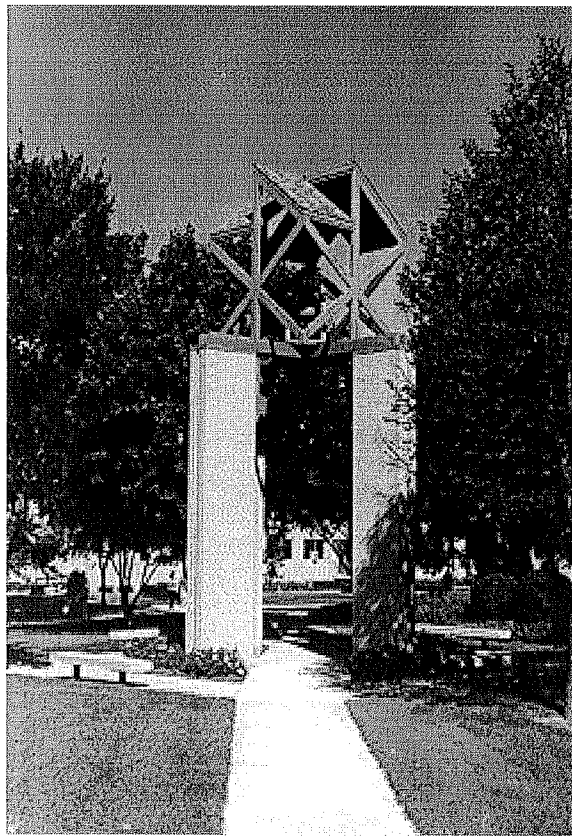


Persistence In The Face Of Challenge

A look at how President William Zell
guided Northwestern Preparatory School
through the challenges of the late 1970s



CH 331
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presented by: Kevin Hundley

I came to Northwestern Prep at the end of his presidency, but I came to Northwestern because of his presidency. That in a nutshell is how I remember my high school experience with President William Zell. Northwestern Preparatory School, now called Luther Preparatory School in Watertown Wisconsin, is my alma mater. William Zell was her first president. From 1974 to 1988, Zell faithfully served Northwestern Prep (from this point on referred to as NPS) and the Synod. But his presidency was not void of challenges. This paper will look at the challenges he faced, especially in the late 1970s, to see how he guided NPS through these difficult years.

I am writing this paper for two main reasons. The first is for sentimental reasons. As I stated in the opening, I came to NPS because of President Zell. Well, indirectly. To be honest, I don't think I knew who President Zell was when I was an 8th grader. But I did know that NPS offered me an excellent education, the fun of living with hundreds of kids your own age, the ability to come home on weekends because I only lived 45 minutes away, and a choice. I knew in 8th grade that NPS offered me the choice of either being a pastor or a teacher upon graduation. Both of those options appealed to me, but having the choice even appealed to me more. I feel that the work of President Zell allowed me to have that choice. His guidance of NPS through the 1970's laid a foundation where it was all right for an 8th grader to come to NPS and not know what he or she wants to do with the rest of their lives. That was O.K. Just be willing to listen and consider the full time work of the ministry. I really enjoyed my time at NPS and I thank Zell for allowing me the choice. If that wasn't the case, I'm not sure

I would be aspiring to the ministry today. I would not have been able to decide for sure in 8th grade that the ministry was what I wanted to do.

The other reason for this paper is very practical. History has a way of repeating itself. The challenges of the past seem to reinvent themselves and challenge us again in the future. This paper takes a look at the challenges that NPS faced in the late 1970's. Those challenges will face prep schools and the Synod again in the future. They revolve around finances, space, the need for more workers, and the ability to plan for the future. We already face these challenges today, and will face them in the future. To help us prepare for that time, let's look to the past and see how our predecessors faced the challenges of their day. This paper will help you do just that. I will attempt to logically lay out the challenges and the adversity facing the Synod and NPS as they work through the 1970's. A time that offered challenges to NPS and her President William Zell.

