

A HISTORY OF MILWAUKEE LUTHERAN TEACHERS COLLEGE

"A DECADE ON THE BRINK OF TRUE PERMANENCE"

by

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PREFACE

Although "Milwaukee Lutheran Teachers' College" was never the official name of the Wisconsin Synod teacher-training college in Milwaukee, it was the name commonly used by the people of the synod for seven of the ten years of the school's existence. For that reason, the name "Milwaukee Lutheran Teachers' College" is used in the title of this paper, rather than the name "Wisconsin Lutheran College"--the name which was officially given to the school by the 1967 Synod Convention.

Whenever the word "synod" is used in this paper, it always refers to the Wisconsin Evangelical Lutheran Synod.

Whenever capital letters are used, it is the emphasis of the original document; not the emphasis of the writer.

Whenever words are underlined, it is the emphasis of the writer; not the emphasis of the original document.

The writer thanks Rev. Robert Krause, Prof. Erich Sievert, and Rev. Robert J. Voss for the helpful interviews they gave regarding the history of M.L.T.C.

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A HISTORY OF MILWAUKEE LUTHERAN TEACHERS COLLEGE

"A DECADE ON THE BRINK OF TRUE PERMANENCE"

I. INTRODUCTION

- A. Between the years 1960 and 1970 the Wisconsin Evangelical Lutheran Synod operated a teacher-training school in Milwaukee, Wisconsin. During most of those years this two-year junior college was known as "Milwaukee Lutheran Teachers College," but during its final years it was known as "Wisconsin Lutheran College." The Wisconsin Synod established the school for the purpose of alleviating a dire and long-standing shortage of Christian day school teachers. There can be no question that the school was highly successful in fulfilling that purpose. During its relatively short existence the school graduated 616 students. At the time of the final graduation service, 575 of the 616 had served, were serving, or intended to serve as teachers in the synod.¹ In only its eighth year of existence, M.L.T.C. enrolled what was at that time the largest freshman class in the history of all synod colleges. (Synod Archives, "W.L.C. Enrollment Study, March 4, 1968)
- B. Yet in spite of the impressive and indisputable success

of "M.L.T.C.- W.L.C.," the school never became a truly permanent institution in the synod. True permanence was always "just around the corner." Five separate synod conventions passed resolutions which specifically or implicitly supported the permanent establishment of a teacher-training college in Milwaukee. Two of those conventions resolved that construction should begin on M.L.T.C.'s "permanent" site in Brookfield. The school eventually had a permanent faculty of eleven full-time men. Those involved with the school fully believed-- with good reason-- that their school was "here to stay." But the school never became truly permanent in the sense that it spent all of its years in the actual experience of or in the anticipation of a major change in the school's faculty, status, or physical plant. In addition, borrowed "temporary" facilities were used for classes during the entire decade of its existence. Faculty and students frequently found themselves in the position of anxiously awaiting the reports of special consultants and committees which had been assigned the task of making recommendations regarding the future size, or site, or existence of their school. Several times the school was on the verge of having its own campus built, but a shortage of funds prevented such action. Ever a step, or a special offering, or a convention away from having a campus of its own, M.L.T.C. spent the decade of its existence dwelling on the brink of true permanence.

II. 1945-1955 : THE SYNOD RECOGNIZES, STUDIES, AND PROPOSES SOLUTIONS TO A PERENNIAL TEACHER SHORTAGE

- A. The problem of supplying the synod with a sufficient number of Christian day school teachers predated the founding of M.L.T.C. by more than fifteen years. As early as 1945, Doctor Martin Luther College's Board of Control reported to the synod that they were "filled with concern when we stop to consider how we are going to meet the unusual demands for teachers for the next school year."² In 1950, D.M.L.C. reported to the eight districts of the Evangelical Lutheran Joint Synod of Wisconsin and Other States that "this year we shall again have to fall back on undergraduates to help us over the emergency."³ Complicating the perennial teacher shortage was D.M.L.C.'s implementation of its new four-year course in the early 1950's. Prior to this time, students graduated upon completion of a three-year course. Implementing the four-year course forced D.M.L.C. to "rob the lower classes in order to take care of our schools."⁴
- B. Further complicating the teacher shortage was the shortage of dormitory and classroom space on the campus in New Ulm. The high school and college departments at D.M.L.C. shared this campus (and did so until 1979) and were taxing their facilities to the limit. In the fall of 1945, thirty-four applicants for enrollment at D.M.L.C. had to be refused because "there was no more room."⁵ The crisis became more acute in 1949, when D.M.L.C. reported that "all dormitories and dormitories so-called are filled and then some. Our pres-

enrollment is our absolute limit. Our prospects for the coming year are such that it is now very evident that we should again be forced to accept only one half of those who apply,"⁶ With the double dilemma of both a teacher shortage and a training school facilities shortage facing the synod, it is not surprising that the synod convention of 1951 resolved that an "Education Survey Committee" of five men make a "complete survey of the problems confronting our educational institutions... and submit definite recommendations for the Synod at its next convention."⁷ The resulting "definite recommendations" (in 1953) of this committee did not include a recommendation to begin a college in Milwaukee. The closest they came to such a proposal was in their recommendation that the synod immediately establish a new high school academy in Milwaukee.⁸ No such academy was ever established.

C. It was at the 1955 synod convention when the need for a second teacher training college was first officially recognized. At this convention the Educational (the "-al" was added that year) recommended to the synod a "permanent solution" and a "temporary solution" to the perennial teacher shortage. The permanent solution called for "the immediate establishment of a second teacher-training school" located in Milwaukee.⁹

D. In making that recommendation, the committee cited reasons for both the necessity of establishing a second school and for the choice of Milwaukee as a site for it. Using statistics, they demonstrated that a second school was necess-

ary because even when operating at top capacity D.M.L.C. could not possibly produce enough teachers for the rapidly growing number of Lutheran day schools, and high schools. Milwaukee was recommended as the site essentially for three reasons. First and foremost, it had excellent potential for recruiting students. There were many synod churches in the area, and **five Lutheran high schools as well: Milwaukee L.H.S., N.W.C.'s preparatory department, Winnebago Academy, Fox Valley at Appleton, and Racine Lutheran.** Secondly, Milwaukee had numerous facilities for practice teaching. Thirdly, the number of commuting students and private homes for boarding students would make it possible to get along with relatively little dormitory space. Another factor limiting the size of the dormitories was the recommendation which advised that this new Milwaukee college be open to "women students only."¹⁰ A final aspect of the Educational Survey Committee's "permanent solution" recommendation included the establishment of Nebraska Lutheran Academy and a proposal that the synod subsidize those synod high schools which were serving as "feeders" to the synod's colleges.

- E. In its "temporary solution" the committee recommended that an "Emergency Teacher Training Course" be started at Winnebago Academy.¹¹ (This course was terminated in 1961.) Graduates of this course deserve special mention for their role in alleviating the teacher shortage. After completing two summer sessions at D.M.L.C. and one year of college work at Winnebago, these women became teachers in synod schools. Owing to the concentrated and rapid nature of their training, "graduates" of this course later became affectionately known

as "Winnebago Wonder Women."¹² As a further "Emergency Measure," the synod resolved that "girls of the sophomore college class who have had two years of summer school would be used as teachers."¹³ (This practice was discontinued in 1963.)

F. The floor committee assigned to study all of these recommendations concurred with them in all but one of the important issues. The one exception involved the proposal for establishing a Milwaukee-located teacher-training school. Instead of that action, they recommended "enlargement of our teacher-training school at New Ulm....be given every consideration."¹⁴ Action on these proposals was postponed until the next convention, but a "blend" of the original report and the floor committee report was presented to the General Synodical Convention in 1956. This 1956 Educational Survey Committee report recommended an elimination of the preparatory school at New Ulm, an enlargement of the college department there, and the "establishment of a training school for women teachers in the Milwaukee area."¹⁵

G. In making these recommendations, the Survey Committee also emphasized the "urgency of the situation."¹⁶ The 1956 report of D.M.L.C.'s Board of Control illustrated the urgency of the teacher shortage. This report urged the synod "to hasten a decision toward a permanent solution to the problem as proposed by...(Floor Committee #5 at the 1955 synod convention.)"¹⁷ The D.M.L.C. board also called for a "speedy determination of the course Synod will set for the enlargement of its teacher-training facilities."¹⁸ Evidence of the dilemma the synod was in can be vividly seen in the

motley assortment of students presented for teaching assignmentsⁱⁿ 1956. The fifty-six candidates included "seventeen men and women from the four-year course, eight women from the three-year course, seventeen women from the Winnebago Emergency Course, and fourteen sophomore volunteers."¹⁹ The people and officials of the synod were thankful that its school system was growing so rapidly, but they longed for the day when the teachers would not have to be trained so rapidly.

III. 1956- August 1959 THE SYNOD RESOLVES TO ESTABLISH M.L.T.C.

- A. In keeping with their 1955 and 1956 recommendations that the synod establish a teacher-training college in the Milwaukee area, the Educational Survey Committee began looking for a site for such a college. Eventually, they submitted a proposal to the Board of Wisconsin Lutheran High School. This proposal called for a junior college to be operated in connection with the high school. Initially, the board responded unfavorably to this proposal because it was currently "experiencing certain difficulties in the planning and financing of the new building which was to be erected for the high school."²⁰ But the Survey Committee persisted, seeking to effect a change of heart in the school board. Such a change occurred when the high school's principal, the Rev. Robert Krause, came to the committee's aid. He and the Survey Committee met with the board to work out the difficulties they anticipated if the college would be started in connection with the high school. After several meetings,

both the Survey Committee and the W.L.H.S. Board believed that it would be possible to have the high school and college co-exist in the high school building.

- B. Although the Educational Survey Committee moved the Milwaukee teacher college proposal forward with these 1956 meetings with the high school board, the same committee actually slowed the progree of their proposal with their memorial to the 1957 synod convention in New Ulm. In their memorial the committee began by reporting again on the seriousness and the urgency of the teacher shortage. They pointed out that out of the 120 new teachers needed for the 1956-57 school year, only fifty-six were available from D.M.L.C. and its extension courses.²¹ Of these fifty-six, only twenty-seven were graduates. Despite this striking shortage, the committee reported that "we are convinced that this is not the time to decide on any definite plan for the permanent solution of our perennial teacher shortage."²² The committee cited ten reasons they had for coming to that conclusion. The four principal reasons were these: "1-- The various reactions we received from individuals, groups, conferences, and districts on our proposals [those presented to the 1956 district conventions] give us indecisive direction because of varied opinions. 2-- The several unfulfilled commitments (N.W.C. building deficit, D.M.L.C. Men's Hall, Nebraska District Academy). 3-- The matter of intersynodical relationship. 4-- The current deficit in our synodical treasury."²³

- C. While suggesting deferment on a permanent solution to the teacher shortage, the Committee did recommend some immedi-

ate action on related matters. They recommended that money be allocated to D.M.L.C. to make necessary additions in the kitchen, that the D.M.L.C. board of control study the matter of erecting a multi-purpose gymnasium-auditorium, that the board also study the problem of providing practice teaching facilities, and that the 1957 convention authorize a program^{for} raising funds.²⁴

- D. The floor committee assigned to study the Educational Survey Committee's recommendations was not in agreement with them. While expressing full appreciation of the importance of the motives which brought about their decision to recommend deferment of a permanent solution, they also felt that "the ever-increasing shortage of graduate teachers, with its corollary problems of not being able to open new classrooms and even of being forced to close some already-established classrooms and schools, far outweighed any argument for not solving our teacher shortage problem at this time."²⁵ In explaining their decision, the floor committee confronted the convention with "the vexing question" and the "hard facts."²⁶ The vexing question was this: "Are the educational facilities for teacher training we now have and the emergency measures we have so far devised adequate to meet the present and continuing, crippling need of our parish schools?" 27

The "hard facts" included a repetition of the statistics indicating that the synod's school system had provided only about one half of the teachers needed in 1956. Other "hard facts" included noting that D.M.L.C. as it was then constituted could not possibly meet the synod's needs.²⁸

Floor Committee #Five of 1957 then went on to recommend what Floor Committee # Five of 1955 had specifically not recommended-- namely, the establishment of a teacher-training school in Milwaukee. They advised against any plan to cut back high school enrollment at D.M.L.C. to make room for collegiates and pointed out that even if currently projected plans were implemented immediately at D.M.L.C., it would still take six to eight years before sufficient teachers would be produced. As the Educational Survey Committee had done in 1955, they cited the great potential of the Milwaukee area for students, practice teaching facilities, and music-teaching facilities.²⁹

E. The floor committee also proposed some directives regarding this Milwaukee college. They advised that the Board of Education should "secure, short of buying, available facilities to open this school."³⁰ They also advised that board to decide two issues: 1-- Should this college operate as a separate institution or as a full extension center of New Ulm; 2-- Should this college be for women only, or should it be coed?³¹

