.



"To Discontinue the Synodical High School Training Program

Whereas, The vital need for preaching the Gospel in all the world demands our full time and the best use of our talents and treasures; and

Whereas, This means wise and faithful use of that which God has already given us in our present facilities for training pastors and teachers; and

Whereas, Additional dormitory and classroom space are continually needed at our preparatory schools; and

Whereas, It is clear and evident that our Synod, in this present age of many fine Lutheran high schools and public schools, does not have to provide any high school training at our preparatory schools; and

Whereas, The dropping of all years of high school training at our preparatory schools would make additional dormitory space and classroom space available without spending funds so badly needed for missions; and

Whereas, The total personality of the high school student would also greatly benefit if he spent these formative years of his high school age in his own home with his God-given parents and also in his home church environment; and

Whereas The savings of hundreds of thousands of dollars would greatly benefit the work of the church in its real mission of bringing Christ to the worlds and would neither hinder the forward movement of the church nor lower the final high caliber of those entering our professional service; Therefore be it

Resolved, That the Lutheran Church\ - Missouri Synod, assembled in convention at Cleveland in 1962, hereby set in motion the procedure to discontinue all synodically supported high school training in the United States and that this discontinuance take place immediately, because of the extreme financial emergency facing the Synod and the great challenge which a growing heathen population brings to us; and be it further

Resolved, That in order to bring about this discontinuance in an orderly manner, the following schedule be adopted; the first year in 1962, the second in 1963, the third in 1964, and the fourth in 1965. (1962 BORAM pp.93-94)

It must be noted that this resolution was not adopted in 1962, however this is eventually what took place in the years 1967-1973. This is a sampling of the arguments and opinions of those who supported the closing of the prep schools.

I should also mention at this point that this same convention adopted a BHE recommendation to keep the synodical high schools;

"Proposition twenty. The synodical high school is the desirable agency by which a significant core of able and dedicated young men can begin early pursuit of a church vocation. Community Lutheran High schools also make a significant contribution in this respect." (1962 Proceedings p.78)

Some also felt this way about the colleges. Many felt that the public universities could educate their men adequately for enrollment at their seminaries. They felt that the colleges were a financial drain to the synod. These opinions about the school system were a product of what was happening at the schools.

Now we will look at why the enrollment dropped in the high school departments. In my research I found what I consider two primary reasons why the enrollments dropped at the synodical high schools. The first is that the Community Lutheran High Schools were booming on the scene. At this time many new CLHS's were being built. In 1955 the LCMS operated 12 CLHS. Ten years later in 1965 this number had grown to 24. (statistical reports of 1955, and 1965) The LCMS will freely admit that this took students away from their prep schools. It was now a choice for parents between sending your child away to a boarding school or keeping him at home. Many opted to keep their children at home. Many felt that the CLHS's would be able to take up

the slack for the lost prep schools. However I must also note that Pres. Suelflow said that it was well known that it would take a number of CLHS's to send the same number of worker training students as one prep school. I must also give this piece of information.

"As New Lutheran community high schools were added and enrollments in existing schools rose sharply, it was hoped that the number of graduates if these schools entering the colleges of the Synod <sup>would</sup> also increase significantly. This has happened to some extent among the teacher education enrollees. It has not happened to the same degree for the pastoral students." (BORAM 1975 p. 273)

To this day the CLHS's have never equaled the output of pastoral candidates as the prep schools.

Because many felt that the CLHS could replace the prep schools a few prep school departments were transferred to a CLHS. One example of this is the prep school in St. Paul, Minnesota. It shifted to a four year senior college curriculum, while at the same time it phased out the prep school. The worker training tracks were moved to a local CLHS.

Another reason for the drop in prep school enrollments I will call attitude. Of the men I interviewed all agreed that the unwillingness of parents to send their children away from home to school took a toll on prep school enrollments. There is a certain amount of validity to this. We too hear this in the WELS. Parents were able to keep their children at home and still give them a

Christian education. Or they opted for the public high school education which was greatly improved from their day, much closer to home, and free of charge.

There was also a loss of the respect for the office of the ministry. This I believe has been brought about partly by the fact that so many people were becoming educated. The pastor was no longer the most educated person in the community. He now was the equal of more and more people in years of education, not their superior. As an equal naturally he would not command the respect that he once had.