Along the way, we will see the following: the maturing face of a young NPS, the newly self administrating NPS grew through the early 1970s, and we will see how NPS and Zell in particular, faced the challenge of losing its teacher training track to Martin Luther Prep School in 1978. And finally, we will see how Zell worked to change Synodical perceptions and assumptions about NPS throughout the 1970s and into the 1980s.

This paper will be arranged according to the following format. First, I will summarize the challenges facing the Commission on Higher Education. This branch of the Synod that dealt with the issues of secondary education (much like the Board for

Ministerial education is today). We will look at some of the hard decisions that needed to be made about NPS in the 1970s. This will give us a background to the issues and their complexities. Secondly, we will look especially at the year 1978 and how the events of the Synodical convention impacted NPS. Third, we will hear from President William Zell himself via videotape, about the issues during this challenging period. Finally, I will summarize how this decision impacted the future of NPS. One final note: sections of following reports or summaries will be underlined so that the reader may take special note.

1969 - 70

This school year serves as our starting point. In the late 1960s, the Commission on Higher Education (from this point on referred to as the CHE) published a report in the Proceedings entitled: **A Statement on the Role of Secondary Education in the Training of our Future Pastors and Teachers.**ⁱ

The main question of the report was: "Are there acceptable alternatives to our present system of preparatory schools for the secondary education of our future workers?" Three main suggestions include various degrees and combinations of the following alternatives:

- I. **Retain the synodical preparatory schools on a largely self-sustaining basis**
- II. **Rely to a larger extent or entirely on area high schools for the secondary training of our future pastors and teachers.**

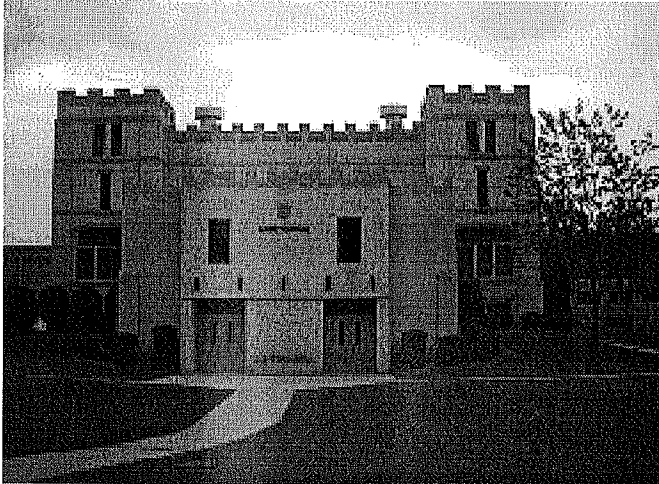
III. Eliminate the secondary training from our synodical program and besides using the area high schools depend to a larger extent on the public schools for this phase of the training of our future workers.

As you can imagine, the recommendation of this report would have far reaching implications for the future of the Synod. To summarize, the CHE recommended to the Synod that it "subsidize as much as necessary the secondary training of future workers in order that everyone who has the gifts and desire may find it possible to receive such training". This would entail making full use of our area Lutheran high schools as feeders to our worker training colleges, but also a commitment to the "expansion of the preparatory school system as the needs and opportunities allow".

This 1969 report summarizes the Wisconsin Synod's foundational mindset and vision for the prep school system. A mindset and vision that would be displayed throughout the 1970s. The Synod would no longer consider prep schools as luxuries that could be done without. Rather, prep schools would be looked to as the main feeders for our Synodical training colleges. The only question that remained was how best can we utilize the prep school system? We will see that question being highly debated throughout the 1970s.

1971-72

The early 1970s were a time of change for the Northwestern campus in Watertown. For instance, the campus enjoyed the addition of a new gymnasium, along with plans to remodel the old gym into a music-auditorium.



The Music-Auditorium

Like the campus, certain elements of NPS were undergoing change. At that time it became evident that the prep school needed to spread its wings. From its opening in 1865 to the early 1970s, NPS had operated under the complete control of Northwestern College. NPS was part of the college budget. It made use of college professors. It was under complete college control and administration. But by the early 1970s, it was evident that NPS should operate under its own administration. An idea that had been considered for decades, now finally a step was taken to make NPS its own self-administrating school. It was resolved by the CHE and the Synod that Northwestern College be granted authorization to call a Dean of students for NPS.