F. The report from Floor Committee # Five was not alone in recommending the immediate establishment of a Milwaukee teachers' college. Memorials from both the Southeast Wisconsin District and the S.E. Wisconsin Pastors' and Teachers' Conference called for the same action. As it turned out, the 1957 synod convention heeded the advice of the Educational Survey Committee and did not definitely decide on any permanent solution to the teacher problem. However, they did

take action to begin "a program for raising funds to carry out the building projects voted by the convention or definitely contemplated in its resolutions."³² It also instructed the Educational Survey Committee to "make exhaustive studies of the Milwaukee College plans and an alternate D.M.L.C. expansion plan, and to provide a detailed prospectus for each plan for consideration "at the upcoming district [1958] and synod [1959] conventions."³³

G. The result of the "homework" of this committee was a ten-page report for the districts and the synod to study. Considerable attention was given to the immediate needs at D.M.L.C.. The report summed up these numerous needs in two words-- "MORE ROOM".³⁴ The school needed more classrooms, a music hall, a girls' dormitory, a boys' dorm, a practice school facility, a new boiler, and five professorages. Estimated cost of meeting these needs was \$800,000.³⁰ A cost estimate was also prepared for the Milwaukee college plan. The report supplied a cost estimate for a coeducational senior college for 250 students: roughly \$1,500,000.³⁶

H. In presenting these two cost estimates, the Survey Committee did not recommend the selection of one plan over the other. Instead, they recommended a combination of both plans because it was their opinion "that neither plan alone could sufficiently solve our present and future need for more teachers in our ever-expanding elementary and secondary school system."³⁷ Although the committee undertook a long and thorough examination of the situation before arriving at this recommendation

for a combination of the two plans, it is possible to give a brief and simplified reason for the indispensibility of each plan. Expansion at D.M.L.C. was necessary because the school had long been operating at over-capacity and needed more room. A college at Milwaukee was necessary because a school there would enroll the larger numbers of students necessary to ease the teacher shortage. The committee's extensive research produced statistics which indicated that more high school students would enroll in the synod's teacher-training program if there was a teacher-training college in Milwaukee.³⁸

I. Establishment of that college was a key component in the Survey Committee's proposed "10 YEAR PLAN." This plan spelled out in some detail the "what, when, where, and how much" of the Milwaukee college. The "what"-- a two-year coed junior college which followed the curriculum of D.M.L.C. The "boys" would continue their training at New Ulm. The "girls" could do the same, but they also had the option of simply completing two six-week summer courses at D.M.L.C. and then teaching. The "when"-- the school would open its doors in the fall of 1960. The "where"-- the school would be operated in the facilities of W.L.H.S. for "four or five years."³⁹ After that time, it would operate out of its own facilities-- opening a newly-built campus in the fall of 1963. The "how much"-- the proposed building was estimated to carry a one million dollar price tag. While still in the high school, the synod would pay the high school "on the basis of the average cost per high school pupil per year until our synod's college is

in operation.."⁴⁰ The committee was able to count on the high school's cooperation because of a 1958 resolution of the W.L.H.S. Board of Directors. On April 22 of that year the board stated: "WE STAND READY TO ACCEPT A PROPOSAL FROM THE SYNOD TO OPEN A TEACHER-TRAINING COLLEGE IN THE MILWAUKEE AREA IN CONNECTION WITH THE W.L.H.S.-MILWAUKEE."⁴¹ An additional proposal called for the election of a board of regents for the college at the convention.

J. The 1959 convention took action on these proposals. They passed the "10 Year Plan" in its entirety with these exceptions: their resolutions did not make mention of the "four or five year" duration of the W.L.H.S. arrangement or of the specific years of 1962 for erection of buildings and 1963 for the opening of the new campus. Instead of citing those specifics, the convention action spoke in terms of an indefinite time. The arrangement with paying W.L.H.S. for each college student would continue "until our synod's college is in operation."⁴²

IV. SEPTEMBER 1959-- JULY 1961 LAYING THE GROUNDWORK FOR OPENING THE DOORS OF M.L.T.C.

A. On September 23, 1959, the historic first meeting of the newly-elected Board of Regents for M.L.T.C. took place. In attendance were Chairman Reverend Paul Gieschen, Secretary Mr. Lawrence Rosenthal, Teacher Fred Bartel, Pastor Armin C. Roekle, Mr. John Dornfeld, and Teacher Paul Jungkuntz.⁴³

After serving only a few months, Teacher Jungkuntz resigned for reasons of health. Synod President Oscar J. Naumann appointed Mr. Martin O. Rauschke to take his place. In October of 1959 the college board met with the high school board to discuss and work out a preliminary contract for use of the high school.

B. That meeting and many subsequent ones eventually resulted in the signing of a "working agreement" between the college board and the W.L.H.S. Conference on February 14, 1960. The agreement contained five major sections: 1) Term, 2) Controlling board, 3) Limitation of enrollment, 4) Financial considerations, and 5) Reopening of negotiations.⁴⁴ The term of the agreement was to be exactly three years: from August 1, 1960, to July 31, 1963. For all practical purposes the W.L.H.S. board was recognized as the controlling board for the internal operation of the school. But in order to "safeguard Synod's stake" certain powers, priveleges, and duties were reserved for the M.L.T.C. board. There was a clause for limiting enrollment so that the high school could hold the college to a maximum of 120 students if there was sufficient enrollment pressure in the high school department. The synod agreed to pay the average cost per college student based on total operating costs and total enrollment of high school and college. The "reopening of negotiations" was a "safety clause" which provided for new negotiations if need arose.

C. A final aspect of the working agreement dealt with faculty. In these first years, the college was to have no

permanent faculty of its own. The college would use the high school faculty, and if any new faculty members were called to accommodate the additional load, these members were the "responsibility of the high school conference." When the synod began its own, separate school, the synod would be permitted but not obliged to call faculty members who were added to help meet the college needs.

- D. A summary of the working agreement appeared in the report of M.L.T.C.'s board to the nine districts in 1960. The report began by thanking the Lord for his grace and blessing in helping them solve the "momentous problems" which faced them.⁴⁶ They went on to give the school the name "Milwaukee Lutheran Teachers College" "for working purposes only."⁴⁷ This "temporary name" was chosen because it was the name which had frequently been used by various conventions and because the name pinpointed the geographic center of its operations.
- E. The board also described the curriculum of the school. The synod's resolution had specified "a two-year course, following the curriculum now used at D.M.L.C."⁴⁸ A conference of representatives from D.M.L.C.'s faculty, W.L.H.S.'s faculty, and the M.L.T.C. board decided that those words did not demand "slavish adherence to the letter, so long as the spirit of the resolution was observed."⁴⁹ Therefore the curriculum was not absolutely identical to D.M.L.C.'s. However, the only difference lay in the sequence of courses. After two years at M.L.T.C., a student would have completed the same courses as a two year student at D.M.L.C.; he just wouldn't have completed them in the same order.

F. In an effort to enroll students for their two-year course, the board of M.L.T.C. conducted a vigorous recruitment program. The synod's Praesidium had limited the area for their recruitment to the area lying within a sixty-five mile radius of Milwaukee. Students could come from beyond that area, but only if they came without any prompting from the people recruiting for M.L.T.C. Board members made personal appeals and appearances at various gatherings and sent brochures to area pastors. The M.L.T.C. brochure was entitled "Your New Teachers' College." It told of the synod's rapid growth in Christian day school enrollment: "Ten years ago we had 13,799 people in 177 schools and twenty-one graduates.... last year we had 23,466 pupils in 263 schools and forty-nine candidates."⁵⁰ The brochure went on to say that the synod was going to need 150 teachers per year. Some of them would be trained at M.L.T.C., where for the present, it is using the facilities of the beautiful, new W.L.H.S."⁵¹ Any "high school graduates of good Christian character" were eligible for admission. Those high school graduates were also eligible for the free tuition which was given to students training to be teachers. The tuition scholarship covered "all direct educational expenses with the exceptions of books and incidentals."⁵² The board made itself responsible to provide housing for every out-of-town student who desired it. For that purpose it provided an "approved list of Christian boarding homes."⁵³

G. After addressing the immediate needs of their budding school, M.L.T.C.'s board addressed some long-range needs.

They emphasized that the 1961 convention of the synod must act on their proposals because that convention was the only one scheduled between the time of its report and the expiration date of the working agreement with W.L.H.S. They "earnestly recommended" that the M.L.T.C. board would be allowed to retain an architectural consultant for programming and preliminary service."⁵⁴ They also asked that the Board of Trustees would place an option on a tract of land for the school once they found a suitable site and that they (M.L.T.C.'s board) would be able to begin calling their own full-time faculty after 1961. Their report to the nine districts closed with praise for the friendly cooperation of the W.L.H.S. administration.

H. The nine districts of the synod reacted to the report in different ways. The reactions of the Minnesota and Southeast Wisconsin Districts were of particular interest. The resolutions passed at the 1960 conventions of these two districts foreshadowed a divergence of opinion which was to continue throughout M.L.T.C.'s ten years of existence. The Southeast Wisconsin District "heartily endorsed" the resolutions of M.L.T.C.'s board, but the Minnesota District did not share in its enthusiasm.⁵⁵ Instead, they recommended to the synod's Planning Committee for the Educational Institutions of the Synod (a committee resulting from the 1959 merging of the Educational Survey Committee and the Planning Board) "restudy and re-evaluate the M.L.T.C. project."⁵⁶ The Minnesota report stated that "very definite changes [had] developed since the original plan was presented and adopted at the 1959 Synod convention (time element, cost)."⁵⁷ It also noted

that the thought of "two normal schools within Synod is disturbing to the minds of many," that "many" thought it would be unwise to have duplication of facilities for teacher training, and that "unsettling conditions" were prevalent in the synod."⁵⁸

- I. Despite the "unsettling conditions" prevalent at that time in the Wisconsin Synod, M.L.T.C. opened on schedule. On September 13, 1960, 900 people gathered in the chapel-auditorium of W.L.H.S. for the opening service of M.L.T.C. The acting president of the college, W.L.H.S. Principal Robert Krause, delivered a sermon based on John 1: 35-37. Among the 900 high school students, parents, pastors, and faculty members were the fifty freshmen of M.L.T.C.'s first class. One half of them were from the Milwaukee metro area, twenty-one were from the restricted area of recruitment, and four were from beyond that area. There were forty-three women and seven men.⁵⁹ Ten members of the W.L.H.S. faculty took on the added responsibility of teaching these young people.⁶⁰

V. AUGUST 1961-- NOVEMBER 1962 INDECISION DURING M.L.T.C.'s
INFANCY

- A. In the summer following M.L.T.C.'s first school year the **synod** met in its thirty-eighth convention at W.L.H.S. Various groups, committees, and districts issued reports and memorials to the synod regarding its infant educational institution. The report of the "Planning Committee for the

Educational Institutions of the Synod" attracted a great deal of attention. That report proposed "eventually combining all of our colleges into one institution...called N.W.C., Milwaukee."⁶¹ Realizing the far-reaching impact such a change would have on the synod, the planning committee also urged that the synod "employ an independent educational consultant to study our educational facilities."⁶² The "Advisory Committee on Education" ("A.C.E.") likewise urged that an educational consultant be engaged.⁶³ The Northern Wisconsin District submitted two proposals which concerned the college. They suggested the name "Wisconsin Lutheran Teachers' College" as an official name for the Milwaukee school and also urged the board of control to get an extension beyond the July 1963 expiration date of the working agreement which M.L.T.C. had with W.L.H.S.⁶⁴

B. As it turned out, the Northern District's second nomination was passed and its first was not. The 1961 convention resolves that "the adoption of a permanent name for this school be considered premature."⁶⁵ Purchase of a tract of land was not considered premature, however, because it "appeared" to the convention that "a college in or near Milwaukee will remain in the thinking of the Synod's overall educational program."⁶⁶ The "ultimate purpose" of this school would "be determined upon receiving the report of the Educational Consultant."⁶⁷ With the synod believing that the Milwaukee college would remain with the synod, it was considered "good stewardship" to secure the "ideal tract of land" on the "corner of Bluemound Road and Sunny Slope Road in Brookfield."⁶⁸

The synod resolved that the Board of Trustees be empowered to secure that land. Before the year was over, the trustees had purchased the land. The convention gave the college a further vote of confidence by resolving to encourage M.L.T.C.'s board of control to "continue its faithful efforts, under God's direction, to keep the school in operation until its status in the overall program of the synod's educational system has been established."⁶⁹ As was recommended by several parties, an educational consultant was engaged to help determine M.L.T.C.'s "ultimate purpose." Because this consultant's report could not be available until February 1, 1962, the convention decided to request that the Synodical Council decide whether to submit the consultant's recommendations to the next regular convention or to a special convention of the synod. In the meantime, the synod suspended work on "all plans, contemplated and previously approved", and "refrain from authorizing new work."⁷⁰ M.L.T.C.'s progress towards true permanence had been "put on hold."