This was also brought about by the booming of humanism. Along with the increasing enrollment at colleges in the U.S. came more and more people educated in evolution, and the basics of humanism. Since these are opposed to God's Word, those who bought into the humanism lost respect for their pastor. This type of thinking also appeals to the sinful flesh, because it elevates human reason and wisdom above all. I also think that the anti-authoritarianism of the 1960's had had an impact on the losing of respect for the office of the ministry.

It seems to me that there are two other factors that contributed to the falling enrollments. One is the false doctrine that crept into the LCMS 1930's. It was at this time that the historical critical method crept into the seminaries. Along with the "liberalization" of the

LCMS came a deterioration of a regard for scripture. If scripture is looked at as a book containing errors, it will not be held in high esteem as the very words of God. It is looked on as the words of men. If the Bible is the words of men, knowledge of its contents are not as vital, as if it is looked on as the very words of God. If it is the words of men the precise exegesis of Scripture is not important. When exegesis is unimportant, the learning of Greek and Hebrew is also not important. If these two languages are not important, then an educational system which teach these languages is not important either.

The Synod conventions that dealt with the doctrinal problems of the LCMS also dealt with the closing of the high school departments. It seems to me that those who highly valued their worker training system would be more concerned about the doctrinal problems going on in the LCMS than the school system. If this was the case their energy and time would be more focused on the doctrinal problems at hand, rather than the closing of the schools. As a result it may be possible that the closings of the schools did not undergo the scrutiny that they should have. This is my opinion. I do not think that you would be able to get this from someone inside the LCMS. They may not have seen it at the time. I have the advantage if hindsight.

I also feel that the doctrinal problems in the

Synodical Conference contributed to the decline in the enrollments of the prep schools. With controversy and turmoil going on within and between synods, the office of the ministry is bound to lose respect. A situation where pastors are squabbling, and accusing each other of false doctrine does not paint a pretty picture of the office of the pastor. These are the last people whom Lutherans expect to be quarreling and squabbling. These last two reasons are my speculative opinion. Since they deal with the attitudes of different people they are difficult to document and prove.

Once again I must mention also what President Suelflow told me. He felt that the start up of Concordia Senior College hurt the enrollments of the prep schools, because there was now no real need for them. One could attend a school near home and take the same basic entry courses and then transfer to CSC.

Because of my experience I have trouble accepting the excuse that people don't want to send their child far away from home at such an early age. Surely there are concerns to take into consideration. Not every child will do well in those circumstances. This is evidenced in the dropout rates at our own prep schools. However, I have seen many people hide behind that excuse because they don't have a better one. They hide behind this excuse when they realize that their reasons for not sending a child to a

prep school are selfish.

However we must be careful. I do realize that this opinion is very subjective and judgmental, and by no means can be applied in every case. The point I am trying to make is that in my research the Boards for Higher Education seemed to put a lot of weight on the fact that people didn't want to send their children away from home as a reason for the drop in prep school enrollments. I don't think it is that easily summed up.

Another reason to close the prep schools was the lack of money. In the 1950's and 60's the LCMS experienced financial difficulties. Giving stayed the same while the cost of running the Synod and the schools went up tremendously. It was in the area of education that the cost rose significantly. Salaries of teachers needed to be increased. Also the operating costs of running a school skyrocketed. Costs skyrocketed because the private schools in the U.S. needed to keep up <sup>with</sup> the the now tax rich public universities. More money needed to be spent on keeping the educational programs up to date. Also there was the boom in enrollments. Because of this more housing and professors were needed. The cost of operating also increased. The LCMS also found itself in a bind trying to compete with the public Universities. They needed to spend their own money to keep up with schools funded by tax dollars.

*Another*  
Other reasons given for closing the high school departments <sup>was</sup> were a lack of space for the booming college enrollments. As I cited earlier the college enrollments more than doubled between 1956 and 1966. Many felt that the money, teachers, and space needed for the synodical high schools could be better used for the coming four year colleges.

As a result of these things the LCMS felt they needed to find ways to make their schools affordable, and cost efficient. One of the first things to go were the synodical high schools. The BHE felt that the prep schools were valuable. They also stated that the preferred way of entry to a seminary was first through a prep school and then through CSC on to the Seminary. But they did add this; The prep schools were important only as long as they were feasible.