- C. While the synod building projects and plans were at a standstill, M.L.T.C. quietly moved along through its second school year. In their report to the nine districts, the Board of Control spoke of their gratefulness to the Lord for his strength and inspiration during their various stresses and problems. They also noted that, though grateful, they were "oppressed with a sense of urgency and with some heaviness of spirit, because we realize there is only one more year to go under the present arrangement" and there was still

"no decision as to the future operation or location of this school."⁷¹

One decision which was made during that year was the decision by the board of control to buy a house for use as a dormitory. The practice of boarding students in private homes had not been entirely satisfactory, "especially from the view of collegiate life" and the difficulties it created for extracurricular activities.⁷² As a partial solution, M.L.T.C. acquired a home near the school and boarded eighteen girls there. The wife of one of the Wisconsin Lutheran Seminary Students served as housemother. Apparently this arrangement was satisfactory, because the board of control was "contemplating the purchase of a second dormitory home" in 1962.⁷³ The optimistic mood of M.L.T.C at the close of its second school year is illustrated well in the preface of the school's first yearbook. The editor of this soft-bound inaugural edition of the SLATE declared, "We sincerely hope that there will be many, many yearbooks to follow it in the future."⁷⁴

D. On May 15, 1962, the Board of Trustees, the A.C.E. and the Planning Committee met to hear an oral report from Dr. Robert J. Keller. Dr. Keller was the man whom the synod had hired as an educational consultant to study the synod's institutions. In part of his five and one half hour long report he predicted that the synod at its present rate of activity would "grow 100% in the next 10 years."⁷⁵ With most of the synod's institutions crowded and in need of additional facilities and staff, his report made it even

more apparent to the synod that action was necessary. Dr. Keller recommended some immediate action to replace some old and decrepit buildings on various campuses in the synod. Then he proceeded to the most far-reaching aspect of the report, namely, a suggested answer to the question, "Where do we go from here?"

E. Dr. Keller's "preferential conclusion" was that a "single synod college be established in the Milwaukee area for bilevel teacher education with New Ulm continuing with elementary teacher education until the serious teacher shortage has been somewhat alleviated,"⁷⁶ Because he realized that this conclusion would not be especially palatable to the constituency of a synod which had experienced the long-time service and existence of the existing synod schools, Dr. Keller presented an alternate conclusion. This alternative embraced three main recommendations: 1) Keep D.M.L.C. for training elementary school teachers and update its staff and facilities for that purpose, planning an eventual split of college and prep departments; 2) Update N.W.C. similarly, and eventually split college and prep there, too; 3) "Develop the Milwaukee college especially to prepare teachers for the secondary level of education along the lines of a liberal arts college."⁷⁷

F. Since Dr. Keller's report placed such an emphasis on M.L.T.C.'s development, the synod's Planning Committee suggested that an administrator be engaged for the college "to work with the Planning Committee and other related com-

mittees in the full development of this college."⁷⁸ They also endorsed "careful planning on the existing property of the existing property of the new Milwaukee college and the hoarding of this land for college purposes."⁷⁹ In conclusion, the committee indicated a desire for "immediate action" and a "special convention" so that planning could "go forward on the lines accepted by the Synod."⁸⁰

G. Prior to the impending special convention, the educational consultant reported his "MAJOR CONCLUSIONS" to the W.E.L.S. In his introduction, Dr. Keller set forth some observations which would later prove to be almost prophetic of the circumstances surrounding M.L.T.C.'s eventual closing. In this October 25 report he stated:

Intangible qualities are added [to a school] by past accomplishments, traditions, reputation and esteem. Educational institutions are greater than their site and location and physical facilities. They can be moved but this is seldom accomplished easily because of the human ties which are involved. These intangible ties are often more important and influential than any straightforward, logical solution which is based upon economical, practical, or even educationally sound motives....These latter qualities in the past have exerted a powerful influence upon preparatory schools and colleges of the Wisconsin Synod. 81

Just how powerful that influence could be was to be demonstrated dramatically in the coming years.

H. Dr. Keller's report also provided an interesting gauge of the opinions of the faculty and former students of synod schools (including preparatory schools, area Lutheran high schools, and colleges). While only 5% of the faculty members polled believed that the W.E.L.S. was large enough to support two colleges for education-- one at New Ulm and one in Mil-

waukee-- , a full 79% of former students believed that the W.E.L.S. was large enough.⁸² While only 16% of the faculty agreed that "the proposed college for Milwaukee should be a church-related liberal-arts college with some responsibility for teacher education," 64% of former students disagreed with that proposal.⁸³ The Keller Report also documented what many in the synod had known for years: regional differences in opinion were apparent in the W.E.L.S. To give an example, Dr. Keller noted that "Mobridge and New Ulm are likely to be on one side of an issue and Saginaw and Watertown on the opposite side."⁸⁴

- I. Regional differences were very apparent at the special convention in New Ulm on November 7-9, 1962. Prior to the convention, a condensed report of the educational consultant was distributed for study. In this report, Dr. Keller again advocated the establishment of a four-year liberal arts college for training secondary school teachers in Milwaukee. He gave this project top priority in a listing of a dozen physical plant projects.⁸⁵ Three groups or committees of the synod-- the Planning Committee for Educational Institutions, the Board of Trustees, and the Advisory Committee on Education-- studied his report and recommended that M.L.T.C. be established as a teachers' college providing "the first two years of training basic for both elementary and secondary school teachers."⁸⁶ In planning for this school, the synod should "envision...an enrollment of 500 students."⁸⁷ Memorials from the Milwaukee Lutheran Teachers' Conference and the Southeastern Pastoral Conference of the Michigan District

advised similar action supportive of the establishment of a permanent Milwaukee College. The memorial from the Michigan District "thought big" in its recommendation. They called for immediate erection of facilities for 500 students in Milwaukee, with plans for an eventual 1000-1,500 students.⁸⁸ Both of the memorials from the Michigan and the Milwaukee conferences pointed to using the existing campuses at New Ulm and Watertown for sites of preparatory schools exclusively. Other prominent reasons given for strongly recommending the construction of M.L.T.C. as a single college for the synod are listed here:

- it is unwise and inefficient to separate primary teacher training from secondary teachers training
- greater availability of student teaching facilities in Milwaukee
- Milwaukee's educational, cultural, and social advantages
- Milwaukee's opportunity for post-graduate work for profs
- State of Wisconsin has almost 63% of synod's communicant membership-- thus, more effective recruitment
- New Ulm is an "increasingly inaccessible" community⁸⁴

J. Those who favored expansion which would take place exclusively at New Ulm were also able to compile a list of reasons for their recommendation. D.M.L.C.'s faculty offered these reasons:

- they were convinced "beyond question" that the W.E.L.S. cannot at this time maintain more than one teacher-training college (the one it can maintain should be D.M.L.C.)
- it is an improper conclusion to regard it as self-evident that large metropolitan areas will draw more young men and women into full-time church work
- merely high numbers of students will not solve synod's problems unless more male students are recruited
- there are "many vital factors connected with life and thought and work in the church which cannot be measured with polls or population projections."
- excessive centralization of synod schools can be more damaging than wholesome if it leads to overidentifying the synod within a particular locality
- building a separate high school campus at New Ulm could be done gradually without great initial cost (thus making funds available for D.M.L.C. expansion)⁹⁰

The Arizona-California District offered similar lines of reasoning for expanding at New Ulm and eventually eliminating M.L.T.C. They noted that by spending money to establish the separate high school campuses, the synod could effectively double the room for collegiates at New Ulm and Watertown.⁹¹ And, as all advocates of either "single site plan" (whether a site in Milwaukee or in New Ulm) pointed out, more than one college for teacher training required needless duplication of faculty and facilities.

K. In the final action of the 1962 convention, it was not the recommendation of a board or a conference or a committee or a consultant which won out. Rather, it was the recommendation of an individual, Professor Conrad Frey, the president of Michigan Lutheran Seminary. He noted that the existing "confusion, indecision, and difference of opinion" demanded "more time...for study and discussion."⁹² He recommended that M.L.T.C. renegotiate the working agreement with W.L.H.S. Conference, and that the synod give the high school conference the funds to build the extra classrooms needed for the college to continue at W.L.H.S. In addition, he urged that the Board of Control of M.L.T.C. be authorized to call an administrator of its own and two additional professors-- a head for the education department and a head for the religion department.⁹³ In what was now a very typical recommendation regarding M.L.T.C. he also urged the formation of a special committee to study the situation and report to the conferences and districts in 1964. Then, in 1965, this report should become "an important item for discussion and resolution on the 1965 agenda of the synod."⁹⁴ All of President Frey's recommendations were adopted.

L. Regarding D.M.L.C., it was resolved that this school should remain a four year college, that it should be developed for a minimum capacity of 500 college students, and that it begin a program for training secondary-school teachers.⁹⁵ In help-to accomplish these ends, the synod resolved to separate the prep schools from the colleges.⁹⁶ A special "Minority Report on the Expansion of Synod's Training Schools" recommended conflicting action and summarized the reasons for the different opinion.⁹⁷ Nine months before its initial "working agreement" with W.L.H.S. was to expire, M.L.T.C. saw a synod convention decide that the school should continue to exist in the expanded facilities of its original high school home. To a certain extent, that must have been encouraging for M.L.T.C. But presumably more encouraging was the news of authorization for the calling of an administrator and two faculty members of its own. Such a step was a definite move toward true permanence for the young school.

VI. AUGUST 1962 -- JULY 1965 GRADUAL AND HOPEFUL EXPANSION
AT M.L.T.C.

A. About three months prior to the November 1962 Special Convention, the young school acquired some additional property of its own. On August 24, 1962, the board of control purchased a well-maintained apartment building at 1446 South 81st Street in Milwaukee for the price of \$107,500.⁹⁸ (See Appendix for 1987 photo of same.) During the course of the year, the new dorm housed seventy "girls". Eventually,

it was named "Delta Mu Chi," which was an abbreviation for the Greek words "Didaskalia Martureo Christus (Translation: "Teachers Witnessing for Christ").⁹⁹ Its buyers noted that the new girls' dormitory was paid for with non-budgetary funds and that it was "a good investment that will pay off itself with interest when it is sold."¹⁰⁰ M.L.T.C. was expanding.

B. The hopes of M.L.T.C.'s supporters were further bolstered when the proposed extension of the working agreement with the W.L.H.S. Conference was realized. Pastor Reinhart Pope, then Chairman of the M.L.T.C. Board of Control, signed the new agreement on March 10, 1963. The agreement stipulated that the W.E.L.S. would, at a tentatively set price of \$150,000, erect additional classroom facilities at the high school which would serve M.L.T.C. until such time as the Synod decides whether or not to establish the College on a permanent basis.¹⁰¹ On March 25 and 26 of that same year, M.L.T.C.'s Board of Regents made preparations for calling a president and the two department heads authorized by the 1962 Special Convention. A new president would assume the administration of the school's affairs. Previously, that work had been done by Principal Krause of W.L.H.S.

C. In the realization of a new contract and in anticipation of the installation of three full-time workers, M.L.T.C.'s Board of Control's report to the 1963 Synod Convention glowed with optimism and thankfulness. The board looked back on their first three years with "gratefulness to the Lord

and gladness in our hearts."¹⁰² The W.L.H.S. Conference and administration were also thanked for their cooperation. The board was "pleased and amazed" at the number of students who had come to the school. When the sophomore year had been added in the 1961-62 school year, the enrollment had jumped from fifty-three to ninety-three. In M.L.T.C.'s third year, it jumped again, this time to 114. At the close of this third year, the supervising teachers "enthusiastically endorsed" the cadet teacher-training program. They were "grateful for the fact that three successive conventions of the synod have upheld the idea of having this school in the Milwaukee area for the preparation of Christian day school teachers."¹⁰³ They took this as a "clear indication of the Synod's desire to continue this operation-- particularly in view of pointed proposals to phase out this College."¹⁰⁴ In closing their report, they petitioned the synod to allow M.L.T.C. to extend its curriculum to a third year for those students who were electing to take just three years of schooling. It was felt that such a move would ease crowded conditions at D.M.L.C.

- D. Two other memorials to the synod convention concurred with the M.L.T.C. recommendation to establish a third year at the school. But all three of those requests and all other memorials concerning M.L.T.C. were "tabled until the Synod Convention in 1965," when the synod was to hear the specially-appointed committee's report on teacher training facilities.¹⁰⁵ D.M.L.C. received more definite action on its own recommenda-

tion to terminate its three-year program for teachers. The synod concurred with that recommendation. One last item of interest from the 1963 convention is the Board of Education's report on the teacher shortage. As of May 7, 1963, the board reported 134 teaching vacancies in the synod.¹⁰⁶ The shortage was still critical.

E. As the synod continued to seek relief from the shortage, Principal Krause was relieved of his additional work load of administering M.L.T.C. On September 22, 1963, M.L.T.C.'s first (and only) president and first two professors were installed at St. James Lutheran Church in Milwaukee. Former M.L.T.C. Chairman of the Board the Reverend Reinhart Pope installed them and President Oscar J. Naumann preached a sermon on Second Timothy 2:12.¹⁰⁷ The Rev. Robert Voss resigned his call as pastor at Siloah Lutheran Church in Milwaukee to accept the call as president. The head of the religion department, the Reverend Siegbert Becker, resigned his associate professorship of religion at Concordia-River Forest when he accepted his M.L.T.C. call. The head of the education department, Mr. Alfons Woldt, resigned his call as principal of Atonement Lutheran School in Milwaukee when he came to the college. Professors Voss and Woldt furthered their formal education during the 1963-64 school year. Professor Woldt received his master's degree in education in 1964 and President Voss specialized in classes for administration at a Milwaukee university.¹⁰⁸

F. Besides the changes in personnel, M.L.T.C. also saw some changes in its physical plant during the 1963-64 school year,

its fourth year of existence. Before the three new men were installed, the W.E.L.S. Board of Trustees purchased professor-ages for them. Then, on April 12, 1964, the new W.L.H.S. twelve-room addition was dedicated. The chairman of the M.L.T.C. Board of Control, the Rev. W.O. Pless, preached the sermon for the dedication service.¹⁰⁹ Students and professors alike welcomed the addition warmly. The addition made a "suitable schedule possible and terminated the unpleasant arrangements by which some of the students had to attend classes at late afternoon hours and on Saturday."¹¹⁰ M.L.T.C. closed the year with 102 students and eagerly anticipated a class of 100 freshmen for the 1964-65 school year.^{111, 112}

G. The M.L.T.C. school newspaper, the "Exordium," bears witness to the optimistic mood of anticipation the school was experiencing. In its June of 1964 issue, the editor wrote:

The future holds in store many blessings for our college, among these are an increasing enrollment, additional faculty members, and a building of our own....the future WILL produce new life, one of additional progress. It is this life that we, as students at M.L.T.C. are anxiously anticipating. 113

President Robert J. Voss echoed those feelings when he exhorted the college to "Face the Future with Faith" in his preface to the 1964 Slate, the school yearbook. He also stated:

The college has neither campus nor facilities that really can be called its own. Its permanent, future role in the work of the synod has not been definitely determined. Yet, forward strides, accountable only to the Lord's blessings, have been made...a beautiful, ideally located site of fifty acres in suburban Brookfield awaits the future development of the college. All this moves us to face the future confidently. 114

H. In its report to the districts in May of 1964, M.L.T.C.'s Board of Control also spoke positively of the school's future.

They reported, "We shall have to begin to think seriously of enlarging the school's own faculty so that a smooth transition to a permanent campus can be affected."¹¹⁵ They were eager to hear the report of the Committee on Teacher Training Facilities (C.O.T.T.F.) because there was a strong possibility that this committee would recommend a continuance of M.L.T.C. Their eagerness was guarded, however. The board noted that M.L.T.C.'s "permanent, future role in the work of the synod still has to be determined by synodical decision."¹¹⁶

I. While waiting for the determination of its permanent, future role in the work of the synod, M.L.T.C. sought to be of wider service to the synod. During its fourth year of existence, M.L.T.C. hosted an "Education Forum" which was attended by 110 area teachers. The college also sponsored an eight-week "Sunday School Teachers' Institute." Lastly, they planned an "Extension Program" for Christian day school teachers of the Milwaukee area.¹¹⁷ All of these events were well attended,

J. An interesting historical sidelight to M.L.T.C.'s history can be gleaned from reading the school's newspaper, the Exordium. Because the school existed during the turbulent 1960's, a decade famous for its student protests and civil rights demonstrations, it is not surprising that the Exordium occasionally makes reference to those events. From time to time an editorial would observe that M.L.T.C. was not a hotbed for violent anti-war protests because its students, as Christians, recognized the impropriety of such actions. One editorial addressed the subject of integration at M.L.T.C.

In a June, 1964, editorial the Exordium spoke of the possibility of the college being integrated in the next year. The editor noted that the school was not biased by the color of ones skin, that the gospel was for the whole human race, and that "each individual will have his own opinion about attending school with a colored person."

"How will the Negro feel?," the paper went on to ask. The answer: "The Negro also feels a need to serve his Lord by teaching the lambs of God....he will take advantage of this Christian educational opportunity. Because of the students' attitude, the Negro should feel welcome as a part of the M.L.T.C. student body."¹¹⁸ It is interesting that a situation which today seems rather unremarkable--that is, the situation of having an integrated W.E.L.S. college-- could have attracted so much attention and commentary just twenty-three years ago.

K. When the twenty-three-page C.O.T.T.F. report came out in the summer of 1964, synod members in the Milwaukee area received it more enthusiastically than did synod members in any other location of the country. After studying the synod's educational system for more than ten months and holding nineteen private meetings, the C.O.T.T.F. recommended the permanent establishment of a four-year teacher training school in Milwaukee.¹¹⁹ Their complete recommendation read as follows:

THE COMMITTEE RECOMMENDS THAT A FOUR-YEAR COLLEGE, PLANNED FOR AN ENROLLMENT OF 1000 STUDENTS, BUT PERMITTING FUTURE EXPANSION FOR A CONSIDERABLY LARGE NUMBER, SHOULD BE ERRECTED ON THE SO-CALLED BLUEMOUND PROPERTY WEST OF MILWAUKEE. IT FURTHER RECOMMENDS THAT THE EXISTING FACILITIES AT D.M.L.C. BE UTILIZED TO PROVIDE A COMBINATION PREPARATORY DEPARTMENT AND JUNIOR COLLEGE FOR AN IMMEDIATE ENROLLMENT OF 500 STUDENTS ON THE PRESENT D.M.L.C. CAMPUS AND THAT ALTERATIONS BE MADE WHICH ARE NECESSARY TO ACHIEVE THIS OBJECTIVE. 120

In making that recommendation, the C.O.T.T.F. (commonly referred to as the "Blue Ribbon Committee") carefully weighed a total of fourteen different options which the synod had before it as it confronted the dual shortage of teachers and the facilities to train them in.¹²¹ Eventually, those fourteen options were narrowed down to eight options, and the time for a vote came. Prior to the voting, there were no attempts at persuading or pressuring anyone to vote on any particular plan. When the ballot was taken, the result was a unanimous vote in favor of the option which they recommended to the synod. All nine members of the committee were "grateful for this happy conclusion to their work" and were convinced that "such unanimity was of considerable significance."¹²²

L. They regarded the unanimity as significant because they were well aware of the diversity of opinions which existed in the synod. The Blue Ribbon Committee frankly acknowledged that there were "sharp divisions of opinion among the members of the synod" and that the "subject at hand is a controversial one."^{123, 124} Even the members of the committee themselves began their study with a "broad division of opinion."¹²⁵ In its efforts to be impartial, the committee made "a sincere and prayerful attempt to free itself from any possible sectional interests in its thinking, discussions, and decisions."¹²⁶ The committee also gave "careful attention to all memorials and suggestions emanating from individuals, conferences, and Districts on the subject."¹²⁷ In its deliberations, the "sole objective" was to "recommend a program which would serve

the best interests of the synod as a whole, and will alleviate its problems in the best possible way over the greatest period of time."¹²⁸ To accomplish that goal, they felt it best to study the situation "in a totally independent manner, unrestricted by former resolutions."¹²⁹ Because of the "uncertainty which now plagues" the synod's colleges, the Blue Ribbon Committee was convinced that a "clear, firm course should be charted once and for all."¹³⁰

M. Certainly M.L.T.C. had been plagued with uncertainty as much or more than any other synod school. But the C.O.T.T.F. report was a decidedly "pro-M.L.T.C." document, and so the faculty, students, and board of M.L.T.C. saw good reason to rejoice as they entered their fifth year of operation. During that school year, there was one significant change in the physical plant of the college. Because of the rapidly increasing enrollment, a new building -- "Ravenswood Hall" -- was leased to provide more dormitory space. That building, located at 9128 W. Chester Street in Milwaukee, furnished rooms for forty-nine students and one counselor. In anticipation of a new campus on the "Bluemound Property," Ravenswood Hall, the Bluemound Dorm, and the 81st Street dorm were all considered to be "of a temporary nature."¹³¹ A further indication of anticipated permanence can be seen in the Board of Control's request for six new professorships for the 1965-66 school year.¹³² These professorships were considered necessary because of the "amazing growth" of the school, "particularly in view of the lack of a campus, of permanent facilities, a full-time teaching staff, and the inconveniences of its scattered housing facilities."¹³³ Rapid growth was very

evident. After increasing from 107 students in its fourth year to 155 students in its fifth year, M.L.T.C. anticipated an enrollment of more than 200 for its sixth year.¹³⁴ Just prior to closing their report on M.L.T.C.'s fifth year, the board expressed appreciation of the "cordial relations which we have enjoyed with D.M.L.C., with whom we share the responsibilities....[of] teacher training."¹³⁵ In closing the board urged the entire membership of the synod to "carry through the programs presented in the [C.O.T.T.F.] report."¹³⁶

VII. AUGUST 1965 -- JULY 1969 THE SYNOD RESOLVES BUT DOES NOT EXECUTE TRUE PERMANENCY FOR M.L.T.C.

- A. In the months before the thirty-eighth Biennial Convention in Watertown on August 4-11, it became apparent that the "entire membership of the synod" was not in favor of carrying through on the programs recommended in the C.O.T.T.F. report. The most audible dissent came from the faculties and boards of Dr. Martin Luther College and High School. To voice their dissatisfaction with the Blue Ribbon Committee's report, this group printed an appraisal of the report. In their appraisal the group maintained that the C.O.T.T.F. had not understood or executed its assignment from the 1962 Special Convention properly.¹³⁷ They also objected to numerous conclusions and recommendations in the report. They believed that carrying out those recommendations would threaten the integrity of the synod.¹³⁸ They also deemed it

unwise to have all of the synod's terminal schools in one area.¹³⁹ The Christian day school enrollment projections in the report were challenged, as were the building cost estimates, the practice-teaching costs conclusions, and the statement that "to date, no applications to our colleges have been rejected because of inadequate facilities."¹⁴⁰ Lastly, they lamented that the "historic role" of D.M.L.C. had not been taken more seriously in the C.O.T.T.F. report, and declared that the New Ulm college should be given a chance to prove its teacher-training ability by the initiation of an aggressive building program on the campus there.¹⁴¹

- B. Further evidence of a division of opinion was seen in the memorials sent to the 1965 convention by various conferences and groups. Some favored the complete adoption of the C.O.T.T.F. recommendations, others favored a virtual reversal of its findings, and still others favored a partial implementation of it.¹⁴² The floor committee which studied the situation began meeting two days prior to the convention to consider "the weighty matter of our teacher-training facilities."¹⁴³ The committee acknowledged that the C.O.T.T.F. report had "caused much discussion and debate" and had also "caused feelings and emotions to run quite high on both sides of the Mississippi."¹⁴⁴ Because of the conflicting opinions, the floor committee presented their report with a "prayer that our gracious Lord send us a bountiful measure of His Holy Spirit to lead us to unanimity of mind and purpose."¹⁴⁴
- C. In the end there was enough "unanimity of mind and purpose" to pass the following resolutions: that D.M.L.C.

- "be retained for the present as a four-year teacher-training college; that
- a gymnasium-auditorium-student union-refectory building be built at D.M.L.C. and the vacated facilities be remodeled; that
- the high school department stay on D.M.L.C.'s campus; that
- the preparatory school enrollment be limited if necessary; that
- off-campus housing be used at New Ulm as an emergency measure; that
- M.L.T.C. be established on its own campus as a junior college for the present; that
- an academic plant without dormitories be built with classroom facilities for 250 students on a M.L.T.C. campus planned with later expansion in mind; and, lastly, that
- M.L.T.C. also use off-campus housing as an emergency measure. 146

The high hopes of M.L.T.C. had been partially realized-- it would not be a four-year college, at least "for the present," but it would have its own campus and classrooms. In addition, upon the recommendation of the M.L.T.C. board and the synod's Advisory Committee on Education, six additional full-time professors "in the major fields of study" were authorized for M.L.T.C.¹⁴⁷

- D. In passing the resolutions regarding D.M.L.C. and M.L.T.C., the convention acknowledged the need for 200 graduates a year at our teacher-training schools, the recruitment advantages of having two teacher-training institutions "on a permanent basis", the financial needs of missions as well as of the pastor-training schools, and the value of retaining D.M.L.C.'s accredited status with the University of Minnesota.¹⁴⁸
- The arrangement resolved in 1965 was sufficiently flexible "so that future conventions of the synod have the freedom to determine the development of teacher-training colleges in view of needs and financial abilities at that time."¹⁴⁹

More specifically, the synod noted this advantage: "a junior

college can be planned so that it can be developed into a senior college campus."¹⁵⁰ M.L.T.C. was going to be a two-year college "for now", but becoming a four-year college was not "out of the picture" for the future.