#### Resolution 6-13

Resolved: That the Board for Higher Education be given discretionary authority to discontinue the high school department at any synodical institution whenever its continued existence can no longer be defended.

Action: Adopted  
(1967 Proceedings p.128)

This was the beginning of the end of the LCMS prep schools. The high school departments were in the hands of the BHE and each school. In 1967 the high school department at Concordia in Austin, Texas was closed because it was no longer feasible to keep it open. In the



successive conventions we see that all but four of the remaining schools were closed. By 1975 those four were the ones in Portland, which was eventually combined into a CLHS, Edmonton, which was a different breed of cat simply because it was in Canada, and didn't feel the same affects of trends in education that the U.S. schools did, Selma, Alabama, which was eventually turned into a four year senior college,<sup>a</sup> And St. Paul, in Concordia, Mo. which is today the only operating prep school (4 year high school). It is a boarding school kept open for missionaries children, and those who are willing to sent their kids away from home. It currently has an enrollment of about 200, of which about 50% are planning on entering the full time work of the church.

As you can see the reasons the prep schools closed is not an easy question to answer. There were many circumstances involved and each one by itself was not enough to warrant the closing of the schools. However, much like the stock market crash in 1929, the closing was a result of many intertwined events which led to the closing of the prep schools. All of those I interviewed felt that it was a natural progression which took place. There is no one thing that we can point to and say, "this is why the LCMS lost its prep schools." I don't think that we can blame anyone for "trashing" their prep schools either. In each situation they were trying to do the best with what

they had.

The results for the LCMS do not seem to be too tragic at this point if we look only at statistics. They currently have 180 graduates from their Seminaries to fill 420 vacancies. (In percentages about 42%) Compared to the WELS (about 55%) it doesn't seem to be creating a real shortage of pastors.

However if we look behind those stats we see that 50% of those 180 are second career men. They received their college education at a school other than a LCMS college. They take one year of Greek and Hebrew grammar and then<sup>A</sup> use it in the rest of their Seminary years. Some in the LCMS feel this is adequate. From our perspective in the WELS this is terrible. Three years of Greek as compared to 8 or 9 depending on the student. Or three years of Hebrew as compared to six. I can only wonder what happens to those who don't pick up Greek and Hebrew real quickly.

The <sup>people</sup> ~~opinions~~ of those I interviewed about the LCMS seemed to feel that the prep school system was second to none, as far as worker training goes. They also spoke very highly of the overall education received at the schools. That is now lost to the LCMS. The Missouri Synod is no longer the primary educators of their pastors. Public high schools and universities are the primary educators of their pastors. To me this is a very dangerous thing. These

students have more of a humanistic influence in their education that they have the influence of God's Word. They also have no chance to build any loyalty to their school system or their Synod. Also these men come from many diverse backgrounds. I feel that four years is a short time to make these men of one mind and purpose.

As we look to our next synod convention we too face some of the very same questions that the LCMS faced in the 1950's and 60's. In fact, if we compare the situations and reasons for combining or closing schools the similarities are strikingly similar. ~~For us~~ <sup>As</sup> a Synod we need to learn from their mistakes, and not make the same mistakes. The next part of the paper will be application to the present situation.

The first thing that must be said is that the loss of the LCMS schools has not yet visibly affected their theology. We can not say, "they lost their prep schools and their theology went down the tubes." While their school system has changed they seem to have taken a turn toward being more conservative. Rather the LCMS let doctrinal errors creep into their seminaries. I think this had an eventual effect on what has happened to the prep schools. What remains to come we do not know. We can only hope that God continues to use them to spread the Gospel, and that the errors and unbelief that have crept into the ELCA do not creep into the LCMS any more.

We are in a time when it is ever so important to stand up for the truths of God's Word. In order to do this we need to know the truth first hand. Because of this languages are vital to our ministries. It has been proven that our system produces students capable of translating Greek, Hebrew, German, and Latin. Wether one is a bad student or a great student at any one of these languages, he knows it by the time he is done at the Seminary. Even if he doesn't use Latin after freshman year at NWC, he is still able to retain enough to be able to translate. I don't see how the present LCMS system can truly adequately train all of their pastors in these languages.