E. The action of the 1965 convention was judged newsworthy enough to make the Milwaukee Journal. The Journal described the synod action as indicative of "a gradual, piecemeal approach to proposals that Milwaukee become a major center for teacher-training in the W.E.L.S."¹⁵¹ The newspaper also labeled the action as "a compromise between delegates who favored making the college a four-year establishment and those who wanted to close it (M.L.T.C.)."¹⁵² Professor Heinrich Vogel was quoted as being in favor of the former and the Reverend Immanuel Frey of Phoenix, Arizona, was quoted as being in favor of the latter. Vogel was confident that the synod was "going forward to operation of two four-year colleges," and Frey declared that he "had hoped it [M.L.T.C.] would be given a decent burial."¹⁵⁴ The Journal also made mention of a site on Lake Michigan in the Cedarburg area as a possible alternative to the Brookfield site.

F. Two months after the 1965 convention the progress on the building of the M.L.T.C. campus was not proceeding very rapidly. The board had chosen an architectural firm to plan the permanent campus, but the formal engagement of the firm was still waiting for official authorization from the synod. Besides waiting for that authorization, M.L.T.C. was also waiting to find a happy solution to its student housing woes. At the time, the college was forced to house its students in

four different locations. One of the locations was the Annex of the Synod Administration Building, where seven male students lived. This situation was "most undesirable" especially since the school was operating without a dean. M.L.T.C. could see some hope of assistance ahead, however, as they had called a dean and three more faculty members on April 22, 1966. The school's extra-curricular activities were also expanding. A college choir made several weekend tours and the students presented a children's play to 2,700 Milwaukee-area Christian day school students. The 1965-66 school year closed with 189 students enrolled-- 72 sophomores and 117 freshmen.¹⁵⁵

G. A total of 201 students began the 1966-67 school year at the college. For the students, the most exciting event of that year was the acquisition of a hotel and restaurant facility in Elm Grove. Located at 12700 West Bluemound Road-- just eight tenths of a mile from the future site of M.L.T.C.-- this facility provided a far more satisfactory alternative to the piecemeal, four-location dormitory arrangement of past years.¹⁵⁶ The nine-acre site was the former home of the Red Coach Inn and the Polly Valley Motel. In describing the transition from commercial to private use of these facilities a local newspaper wrote, "Red Coach Inn has brighter lights, serves cafeteria style, and has 158 steady customers, all students at M.L.T.C."¹⁵⁷ The students ate their week day noon meals at W.L.H.S., but weekday breakfasts and suppers as well as all the weekend meals were served in the cafeteria. The M.L.T.C. board purchased a new bus for transporting the students to and from W.L.H.S. The motel complex consisted of

ninety-six separate rooms contained in six air-conditioned buildings. Since three students could live in each room, a maximum capacity of 270 students was possible.¹⁵⁸ Eventually, the students gave all six buildings their own names: "Wittenberg, Fortress, Augsburg, Saxony, Heritage, and Tower."¹⁵⁹ The new facilities also included a student union, a dining hall, and a residence for the dean. One freshman described the facilities in this way: "Living in a motel room is a luxury which offers many unexpected advantages...the student union and dining hall is [sic] too good to be true."¹⁶⁰ A swimming pool rounded out the list of comfortable features at the site.

H. On October 2, 1966, M.L.T.C. held an outdoor dedication service for all of these new facilities. The occasion also served as the installation service for the school's three new professors and its first dean. The dean was Pastor Milton Burk. The professor of music was Pastor Kurt Eggert, the professor of English was Mr. A. Kurt Grams, and the professor of history was Mr. Paul Ruege.¹⁶¹ In the spring of 1967, M.L.T.C. was still waiting for official authorization to call the two additional men granted at the 1965 convention. The staff position of "student counselor" was filled for two years by a Seminary student, Mr. William Meier.¹⁶² As in all the six previous years, members of the W.L.H.S. faculty and office staff continued to render valuable service to the school.

I. Although M.L.T.C. had an active extra-curricular program throughout its first six years of existence, it was in its seventh year that the extra-curricular program really

hit its stride. The 1966-67 basketball team was the first to compete in a "completely inter-collegiate athletic program,"¹⁶³ Its home games were played at W.L.H.S.; its away games on the courts of teams in Racine, Kenosha, Waukesha, Madison, and Milwaukee."¹⁶⁴ One of the highlights both of the basketball season and of the school year was the annual "Spartan Spectacular," (the first annual was in 1965) a 'winter festival-type' event at the school. The 1966-67 school year also saw expansion in the intramural program. As was mentioned earlier, M.L.T.C. had a school yearbook, the Slate, and a school newspaper, the Exordium. Glances through the editions of the Slate and the Exordium reveal many of the elements so typical of college life: initiations, friendly jests about various professors, talent shows, plays, cheerleaders, concerts, choir tours, pep band, dorm council, and a wide variety of school-promoting apparel. Excerpts from the Exordium also contain light-hearted references to life at the school. The two-year course was referred to as "basic training,"¹⁶⁵ The crowded noontime cafeteria situation at W.L.H.S. was called a "mob scene" where the rule is "every man for himself."¹⁶⁶ Students could unwind from the pressures of the "mob scene" and their classes back at their "campus," where they could play tennis, softball, volleyball, soccer, or outdoor basketball.

J. As convenient and well-furnished as the new campus was, the school still longed for the day when its own academic site would be constructed on the Bluemound land. After a long delay the board of control was authorized to contract with the

Grellinger-Rose Associates architect firm in June of 1966. On March 18, 1967, the synod's Planning Board for Educational Institutions approved the architect's master plan for construction of M.L.T.C.'s campus.¹⁶⁶ The plan for the "first phase" included a classroom building and a gymnasium and was estimated to cost \$1,660,000.¹⁶⁷ M.L.T.C.'s board of control urged the synod to give authorization as soon as possible so that the buildings would be ready by the summer of 1969, when the six-year working agreement with W.L.H.S. expired. The board also urged the adoption of an official name for the college. During this time the synod's special "Missio Dei" offering was being collected, and M.L.T.C. was hopeful that some of the money given would be used for building their campus.

VIII. AUGUST 1967 -- JULY 1969 M.L.T.C. "DODGES A BULLET"
AND THE SYNOD AGAIN RESOLVES BUT DOES NOT EXECUTE
TRUE PERMANENCY

- A. The very high hopes with which the supporters of M.L.T.C. had come to the 1965 Synod Convention were not duplicated in the the M.L.T.C. supporters who came to the 1967 Convention at Michigan Lutheran Seminary on August 9 - 16. During the biennium following the 1965 synod resolution to build a permanent campus for M.L.T.C., there had been a number of reports which were threatening to the college's existence. As early as January of 1967 the Board of Trustees of the synod requested that the Conference of Presidents initiate "a study of the need for two teacher-training schools."¹⁶⁸

On April 27th of that year the Conference of Presidents resolved to encourage the Board of Trustees "not to authorize any more work on building projects at out teacher-training institutions other than the projects already being built until after the 1967 Convention."¹⁶⁹ The C.O.P. was concerned about a potential "drastic cutback in mission expansion" and the "widening gap appearing between the projection of enrollments in our elementary schools (Keller Report) on which past teacher needs were based and the actual enrollments (4,569 less in 1967 than projected)."¹⁷⁰ A memorial from a conference of the Dakota-Montana District recommended bluntly "that M.L.T.C. not be built."¹⁷¹ They believed that the cost of two colleges would be prohibitive, and that D.M.L.C. would soon be "graduating enough teachers."¹⁷² Also discouraging for M.L.T.C. was the Board of Trustee's report, which took into consideration "the phasing out of D.M.L. High School and M.L.T.C. beginning with the 1968-69 school year."¹⁷³

- B. It probably came as no great consolation to M.L.T.C. to know that another school shared with them the prospect of being "phased out." But it certainly must have been both consoling and encouraging to know that other concerned parties in the synod were "pulling for them." Lest the false impression be given that nothing but ill will toward M.L.T.C. emanated from the Minnesota District, it should be noted that this district passed a resolution quite supportive of the school at the district's 1966 convention. As it had in the past, the Minnesota District thanked God for M.L.T.C. and "the fine spirit of cooperation existing between our two

teacher-training schools."¹⁷⁴ The convention then went on to urge formally that its membership "contribute generously to the Missio Dei Program, so that the erection of an academic building at M.L.T.C. may soon become possible."¹⁷⁵

The Pastor-Teacher Conference of the Southeast Wisconsin District--M.L.T.C.'s "parent district"-- memorialized the synod to begin immediate construction of the first phase at M.L.T.C., as had been resolved at the 1965 Convention.¹⁷⁶ Also working in M.L.T.C.'s favor was an exhortation from President O.J. Naumann that the convention "not approach this from a financial angle but from the angle of the blessings the Lord has given us, and the promises He makes."¹⁷⁷

C. Perhaps the most effective argument for the continuance of M.L.T.C. came from the school's own president, Professor Robert Voss. President Voss presented a twelve-page study to the convention. This very factual presentation was entitled "A Study of the Past and Future of M.L.T.C." and was filled with an impressive assortment of graphs, charts, and statistics. He used these "tools" to demonstrate the tremendous blessings M.L.T.C. had experienced in its first six years despite rather extensive limitations. In spite of a lack of permanent facilities, a lack of a full complement of permanent staff, and a lack of centralized student housing for all but one year of its existence, M.L.T.C. had grown rapidly. Of its 330 graduates, 307 had either become teachers or were continuing their studies toward being a teacher,¹⁷⁶ In addition to citing the Lord's blessings on M.L.T.C., President Voss cited the advantageous location and accessibility

of the school as chief reasons for the school's success. He urged authorization for construction, noting that "the very life of the college hinges upon such authorization."¹⁷⁷

Addressing any fears of a teacher surplus, he urged the use of teachers in all phases or areas of Christian education. Addressing any fears of a budget crisis, he urged an interim stewardship program. He also cautioned against a deemphasis of the great blessings of Christian education.

- D. After five hours of debate, the convention voted to "substantially reaffirm the resolutions of the Thirty-eighth Convention which refer to our teacher-training program and institutions."¹⁷⁸ The synod also resolved that "the erection of a limited academic unit, rather than Phase 1 as proposed by M.L.T.C., be undertaken to be ready for use, God willing, by September of 1969."¹⁷⁹ The convention reasoned that the reasons for closing M.L.T.C. "did not present compelling reasons for rejecting or revising the basic conclusions of the exhaustive studies and reports previously made."¹⁸⁰ It was also observed that the promotional materials for the Missio Dei Offering "either stated or implied that the Thirty-eighth Convention resolutions regarding two teacher colleges would be carried out."¹⁸¹ For those who feared that mission work would suffer, the convention emphasized that "a strong program of worker training is an indispensable precursor of mission outreach."¹⁸² Once again it appeared that M.L.T.C. was "here to stay."

- E. A fair amount of additional resolutions were passed regarding the Milwaukee college. Five professorships were es-

established. Two of the five had already been established in 1965 but had never been authorized during the biennium. The college was commended for offering wider service to the church. Those wider services included a program directed by Professor Woldt by which M.L.T.C. students tutored retarded children. The synod "ratified" the Board of Trustees' purchase of the Polly Valley Motel complex, but resolved that no further dormitories would be provided for M.L.T.C. "for the present,"¹⁸³ The synod also placed a maximum enrollment on the college-- no more than 240 students through the 1969-70 school year. This measure was necessary because of the limited space at W.L.H.S. Contrary to the board of control's suggestion that the official name of M.L.T.C. be "Brookfield Lutheran Teachers' College," the college was officially named "Wisconsin Lutheran College."¹⁸⁴ The school had a new name and a renewed hope for the years ahead.

F. In the fall of 1967, a front-page headline of the Exordium proclaimed, "Synod Grants Life to College."¹⁸⁵ After summarizing the action of the 1967 Convention, the writer declared, "The convention spoke decisively. Now we go forth to serve, confident that the Lord has charted our course."¹⁸⁶ When the doors opened on "W.L.C.'s" eighth school year, there were 228 students in attendance and sixteen teachers on the staff. Seven of the teachers were the full-time staff and nine W.L.H.S. teachers constituted the part-time staff. The part-time music-teaching staff had a total of ten organ and piano teachers. It is interesting to note that as W.L.C.

gained faculty members now, the increase in staff was achieved "at very little net cost to the synod."¹⁸⁸ This was possible because there was a corresponding reduction in the W.L.H.S. contract for each additional college professor. Providing the students with excellent food was Mrs. Marta Lozar, as employee of Ace Hosts of Wisconsin. (She later cooked for the students of Wisconsin Lutheran Seminary, 1970-1985.) The "assistant to the dean" for the 1967-68 school year was Seminary student John Lawrenz.

- G. During the year, John Lawrenz designed and drew an official school seal for W.L.C. (see Appendix). The January 1968 Exordium printed the seal, explaining that "we here at W.L.C. want a symbol chosen to represent our now permanently established college."¹⁸⁹ The W.L.C. board made it clear in its 1968 report to the districts that it was in favor of making the "now permanently established college" truly permanent. They voiced disapproval of a proposal which would have provided some temporary facilities for W.L.C. That proposal came after an "extraordinary Meeting" was held on March 4-5, 1968. President Naumann called this meeting of six different synod committees, boards, and councils to face the problems posed by a shortage of funds and the impossibility of renegotiating the contract with the W.L.H.S. agreement with W.L.C. beyond the summer of 1969. (The W.L.H.S. Conference had informed the synod with deepest regret that they could not extend the contract.)¹⁹⁰ These circumstances created a real crisis for W.L.C.