As we stand up for the truth we also need people to preach and teach the Gospel. Again the LCMS has taught us a lesson. Area Lutheran High Schools as we know them, will not send as many men to Northwestern College, and on to Wisconsin Lutheran Seminary as will a prep school. Many times in our circles we have looked to the ALHS's to provide more pastoral candidates. Even Professor Fredrich mentions this in his book. But it never happened in the LCMS, and we should not expect it to happen to us as the situation stands today.

On the other hand we can learn a lesson from the LCMS here. They did operate prep schools for many years that had other educational tracks alongside the worker training tracks. These schools continued to produce a

great number of church worker students. The reason for this was that the schools which had a multi track system, strongly emphasized that they were primarily worker training schools.

The LCMS BHE reports in the 1975 BORAM the importance of recruiting pastoral candidates at an early age. The high school years are vitally important in the recruitment of pastoral candidates.

"The task force recommends A2. That wherever possible young persons, particularly young men, should be encouraged by their families and congregations to begin preparation for the ministry already at the high school level." (BORAM BHE report 1975)

It became evident in my research that there was a strong emphasis placed on the recruitment of future pastors in the LCMS. While I can not document this attitude which I feel was present, I would like to note that there <sup>was</sup> much less concern for not having enough teacher candidates. They were always there when they were needed.

This tells me that the decision and study to become a pastor is different than any other profession, even other church professions. Special education, and special recruitment techniques are needed to encourage young men and boys to become pastors. I do not think that the LCMS realized just how different this profession is. On paper their changes in their educational system would seem to work, but the reality is that they didn't. I think that this has a lot to do with the fact that the decision to

become a pastor is largely a spiritual one. Since the LCMS has shown that recruitment for pastors at an early age is vital there needs to be a place where boys can go to school and have nothing else before them. A teenage boy is rarely capable of making such a spiritual decision. This emphasises the importance of our prep schools in the WELS.

We in the WELS need to look at this and realize that becoming a pastor is a unique thing. Since it is unique, a unique school system is also needed to provide the very best education for our future pastors. To change a system that has been successful over the years without a proven replacement would be a mistake.

The issue of money needs to be brought in at this point. The LCMS also had financial trouble at the time of their closings, as we are experiencing now. However, during this time even though the LCMS BHE felt money should not be an issue, it became a primary issue in the end. I too feel that money should not be the primary issue when we talk of changing a first class proven worker training system. It must be taken into consideration, but we need to put more trust in our Lord who provides us with the things we need, and less trust in the almighty dollar.

It is often denied that money is the primary issue in the proposed changes in the WELS. But yet, if it were not for lack of funds the whole issue would never have come up. Permit me to draw an analogy. In college I worked for

a Budweiser distributor. At that time Budweiser (another Missouri product we can learn a lesson from) outsold the next five best selling brands of beer combined. Yet, Budweiser was the <sup>more</sup> most expensive beer to brew per case than any of those other brands (some of which were their own). The point is quality costs money. If we want to continue to produce students as well educated as the ones our worker training system now produces, we need to pay for their education no matter what the cost. We need to bend over backwards to insure that that education is not watered down, so that the Gospel in turn will not be watered down. Instead of looking where we can cut and combine, I believe we should be looking for ways to expand. If we have to replace the worker training system we have we must be sure to replace it with proven methods which have stood the test of time.

There is another lesson to be learned. The LCMS changed their worker training system to coincide with the spirit of the times in the secular world of the United States. They made changes they felt were necessary to compete with the world. They failed to realize their unique position among the world. It seems to me that we in the WELS feel the need to compare ourselves to other church bodies. We also have been guilty of comparing ourselves to worldly educational circles. Arguments are made that the lack of women on campus at NWC is

detrimental, and outdated according to the world. Arguments are made that students thrive in difficult courses of study, when placed alongside many other tracks. This may be so for those pursuing a difficult career at a public university, but usually at the end of a difficult course of study is a large salary to reward the hard work.

We must remember that we are a unique church body. Entering the pastoral ministry is a unique profession, which can not be compared to any other. If what we have works, and has stood the test of time we need not change it.