H. One possible 'solution' to the problem would have been the closing of W.L.C. at the end of the W.L.H.S. contract. But, as President Voss maintained when he addressed the Extraordinary Meeting, that would have been unfair to the people of the synod who had twice resolved the construction of W.L.C.'s campus and had sent so many of their sons and daughters to the school.¹⁹¹ Eventually the men, at the Extraordinary Meeting resolved to provide W.L.C. with academic facilities "in the most economical way."¹⁹² That resolution led to a June 25 Board of Trustees' resolution "that W.L.C. be given the green light to proceed with a teaching facility which is within the Synod's means, namely, the erection of portable units on the motel-dormitory site at a cost of about \$135,000."¹⁹³ W.L.C.'s board found that most unsatisfactory, and offered a counter proposal: that the college be incorporated for the purpose of "borrowing up to \$800,000 with the interest to be paid out of the college budget and with no net increase in the operating budget."¹⁹⁴ That was the board's reaction; the students' reaction was also noteworthy. When the students heard of the financial crisis and its resultant complications for W.L.C., they immediately organized a work program and turned over all of their earnings to the college building fund. At the time the board of control reported to the districts in 1968, the students had raised over \$1,200 for their school. The board's report closed with a request for the prayers of "all fellow members in the Synod for the critical days that lie ahead."¹⁹⁶

I. In spite of the "critical days ahead" and rumors of the possible closing of W.L.C., students continued to attend the school in ever-increasing numbers.¹⁹⁷ The 1968-69 school year began with 228 students, and the freshmen applications for 1969-70 were ahead of the previous year's pace.¹⁹⁸ By its ninth year of existence, W.L.H.S. depended on the W.L.H.S. faculty for only three part-time instructors. Eleven full-time professors were on the staff, with one professorship unfilled after one year of calling. On September 29, 1968, at St. James Lutheran Church in Milwaukee, four additional full-time men had been installed. Mr. Marvin Meihack, Mr. Harold Yotter, and Mr. Francis Schubkegel of the W.L.H.S. faculty accepted calls to W.L.C., as did Coach Lloyd Thompson of Michigan Lutheran Seminary. Coach Thompson's arrival brought to a conclusion the years of voluntary and valuable athletic program assistance which Mr. Frederic Eckert had given to the school. The assistant to the dean in the ninth year was Mr. Mark Goeglein, a Seminary senior. One further staff addition was the december hiring of the first full-time maintenance man at W.L.C. In anticipation of further needs, the Board of Control requested a thirteenth professorship, a business manager, a full-time librarian, a full-time tutor, and a part-time women's physical education teacher for the 1970-71 school year.

J. As in previous years, W.L.C. provided many programs of wider service to the synod, including an adult education "extension course" in the evenings at Hartford, Wisconsin.

About 4,000 lower elementary school children attended the children's play that year, and the college choir went on an extended tour. In spite of further delays on the construction of an academic unit, there was still some expansion of W.L.C.'s physical properties. Two additional professor-ages were purchased, and two more were under construction on the fifty-five acre college site.²⁰⁰ An April 16th flood of the Polly Cr ek threatened to damage the college dormitory site, but the waters subsided before serious damage was done.²⁰¹

K. Another threatening situation ^bsubsided before serious damage was done--namely, the prospect of having no place to hold classes for the 1969-70 school year. The W.L.H.S. Conference had very reluctantly informed W.L.C. that it would be impossible for them to renegotiate their contract for an extension beyond the June 30, 1969, expiration date. Even the immediate commencement of construction on the academic facility would not have resulted in a structure ready for use in the fall of 1969. Then an unexpected situation materialized. The class schedules of the high school and the college were run through a computer, and it was determined that just "barely enough teaching stations were available to make possible the operation of the college in the high school facilities for one more year."²⁰² The high school classrooms would be available on a monthly rental basis, and W.L.C. would have to provide for all of its own administrative needs. As for the future needs of W.L.C., the Board of Control was still waiting and hoping that the

Board of Trustees would authorize the securing of bids for immediate construction of a multi-purpose building. The new building would have a lecture hall, a room for chapel services, administrative offices, science facilities, a music center, library, service areas, and six classrooms; all for an estimated cost of \$1,176,306.72²⁰³ But before any work proceeded, W.L.C. found itself engaged in two very familiar activities: waiting and wondering. As the 1969 Synod convention approached, W.L.C.'s board, faculty, and students were doing plenty of both.

IX. AUGUST 1969 -- JUNE 1970 THE SYNOD CLOSES W.L.C.

- A. In a pre-convention issue of the "Wisconsin Synod Herald," a page two headline announced, "Teacher Needs Can Be Met By One College, Report Holds."²⁰⁴ The report referred to was the May 19, 1969, report of the Coordinating Council of the synod. As the council prepared its program budget for the next six years it felt that "in the interest of a balanced work program" it was "compelled to set a ceiling of \$2.5 million in capital expenditures at our educational institutions."²⁰⁵ The council went on to explain that the money could provide for only three buildings (two at New Ulm and one at N.W.C.) and for some remodeling/expansion work at W.L.S., N.W.C., and D.M.L.C. The Coordinating Council did not project any funds for any W.L.C. projects because it was recommending that "W.L.C. be closed at the end

of the 1969-70 academic year."²⁰⁶

The principal reason for recommending that action was this conclusion of the Coordinating Council: "Conditions as they obtain today and for some years in the future indicate the need for no more than 175 graduates each year."²⁰⁷ D.M.L.C. had expressed confidence in its ability to "recruit the students necessary to graduate 175 teachers annually."²⁰⁸ The Coordinating Council was convinced that the "Christian day school enrollment in our synod" had "leveled off" and was "likely to remain constant."²⁰⁹ It also noted that the Keller Report (1961) had overestimated the dayschool enrollment of 1969 by about 5,000 pupils (25,500 instead of 32,500).²¹⁰ After considering these statistics and numerous other reports, the council was confident that the recommended closing of W.L.C. was part of a "balanced program reflecting a long-range planning process by which the synod may best achieve its objectives in keeping with total resources."²¹¹

- B. The Coordinating Council was not alone in making that recommendation. In their "Supplementary Report" of August 7th, the Board of Trustees went so far as to state their opinion that W.L.C. was "an expensive luxury that Synod presently can ill-afford."²¹² In addition, three memorials calling for a merger of W.L.C. and D.M.L.C. were sent to the 1969 convention. They came from the Pacific Northwest Pastoral Conference, the Arizona-California District, and a group of three pastors. All of these memorials reiterated some of the feelings of the Coordinating Council and also expressed

specific concern about W.L.C.'s continued existence being a hindrance to synod mission work. Among the action called for in their resolutions was a "rescinding of all past resolutions regarding W.L.C.," a "rethinking of the two teacher college concept," and a "retaining of the Bluemound property for a possible future college."²¹³

- C. Knowing that its very life was on the line, many of W.L.C.'s supporters came forward to voice their opposition to the merger plan. The Planning Board for Educational Institutions was one of W.L.C.'s staunchest defenders. In a report entitled "Synod's Need for W.L.C.," this board reviewed the history of the establishment of W.L.C. and noted that the board had "from the beginning tried to show Synod the absolute necessity of having a college in Milwaukee."²¹⁴ The board then reviewed the resolutions of 1965 and 1967 which called for construction on the Bluemound site for a junior college. The inaccuracy of the Keller Report student enrollment projections were downplayed by highlighting the uncanny accuracy of Dr. Keller's teacher need projections.²¹⁵ The report also noted how well W.L.C. had fulfilled its purpose of supplying teacher students and declared, "We cannot kill the goose that laid the golden egg!"²¹⁶ That "goose" also had the largest freshman class of any college in the history of the synod in 1967 (144 students).²¹⁷ A closing argument for W.L.C. maintained that a second college did not by any means double the cost to synod, as the total number of professors and classrooms needed would remain the same whether the students were located on one campus or two.²¹⁸

Also noteworthy is the fact that the construction of a W.L.C. academic unit was listed as the top priority among twelve projects on the Planning Board's "Schedule of Projects" in May of 1969.²¹⁹

D. Another significant report to the convention was the W.L.C.'s Board of Control's reaction to the Coordinating Council's report. This supplementary report was entitled "Questions that Seek Answers." These forty questions were raised by the Coordinating Council's report, and W.L.C.'s board maintained that they "seek answers" before the validity of the report could be established.²²⁰ Among the issues "questioned" were the ability of D.M.L.C. to recruit enough students, the reliability of population predictions, and the advisability of cutting back to one college-- a move which would limit flexibility in the future.

E. In President Voss' report, "The Case for W.L.C.," he in effect "fleshed out" many of the forty "Questions that Seek Answers" by supplying the statistics and rationale which led to many of the questions. He also pointed out that if W.L.C. were not retained, Martin Luther Academy could also not be retained unless there was construction on the site for a new academy campus.²²¹ He spoke of the current trend towards junior colleges and conjectured that W.L.C. could be of wide service to the synod as both a junior liberal arts college and as a site for the Bethany Program.²²² He warned of the "psychological repercussions of closing a school included in the appeal of the Missio Dei program."²²³ Following this presentation on the need the synod had for

W.L.C., President Voss proceeded to demonstrate that the cost of retaining W.L.C. was neither as expensive as some thought nor as prohibitive of other synod expansion.²²⁴ In conclusion he exhorted, "Let us lengthen the cords; let us at the same time strengthen the stakes."²²⁵

F. Nine separate memorials to the convention favored "strengthening the stakes" of the teacher-training program in the same way President Voss believed that this should be done-- by retaining W.L.C. Six of them were from individual churches in the Milwaukee area, two were from Southeast Wisconsin District Conferences, and one was from a group of three pastors.²²⁶ The pastors' group questioned the constitutional propriety of the Coordinating Council's recent actions, but in the end the synod held that the council had "worked within the realm of its general charter."²²⁷ Common reasons cited for retaining the college were the

- mature and frequent deliberations covering more than a decade which established and maintained W.L.C.";
- the remarkable recruitment work of W.L.C. in the face of diversity;
- the 'questionable and debatable' statistics, projections, and assertions in the Coordinating Council report and the haste with which it was put together (one month's time);
- the flexibility W.L.C. would give to the synod;
- the Missio Dei publicity's inclusion of W.L.C. projects
- the 1967 location of 74% of synod's membership east of the Mississippi; and
- the uncertainty as to D.M.L.C.'s ability to recruit enough students. -228

G. In studying all of the pertinent data, resolutions, and memorials, Floor Committee Number Five (for Institutions) eventually decided that D.M.L.C. could recruit enough students,

and that the Coordinating Council's projections regarding the future teacher needs were reliable. The committee also thought it educationally and financially advantageous to have a concentration of college staff and facilities on one campus.