As we debate the future of our worker training system, we must be careful of comparisons to the LCMS. Their school system was in many ways different than our own. Drawing an exact parallel is not always appropriate. But in many ways we can learn lessons from them. We can learn lessons from their mistakes, because we see the results of what they did. What the LCMS did with their worker training system all seemed to make sense. Yet, as far as we in the WELS are concerned, and also many in the LCMS, their changes destroyed their system. When planning the future of the WELS worker training system, we must not act hastily, we must not act primarily with our pocket books, we must not act according to standards of the world or other church bodies around us, and we must take into account the intangibles (uniqueness of profession,



recruitment at an early age) of our worker training system which can not be put down on paper. Above all we must remember that each pastor and teacher is a gift from God. If He causes a shortage of workers there is good reason. If there are too many candidates for the ministry, it is for good reason. Our Lord is still providing the LCMS with pastors and teachers to work in their churches and schools. Thank God for the blessings He has given us, and may He continue to bless the WELS tremendously as he has in the past.

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### Interviews:

- James Boldt; Served on the LCMS Board for Higher Education. Alumnus of Michigan Lutheran Seminary. LCMS.
- Prof. Jeske; Professor at Wisconsin Lutheran Seminary
- Rev. Kauffeld; Pastor at St. John's Evangelical Lutheran Church, Watertown, Wi. WELS formerly LCMS.
- President Suelflow; President of the Southern Wisconsin District, LCMS.
- Prof. Voelz; Professor at Concordia Seminary, St. Louis, Mo. LCMS.

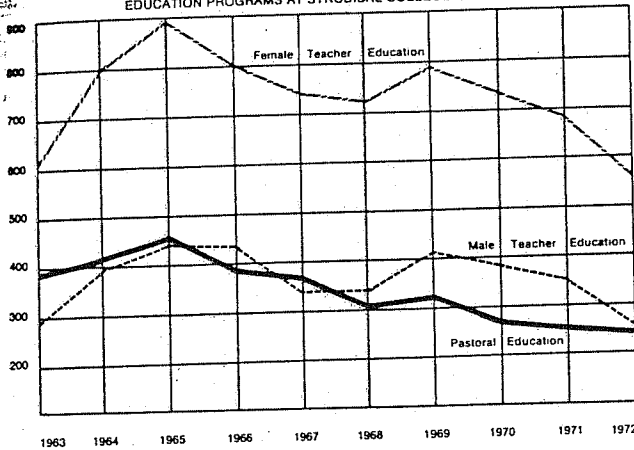
severe shortages of available candidates in the years ahead." Such overreactions have occurred in the Synod in the past during periods of underdemand for graduates.

The most immediate, sensitive, and accurate way to check such overreactions is to look at the college freshman enrollments. As shown in Figure 1, there has been a general downward trend in the pastoral and teacher education freshman enrollments since 1965.

There has been little change in the pastoral enrollment at the freshman level since the Milwaukee convention. It should be noted, however, that the pastoral enrollment did suffer a severe drop earlier, which many people felt was a result of the "image" and "identity" issues relating to the pastoral ministry. The 1972 pastoral freshman enrollment was actually 46% lower than that in 1965. It should be remembered that students who enter the pastoral program as freshmen this fall will not be ordained until 1981. The synodical Department of Research and Statistics continues to predict a shortage of pastors in the late 70s and early 80s. Recruitment of pastoral students must certainly remain a high priority item for the Synod.

The decline in teacher education enrollments since the Milwaukee convention has been severe, as shown in Figure 1. The percentages of decrease experienced during the past year

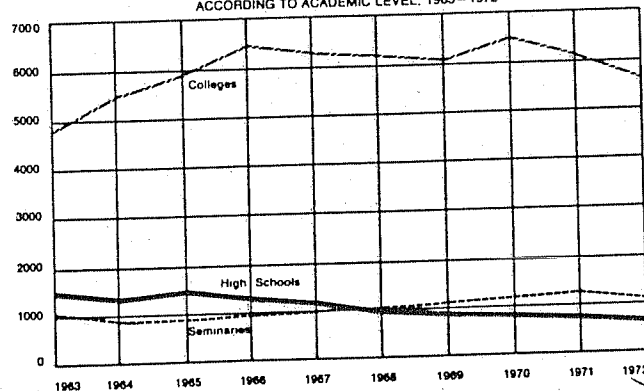
FIGURE 1  
ENROLLMENTS IN COLLEGE FRESHMAN PASTORAL AND TEACHER EDUCATION PROGRAMS AT SYNODICAL COLLEGES, 1963-1972



alone were 26% in the male teacher enrollment and 16% in the female enrollment.

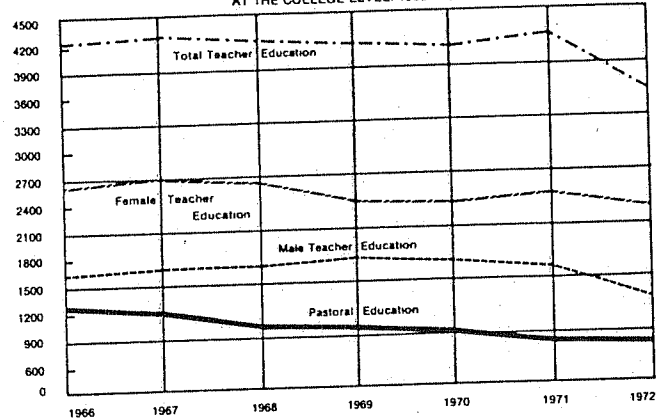
As indicated in Figure 2, the high school enrollment has continued to drop as more of the synodical high schools have been closed. The seminary enrollment remained quite constant during the biennium. The college enrollment leveled off after

FIGURE 2  
TOTAL FULL-TIME ENROLLMENTS AT SYNODICAL SCHOOLS ACCORDING TO ACADEMIC LEVEL, 1963-1972



the very sharp growth during the first half of the 60s and had its greatest decline during the past biennium. Figure 3 indicates clearly that the drop in college enrollment was primarily during the past year and among the teacher education students.

FIGURE 3  
PASTORAL AND TEACHER EDUCATION ENROLLMENTS AT THE COLLEGE LEVEL, 1966-1972



The combined enrollments in the deaconess, social worker, lay training, and parish worker programs reached their highest level in 1967 when there were 329 students in these programs, representing five percent of the college enrollment at that time. As seen in Table 1, the social worker and deaconess training enrollments both showed sharp increases this past year. The decrease in the lay training enrollment this year is the result of the program being incorporated into the total operation of the college at Milwaukee, as recommended by the Board for Higher Education.

TABLE 1  
Enrollments in Deaconess Training, Social Worker, Lay Training and Parish Worker Programs at Synodical Colleges, 1967-1972

Program	1967	1968	1969	1970	1971	1972
Deaconess Training	90	59	58	44	38	56
Social Worker	119	140	123	107	107	153
Lay Training	39	29	22	24	26	11
Parish Worker	81	85	54	59	56	54
Total	329	313	257	234	227	274

The dramatic changes in growth patterns in enrollments at synodical schools as well as in other areas of the work of the Synod can be seen in Table 2.

TABLE 2  
Percentage of Change in Aspects of Higher Education and in the Churches and Elementary Schools of the Synod, 1960-1972

	Percentage of Change 1960-1966	Percentage of Change 1966-1972
<b>A. Synodical Higher Education</b>		
Total Enrollment in Synodical Schools	+42.0	- 5.3
Enrollment in Synodical High Schools	-10.2	-48.4
Enrollment in Synodical Colleges**	+69.7	+ 2.5
College Pastoral Enrollment	+24.4	-31.0
Total College Teacher Education Enrollment	+74.4	-13.1
College Male Teacher Education Enrollment	+80.8	-16.1
College Female Teacher Education Enrollment	+70.7	-11.3
Enrollment in Synodical Seminaries	+10.4	+ 5.0
<b>B. Churches and Elementary Schools</b>		
Number of Parish Pastors	+11.4	+ 4.8
Congregations of the Synod	+ 8.1	+ 1.9
Baptized Members	+14.1	+ 2.5
Communicant Members	+18.4	+ 8.1
Number of Elementary Schools	+ 3.6	-12.1
Pupils in Elementary Schools	+ 6.9	- 8.4
Total Teachers Elementary Schools	+21.1	+ 2.1
Men Teachers Elementary Schools	+13.1	+ 9.2
Women Teachers Elementary Schools	+26.7	- 2.5

\* Data for 1972 were not yet available when this study was done.