They also reiterated the need to expend more funds on mission opportunities as they resolved "that W.L.C. be merged with D.M.L.C. on the campus at New Ulm, Minnesota, by September of 1970."²²⁹ This fateful resolution was passed by a secret

ballot vote of 150 to 65. Five hours of debate preceded

the ballot.²³⁰ Also adopted ~~were these W.L.C. related~~ resolutions;

- that all previous resolutions pertaining to W.L.C. be rescinded;
- that the W.L.C. faculty would continue to be paid until they accept calls or chose other employment;
- that the motel property be disposed of;
- that the Brookfield property be held on to for "possible future use"; and
- that a synod-wide recruitment effort with and for D.M.L.C. be initiated. -231

H. With all of the W.L.C. students moving to New Ulm, the synod recognized the need for a new dorm there and authorized the building of it.²³² W.L.H.S. was formally thanked for its "valuable contribution to the teacher-training program."²³³

A formal expression of appreciation for W.L.C. was also adopted. With these ten lines of text the synod thanked W.L.C. for its ten years of service:

WHEREAS W.L.C. has served well in assisting the Synod in catching up with its teacher needs, and

WHEREAS W.L.C. was active in wider areas of service in adult education, tutoring in remedial programs, and assistin in physical education programs, and has done much to promote Christian education in the Synod, therefore be it

RESOLVED, that we thank the Lord for the effective use of W.L.C. and the dedication of its staff and student body in the educational program of the Synod."²³⁴

I. As would be expected with a decision of such emotional impact for so many synod members, there was a great deal of commentary relative to the decision. Several of the delegates remarked that W.L.C. had been a "victim of its own success" because it had so quickly enabled the synod to catch up with its need for teachers.²³⁵ Other delegates commented that closing W.L.C. was not "retrenchment," but rather "making the best use of available resources."²³⁶ Just after the vote had been announced, the Reverend Waldemar O. Pless, the chairman of W.L.C.'s board of control, addressed the delegates:

7 I should like to say to all of you, very frankly, that my judgment of the role of W.L.C. in the Synod's program of Christian education differs from the judgment of the 150 voting delegates who at this convention ended the life of the college. My judgment also differs from... that of the ...delegates who proposed and encouraged the termination of its short but fruitful existence... The convention has spoken and I submit to its verdict-- with regret and disappointment, of course, but by God's grace not with bitterness or animosity." --237

Pastor Pless went on to urge everyone else to accept the decision in the same spirit and join together in generously supporting the Lord's work in all the programs adopted at the convention. He noted a division in judgment on "a specific

phase of worker training," but a "heartening unanimity in the conviction that our Synod wishes to match its emphasis in missions with a parallel emphasis on Christian education, also on the elementary level."²³⁸

J. Back at the Elm Grove dormitory campus of W.L.C., there were some "last minute withdrawals and transfers" as a result of the Synod's decision.²³⁹ The Exordium interviewed forty-five students to gauge their reaction to the decision. Only two of the forty-five agreed with the decision. In citing reasons for their disapproval of the decision, the forty-three students echoed the observations of numerous synod reports dating back to the mid-1950s. They spoke of the ideal location of Milwaukee-- it was close to them, there were numerous possibilities for wider service, there were more cultural and recreational opportunities, etc. While not fully understanding the decision, they were ready to abide by it because they were confident that God was with the Synod at the convention. The student council secretary elaborated: "The students were disappointed...but they're all going to New Ulm with open minds, ready to make the best of it. They hold no grudges."²⁴¹

K. President Voss was not holding any grudges, either, though he did believe that the decision was "basically a mistake...It reflects a lack of confidence in the potential growth of our church and the potential growth of our elementary school system."²⁴² Pointing out that most of the Synod's membership was located relatively close to the school,

he noted that the college's location was a "case of putting the pump where the well was."²⁴³ It is safe to say that President Voss was in agreement with a statement made by the president of the Southeast Wisconsin District. Concerning the closing of W.L.C., President Adolph C. Buenger wrote:

It was the Synod which called this college into being and placed it into this District. It was the Synod which voted to close it. Being so close to it, we loved this college and nurtured it in a special way for ten years. Some may be of the opinion that the Synod cannot do its work effectively without the college. Let us not just "wait and see," rather, let us wait and see and pray and work that enough workers will be supplied for our Christian day schools without W.L.C. -244

- L. Throughout the final year of M.L.T.C.'s existence, the goal of all those involved with the school was to "make the last year the best year in the ten-year life of the school."²⁴⁵ The board of control noted that a great deal of "gear shifting" was necessary as the school shifted "from a state of growth and expansion to a state of withdrawal and dissolution."²⁴⁶ There were 208 students in attendance on opening day of this gear-shifting year-- 109 freshmen, 99 sophomores; 53 males and 155 females.²⁴⁷ These students had a successful year both in academics and in "extra-curriculars." The basketball team had its best season, and once again a children's play was presented to thousands of Christian day school children. At the close of the year, 176 of the remaining 195 students were planning to transfer to D.M.L.C.
- M. Four members of the faculty also "transferred" to D.M.L.C. Professors Grams, Meihack, Schubkegel, and Yotter accepted calls to W.L.C.'s "sister school" in New Ulm. Coach Lloyd Thompson

accepted a call to N.W.C. in Watertown. Dean Burk accepted a call to be the dean of students at M.L.A. Professor Ruege rejoined the W.L.H.S. staff. Professor Eggert returned to the pastoral ministry at Atonement Church in Milwaukee. Professor Woldt became the executive secretary of the W.E.L.S. Commission on Higher Education. During the 1969-70 school year, Seminary student Edward Fredrich stepped in to help with teaching some of the classes Professor Becker had taught before he accepted a call to the Seminary in Mequon. Another Seminary student, John Lawrenz, completed a second stint as assistant to the dean. In a faculty arrangement reminiscent of W.L.C.'s first years, Principal Robert Krause of W.L.H.S. helped teach some of the courses. All of these men, as well as the office staff, the resident housing staff, the kitchen staff, and the maintenance staff were thanked for their years of service. The board of control observed: "More important than the bricks and mortar of a school are the people involved in it. Never was this felt more, perhaps, than at W.L.C., where bricks were never laid."²⁴⁸

- N. Bricks were never laid, but some were bought, and the synod soon sold most of the homes and buildings which were acquired during the course of W.L.C.'s history. The homes of the president and dean (which had been built on the fifty-five acre Bluemound site) were kept and used as homes for synod executives. The fifty-five acres of "choice land" was also retained by the synod "for possible future use."²⁴⁹

All of the other professors' homes were sold at a profit to the synod, as were the Elm Grove motel-dormitory holdings and the South 81st St. apartment building. Some of the few valuable assets left unsold were the master plan and the detailed plans and specifications for what was to be W.L.C.'s first academic unit. Some records were transferred to D.M.L.C.; others were given to the synod archives.²⁵⁰ Impossible to sell or dispose of were the "valuable service the college has rendered...and the treasured memories that it holds for many people."²⁵¹

- O. Because there was still some business to take care of in the year following the school's final year, the board of control again reported to the synod convention in 1971. It is interesting to note that D.M.L.C. was forced to open two weeks late in the 1970-71 school year because of time needed to complete the dormitory facilities necessary for the influx of W.L.C. students. In just ten months time, a new women's residence hall and twelve new professorages were planned and erected at New Ulm. D.M.L.C.'s board of control praised the "excellent cooperation of the administration of W.L.C." in making the transition.²⁵² W.L.C.'s board reported on the final disposition of the school's funds and on the need to sell the Brookfield property (55 acres) before anyone construed the synod's holding of the site as land speculation. Then, with "reluctance but without rancor," the board made it their final recommendation to the synod that "it be dismissed."²⁵³

P. Although it preceded the board of control's final report by nearly a year, it seems most fitting to conclude the history of "M.L.T.C.-W.L.C." with an account of its final graduation and closing service. On June 4, 1970, "the 195 voices of the student body joined in singing the final prayer..."On my heart imprint Thine Image, Blessed Jesus, King of Grace."²⁵⁴ In his closing address, President Voss stated that, "like John the Baptist, the college seemingly suffered a premature death."²⁵⁵ But he urged "all who had been involved in the life and growth of the school to look upon its closing in the spirit of John the Baptist, who said, 'He must increase, but I must decrease.'"²⁵⁶

X. CONCLUSION

A. Close observation of the history of M.L.T.C. leads one to notice four particular characteristics of this short-lived school. The school was very studied, very contested, very successful, and very spirited. In considering how much the school was studied, it is interesting to note how frequently the various studies concluded that the synod should have a teacher-training college in Milwaukee. After the initial recommendation for a teacher-training college in Milwaukee at the 1955 Synod Convention, there were at least seven other occasions when the synod as a whole or a synod-appointed study group or an outside educational consultant recommended a permanent college for Milwaukee. At

the 1957 Convention, the floor committee on institutions recommended a Milwaukee College. The 1959 Convention resolved to establish the school. At the 1961 Convention the Planning Committee for Educational Institutions recommended the establishment of one large pre-teaching and pre-ministerial college in Milwaukee. In May of 1962 Dr. Keller, the educational consultant, urged the establishment of a permanent four-year college in Milwaukee. The synod-appointed committee, the C.O.T.T.F., also urged a four year College in the same location in the summer of 1964. The synod conventions of 1965 and 1967 resolved to establish the Milwaukee college permanently. In study after study after study, sources within and without of the synod concluded that a teacher-training college in Milwaukee was a good and necessary thing for the synod.

- B. But the fact that M.L.T.C. was closed after just ten years of existence points up the fact that the school must also have been consistently contested during its decade-long life. In spite of all of the "pro-M.L.T.C." studies and conclusions, the school never became truly permanent. As early as 1961, the Minnesota District urged that the synod (IV-H) "restudy and reevaluate" the M.L.T.C. project. M.L.T.C.'s Board of Control spoke of "pointed proposals to phase out" the school (VI-C). In the summer of 1965, the boards and faculties of the New Ulm schools vehemently contested the findings of the C.O.T.T.F. report. The convention floor of each synod convention of the mid- and late-sixties became the scene of debate over the merits of having the Milwaukee

school. The prevailing situation of having a large segment of the synod reluctant to follow the recommendations of outside and inside educational "experts" demonstrated the truth of Dr. Keller's 1962 observation about the location of schools. In his observation (V-G) he spoke of the difficulty of moving a school once it has been located in a particular area for a number of years. In spite of recommendations to the contrary, "intangible ties" often keep a school located in its original locality. Even though M.L.T.C. had the support of numerous studies, it spent all of its years in contention against voices which repeatedly raised the question, "Is this school really such a good idea?"

- C. Enrollment and graduation statistics affirm that there were many members of the synod who were absolutely convinced that the school was a good idea. "Remarkable" is perhaps the best word to describe the amazing size and growth of the school despite extensive limitations. Picture the predicament of a recruitment officer describing the college to a prospective student. This is what he would have to offer the student: "Well, we have established a college here, but every one of your classes will be held in a high school building and many of them will be taught by instructors 'on loan' from the high school. We don't really have a library of our own, but there is a special section in the high school library devoted to college-level books." Up until the 1966 dedication of the motel/dormitory, a recruiter

could only offer housing in a private home or at one of four scattered facilities. The "permanent campus" of the college remained a largely vacant lot for the entire decade. In the face of all this adversity, the school prospered and enabled the synod to catch up with its teacher needs in incredibly short period of time. The school was very successful.

- D. Certainly a factor in the school's success was the atmosphere of good school spirit which seemed to pervade the college. Faculty and students alike seem to have been very excited about their young school throughout its history. Students were always very pleased when improvements were made in the physical plant of the college, but that contentment never seemed to be preceded by any sort of bitter dissatisfaction with the way things were. Virtually everyone who was close to the school was convinced that it was a very good idea for the synod to have a teacher-training school in Milwaukee. They loved their school during its "short but fruitful existence!" (IX-I) and longed for the day when the school would actually build its own permanent campus on the Brookfield site. That day came very close to arriving very many times, but M.L.T.C.-W.L.C. never quite crossed over the line from anticipated and resolved permanence to true permanence. For those fond of retrospective speculation on the wisdom and advisability of past synod decisions, the closing of the school remains a favorite topic.

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ENDNOTES

The following abbreviations will be used in the endnotes:

BRM = Synod book of Reports and Memorials

CP = Convention Proceedings of Synod

SEW CP = Convention Proceedings of Southeast Wisconsin Districts

MN CP = Convention Proceedings of Minnesota District

RD = Report to the Districts

NWL = Northwestern Lutheran

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APPENDIX

- The lists of faculty and the calendars for the years 1963-70 are photocopies of WELS Yearbooks' pages.
- The list of the 1961-70 Boards of Control are also photocopied from WELS Yearbooks.
- The photocopies of photographs are from the Northwestern Lutheran (with the exception of the aerial photo of W.L.H.S.--that is from the 1963 WELS Yearbook).
- The full-page photocopies of graphics and data pertinent to M.L.T.C. enrollment and graduates from the years 1960-1967 are from this document: "A Study of the Past and Future of M.L.T.C." This study was presented to the 1967 WELS Convention in Saginaw by President R.J. Voss.
- The photocopy of the architect's drawing of the proposed M.L.T.C. campus was taken from a Synod Archives document.
- The photocopies of the school seals and letter are from the SLATE and the Exordium.

SIGNIFICANT DATES IN M.L.T.C. HISTORY

- August 1955- Synod Convention first formally proposes idea of teacher-training college in Milwaukee.
- August 1959- Thirty-fifth Convention of WELS resolves to establish M.L.T.C.
- Sept. 23, 1959- First meeting of M.L.T.C.'s Board of Control--
Rev. Paul Gieschen, Chairman
- Febr. 14, 1960- Signing of first "working agreement" with WLHS
- Sept. 13, 1960- Nine hundred people attend Opening Service
- Post-Conv. 1961- Purchase of fifty-five acre "Bluemound Site"
- August 24, 1962- Purchase of apartment building at 1446 S. 81st St.
- Nov. 7-9, 1962- Special Convention in New Ulm resolves to call three full-time men.
- March 10, 1963- New, six-year "working agreement" signed with W.L.H.S
- Sept. 22, 1963- President Robert Voss, Professors Al Woltdt and Siegbert Becher installed.
- April 12, 1964- New twelve-room addition at W.L.H.S. dedicated.
- 1964-66- M.L.T.C. leases "Ravenswood Hall" on Chester St.
- Summer of 1964- C.O.T.T.F. Report recommends permanent, four-year college in Milwaukee.
- August 1965- Synod Convention resolves to construct an academic unit for M.L.T.C. and establish it as a junior college "for the present"
- Oct. 2, 1966- New "motel-dormitory" dedicated in outdoor service. Professors Kurt Eggert, A. Kurt Grams, Paul Ruege, and Dean Milton Burk installed.
- March 18, 1967- Synod's Planning Board for Educational Inst. approves master plan for M.L.T.C. campus.
- August 1967- Thirty-ninth Convention in Saginaw "substantially reaffirms" 1965 resolutions
- March 4-5, 1968- "Extraordinary Meeting" in Milwaukee
- Sept. 29, 1968- Professors Marvin Meihack, Francis Schübkegel, Harold Yotter, and Lloyd Thompson installed.