\*\* Includes part-time enrollments.

experience under competent counseling which affords an early opportunity for the cultivation of the mature self-discipline so essential to both college and professional life; and

WHEREAS, Past experience has indicated to us that the spiritual emphasis of the synodical high school provides far greater impetus and motivation for professional service in the church than does the public high school; and

WHEREAS, The curricular transition between high school and college is significantly aided by the synodical high school experience (e. g., in such areas as religion and the languages); therefore be it

*Resolved*, That the Northwest District of The Lutheran Church — Missouri Synod, in convention assembled, reaffirm its conviction of the value of the synodical high school as part of its historical program of preparation for professional service in the church, a system recognized and acclaimed by other denominations and reinforced by cogent contemporary circumstances (e. g., the need for more workers and the need for more thorough training); and be it further

*Resolved*, That the Northwest District of The Lutheran Church — Missouri Synod, in convention assembled, pledge its continued support to the program of maintaining synodical high schools, as it is being carried on in the Northwest District and other Districts of the church; and be it finally

*Resolved*, That the Northwest District of The Lutheran Church — Missouri Synod submit this as a memorial to the 46th convention of The Lutheran Church — Missouri Synod, scheduled to be held in June of 1965 in Detroit, Mich.

CONCORDIA COLLEGE AND HIGH SCHOOL FACULTY  
Portland, Oreg.  
E. P. WEBER, *President*

[6-32]

### To Effect Orderly Discontinuation of Synodical High Schools

WHEREAS, Many of the inadequacies in American secondary education which were among the original motivations in establishing synodical high schools no longer exist; and

WHEREAS, The college curriculum and not the high school curriculum is normally associated with American professional education and training; and

WHEREAS, The community high school and not the boarding high school is now the generally accepted method of education on the secondary level almost everywhere; and

WHEREAS, The statistical evidence of the past five years reflects a trend toward decline in new enrollments in the high school division but an increase in enrollment in the freshman college classes; and

WHEREAS, The Synod has abandoned the synodical

high school as a part of its training program for teachers at River Forest in favor of concentration upon the college and graduate program without reducing the supply of students for teacher training and at the same time bestowing a greater blessing upon the church through such concentration on the college program; and

WHEREAS, The Synod since 1953 does have the opportunity to train its future ministers at the higher level of education (4-year college, 4-year seminary); and

WHEREAS, Ann Arbor Junior College, without a high school division, has produced more ministerial graduates in its first class than many 6-year synodical schools; and

WHEREAS, The accreditation of the Synod's junior colleges has made the separation of faculty, administration, curriculum, dormitory, and library of the high school division from the college division mandatory; and

WHEREAS, Such demanded separate operation automatically destroys the opportunity for some of the possible benefits which the philosophy of a unified and integrated high school-junior college educational program presumed; and

WHEREAS, It is difficult to justify the cost of separate administration and operation of the synodical high school on a junior college campus; and

WHEREAS, The enrollments at the junior colleges could be substantially expanded with less expenditure of capital funds if space now occupied by high school students were devoted to college students; and

WHEREAS, There would be economies in the operational costs of the synodical system if faculty members who are now devoting their time to high school teaching could be reassigned to college teaching; and

WHEREAS, The Synod finds itself confronted with ever-increasing and valid demands for expansion of its professional college training facilities for workers in the church; and

WHEREAS, The Synod does not have an unlimited supply of funds and strives to exercise good stewardship in the allocation of such funds as it does have; therefore be it

*Resolved*, That the Pastoral Conference of Greater Buffalo of The Lutheran Church — Missouri Synod petition The Lutheran Church — Missouri Synod, assembled in convention at Detroit, June 16—26, 1965, to direct the Board for Higher Education to develop and carry out plans for the orderly discontinuation of all synodical high schools over a period of years taking all diverse conditions into consideration in the termination of each school; and be it further

*Resolved*, That the Synod be requested to instruct the Board for Higher Education to structure its plans in such a way that all synodical high schools will be discontinued in their entirety by 1980; and be it finally

*Resolved*, That the Synod direct its Board for Higher Education to formulate and execute plans which make adequate provision for the welfare of staff members so that the Synod will continue to fulfill all obligations which are incorporated in present calls or appointments

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until suitable new calls or appointments are provided or until such staff members will be enabled to qualify themselves for college-level teaching under adequate scholarships from the Synod.