August 1969- Fortieth Biennial Convention in New Ulm resolves to close W.L.C.

June 4, 1970- Final graduation and closing service.

M.L.T.C. AND W.L.C.

BOARD OF CONTROL

1961--1970

Milwaukee Lutheran Teachers College -1961
Milwaukee, Wis.

Rev. Paul J. Gleschen, Chairman; Rev. R. J. Pope, Vice-Chairman; Rev. Armin C. Roekle: Teacher Martin Rauschke; Teacher Fred Bartel; Mr. Lawrence E. Rosenthal, Secretary, 2746 S. Cleveland Park Dr., West Allis 19, Wis.; Mr. John E. Dornfeld, R. 1, Box 432, Thiensville, Wis.

Milwaukee Lutheran Teachers College, Milwaukee, Wis. -1962

Chairman: Rev. Paul J. Gleschen, R. 1, Jackson, Wis. (1965)
Vice-Chairman: Rev. Reinhart J. Pope, 735 Grand Ave., Racine, Wis. (1963)
Secretary: Mr. Lawrence E. Rosenthal, 2746 S. Cleveland Park Dr., West Allis 19, Wis. (1965)
Rev. Armin Roekle, 3115 Meadow Lane, Manitowoc, Wis. (1967)
Teacher Martin Rauschke, 229 Carroll St., Waukesha, Wis. (1965)
Teacher Martin Roehler, 2435 S. Chicago Ave., South Milwaukee, Wis. (1963)
Mr. John Dornfeld, 11563N Spring Ave. 65W, Mequon, Wis. (1967)

Milwaukee Lutheran Teachers College, Milwaukee, Wis. -1963

Chairman: Rev. Reinhart J. Pope, 735 Grand Ave., Racine, Wis. (1963)
Vice-Chairman: Rev. Armin Roekle, 3115 Meadow Lane, Manitowoc, Wis. (1967)
Secretary: Teacher Martin Roehler, 2435 S. Chicago Ave., South Milwaukee, Wis. (1963)
Rev. Waldemar O. Pless, 2160 N. 60th St., Milwaukee 8, Wis. (1965)
Teacher Martin Rauschke, 229 Carroll St., Waukesha, Wis. (1965)
Mr. James Albrecht, 124 N. 87th St., Wauwatosa 13, Wis. (1965)
Mr. John Dornfeld, 11563N Spring Ave. 65W, Mequon, Wis. (1967)

Milwaukee Lutheran Teachers College Milwaukee Wis -1964

Chairman: Rev. Waldemar O Pless 2160 N 60th St Milwaukee Wis 53208 (1965)
Vice-Chairman: Rev Armin Roekle 3115 Meadow Lane Manitowoc Wis 54220 (1967)
Rev Roland Ehlike 203 E Howard Ave Milwaukee Wis 53207 (1969)
Teacher H O Ihlenfeldt 5020 21st Ave Kenosha Wis 53140 (1969)
Teacher Martin Rauschke 229 Carroll St Waukesha Wis (1965)
Mr James Albrecht 124 N 87th St Wauwatosa Wis 53213 (1965)
Mr John Dornfeld 11563N Spring Ave 65W Mequon Wis 53092 (1967)

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MILWAUKEE LUTHERAN TEACHERS COLLEGE MILWAUKEE WIS -1967

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WISCONSIN LUTHERAN COLLEGE MILWAUKEE WIS -1968

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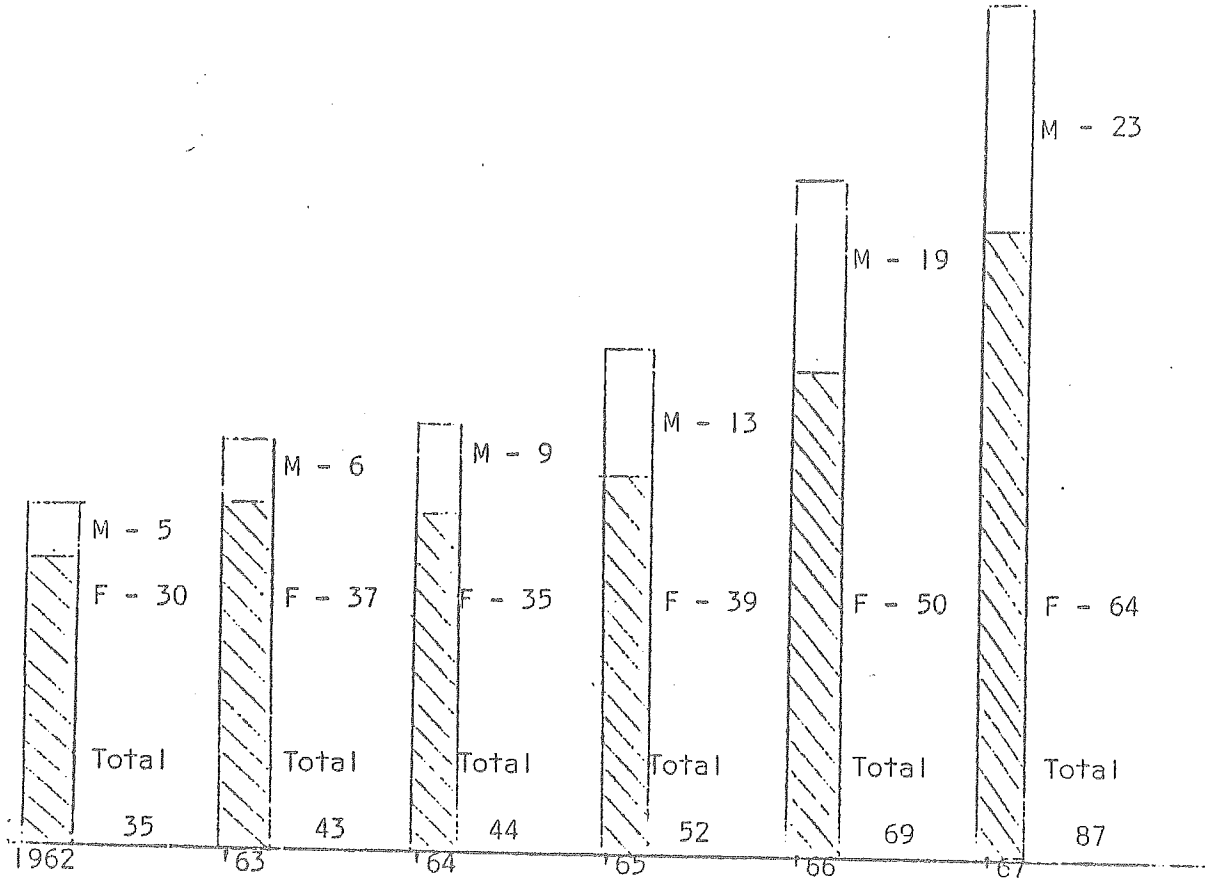
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Growing Number of Graduates

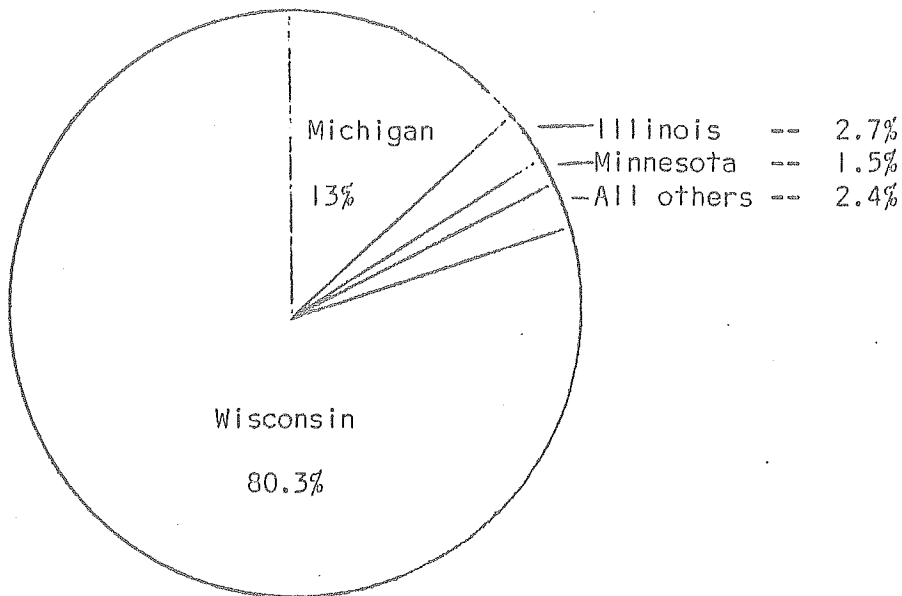


1962 to '67 -- 330 graduates

255 female -- 72.27%

75 male -- 27.73%

Geographical Source of Graduates



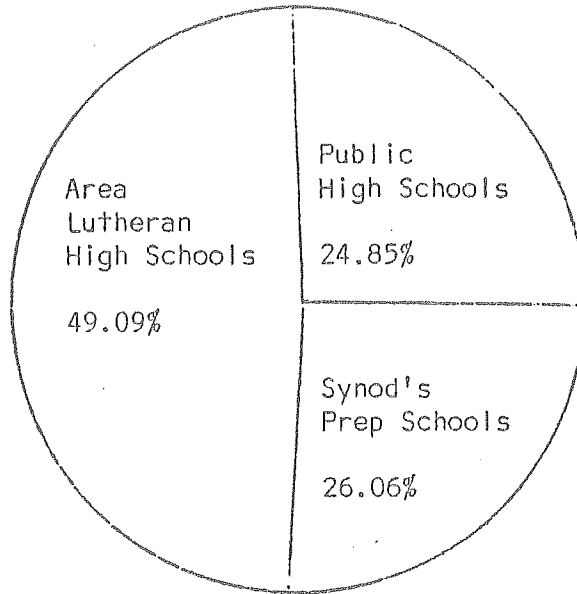
1962 to '67 -- 330 graduates

265 from Wisconsin	--	80.3%
43 from Michigan	--	13 %
9 from Illinois	--	2.7%
5 from Minnesota	--	1.5%
8 from all other states	--	2.4%

The numbers of students in the graduating classes from Wisconsin and Michigan have increased as follows:

		<u>Wisconsin</u>		<u>Michigan</u>
1962	--	33	--	1
1963	--	40	--	1
1964	--	33	--	6
1965	--	41	--	8
1966	--	53	--	12
1967	--	65	--	15

Secondary School Source of Graduates



1962 to '67 -- 330 graduates

Wisconsin Lutheran High	--	72	
Fox Valley Lutheran High	--	35	
Winnebago Lutheran Academy	--	24	
Lakeside Lutheran High	--	12	
Manitowoc Lutheran High	--	9	
Racine Lutheran High	--	7	
Others	--	3	162 = 49.09%

Michigan Lutheran Seminary	--	39	
Northwestern Prep	--	32	
Dr. Martin Luther High School	--	13	
Northwestern Lutheran Academy	--	2	86 = 26.06%

Public High Schools 82 = 24.85%

The six area high schools from which almost half of the graduates have come are within a radius of 100 miles from the college.

Wisconsin Lutheran High School and Michigan Lutheran Seminary particularly have experienced increases in the number of graduates coming to MLTC.

Graduates Serving the Synod

Class of 1962 -- 35 (30 F and 5 M)

17 continued program at DMLC
15 assigned in Two-Year Program
1 emergency teacher
1 denied admission to DMLC
1 entered state school
35 -- 33 have served the Synod as teachers

Class of 1963 -- 43 (37 F and 6 M)

27 continued program at DMLC
11 assigned in Two-Year Program
3 emergency teachers
2 entered state schools
43 -- 41 have served the Synod as teachers

Class of 1964 -- 44 (35 F and 9 M)

33 continued program at DMLC
1 continued program at NWC
8 emergency teachers
2 denied admission to DMLC
44 -- 41 have served the Synod as teachers

Class of 1965 -- 52 (39 F and 13 M)

49 continued program at DMLC
1 emergency teacher
2 continued at Concordia, Seward (Tuition)
52 -- 50 have served or intend to serve the Synod as teachers

Class of 1966 -- 69 (50 F and 19 M)

58 continued program at DMLC
2 emergency teachers
3 marriage (2 to pastors)
3 denied admission to DMLC
3 discontinued program
69 -- 60 have served or intend to serve the Synod as teachers

Class of 1967 -- 87 (64 F and 23 M)

82 intend to continue at DMLC
3 denied admission to DMLC
1 marriage
1 discontinued program
87 -- 82 intend to serve the Synod as teachers