THE PASTORAL CONFERENCE OF GREATER BUFFALO  
REV. CARL WYPPICH, *President*  
REV. R. L. HOEMANN, *Secretary*

[6-33]

### To Reaffirm the Value of the Synodical High School

WHEREAS, Years of intensive recruitment effort have convinced us of the current necessity of the synodical high school in maintaining an adequate supply of capable and consecrated young men, especially for the parish ministerial program, as evidenced by the high percentage of graduates from Concordia Seminary, Saint Louis, who have spent from one to four years on the campus of a synodical high school; and

WHEREAS, The present synodical high school program provides for earlier identification and continuing observation and selectivity, thus serving to assure more able and capable young men for the professions of the church; and

WHEREAS, Among entering college students synodical high schools have generally tended to supply more students of high academic ability than public high schools; and

WHEREAS, Counseling procedures in the public high schools largely and understandably ignore the Christian teaching and preaching ministries as a vocational option, thus diverting from our market substantial numbers of young men who are qualified for these ministries; and

WHEREAS, The synodical high school provides an integrated Christian education as an invaluable foundation for further study, an advantage not available in most communities; and

WHEREAS, The synodical high school offers a living experience under competent counseling which affords an early opportunity for the cultivation of mature self-discipline so essential in both college and professional life; and

WHEREAS, Past experience has indicated to us that the spiritual emphasis of the synodical high school provides far greater impetus and motivation for professional service in the church than does the public high school; and

WHEREAS, The curricular transition between high school and college is significantly aided by the synodical high school experience (e.g., in such areas as religion and the languages); therefore be it

*Resolved*, That the Northwest District of The Lutheran Church — Missouri Synod, in convention assembled, reaffirm its conviction of the value of the synodical high school as part of its historical program of preparation for professional service in the church, a system recognized and acclaimed by other denominations and reinforced by cogent contemporary circumstances

(e.g., the need for more workers and the need for more thorough training); and be it further

*Resolved*, That the Northwest District of The Lutheran Church — Missouri Synod, in convention assembled, pledge its continued support to the program of maintaining a synodical high school, as it is being carried on in the Northwest District and other Districts of the church; and be it finally

*Resolved*, That the Northwest District of The Lutheran Church — Missouri Synod submit this as a memorial to the 46th convention of The Lutheran Church — Missouri Synod scheduled to be held in June of 1965 in Detroit, Mich.

THE NORTHWEST DISTRICT OF  
THE LUTHERAN CHURCH — MISSOURI SYNOD  
VICTOR A. SCHULZE, *Secretary*

[6-34]

### To Undertake Studies That May Lead to the Addition of Training Programs Through the Bachelor's Degree for Ministries Needed by the Church

WHEREAS, By the Synod's authorization St. John's College has been privileged to carry on studies leading to the inauguration of a 4-year coeducational teacher training program; and

WHEREAS, These studies have helped the college understand better its present and potential capacities for service to the church; and

WHEREAS, These studies have also helped the college gain a deeper understanding of and appreciation for the Synod's concerns in education, both present and future; and

WHEREAS, These studies have given deeper insights into the proper stewardship of manpower, finances, and the utilization of present synodical facilities; and

WHEREAS, These studies have brought into sharp focus the critical manpower needs of the church for the decades immediately before us; and

WHEREAS, These studies have served to confirm previous convictions about the suitability of educating several types of church workers in parallel programs on the same campus; and

WHEREAS, These studies indicate that the professional ministry of the Word will require the training of a wider variety of workers; and

WHEREAS, These studies indicate that the geographic areas served by St. John's offer a large enough potential from which to secure qualified students; and

WHEREAS, These studies indicate that St. John's possesses the basic physical facilities and staffing to initiate additional programs for the training of church workers; therefore be it

*Resolved*, That we request the Synod assembled in convention in Detroit in June 1965 to instruct the Board for Higher Education, together with the faculty and