Another point of change at NPS deals with perception. It was the perception of many that NPS was a "boy's school". It was the feeder for the all-male Northwestern

College. It had a curriculum that solely focused on the training of pastors. Finally, as you can see from the enrollment figures, the low number of girls that did enroll at NPS where normally town students. At that time, housing for girls on campus was nonexistent. So, as you can see, those "boy's school" perceptions were not unfounded. But on the other hand, girls were not discouraged from enrolling at NPS. Finally, let's add another factor to the mix. The Synod was in need of more workers. That meant it would do all it could to encourage enrollments at its college feeder school like NPS. That being the case, the school year of 1971-72 marks a significant point of change at NPS. The CHE would introduce the idea of curriculum changes at NPS in the hopes of increased enrollments. This can be seen in the 1971-1972 report of the CHE entitled:

Teacher – Training Curriculum at Northwestern Preparatory School.ⁱⁱ

In its 1971 sessions, Synod resolved: "That the administration, board, and faculty of Northwestern College, in co-operation with the Commission on Higher Education, study the feasibility of a teacher-training curriculum on the secondary level."ⁱⁱⁱ In efforts to complete this task, the CHE asked the faculty of Northwestern to consider how a two track program would impact the prep school department. The following are excerpts and a summary of the faculty's response to the issue.

Teacher – Training Curriculum at Northwestern Preparatory School^{iv}

- I. In its 1971 sessions, Synod resolved: "That the administration, board, and faculty of Northwestern College, in co-operation with the Commission on Higher Education, study the feasibility of a teacher-training curriculum on the secondary level." (Proceedings '71, p. 85)

Correspondence with the CHE has established that the factor of feasibility is to be the faculty's main concern. While financial implications, the need for teachers, etc., certainly have a bearing on the question, your committee was

advised that these are the concern of other boards of Synod. We are to consider the question of adding a teacher-training track from this point of view: **Would it seem to be an improvement of our present program?**

- II. Two aspects of the present program that cause your committee considerable concern are (1) the general decline in enrollment in our prep department; and (2) the fact that we are not meeting the quota of ministerial candidates expected from our Prep Department. The two undoubtedly go hand in hand in hand, but your committee feels that any alternatives that could help to conserve a larger percentage of the preministerial students who do enroll on our campus should be seriously considered.

Your committee finds it difficult to bring convincing arguments that a two-track program would provide positive gains for the academic aspects of the ministerial program, which is currently our primary goal.

It would seem to be more plausible to suggest that the addition of a second track would improve the quality of life on our campus – that it could provide a better atmosphere should tend to produce in greater numbers better-balanced, more cheerful, more dedicated candidates for the ministry. An added benefit would be the additional teacher-training candidates such a program would provide.

Considering the question from the viewpoint of feasibility, it would seem that the basic argument for adding a second track to our curriculum at this time would have to be: It would provide a more normal ratio of boys to girls and would thus do away with some of the problems of a "boys' school."

- III. Advantages that might be cited:

- 1) It would help student morale by
 - a) Alleviating the feeling of being "trapped" in a one-course curriculum.
 - b) Expanding the possibilities for on-campus activities.
 - c) Providing more opportunity for social life.
 - d) Providing a setting in which coeds are accepted more readily.
- 2) It would help with recruitment for our declining enrollment.
 - a) Both pastor and teacher candidates could be recruited with equal vigor.
 - b) It would provide an opportunity for boys and girl who do not have access to an area high school to attend a dorm school.
- 3) It would effect greater economy of operation.
- 4) It would improve the quality of teaching (concentration in fewer areas)

5) Dormitory housing would be preferable to having coeds boarding in private homes.

III. Adding a teacher-training curriculum would, of course, bring duties and responsibilities over and beyond the continuing obligation of maintaining our primary objective of producing ministerial candidates. Before adding a second track, it would seem that the faculty would have to be ready to answer affirmatively the following questions:

1) Currently we are not meeting the quota of ministerial candidates projected for us. Can we assure ourselves that our present recruitment efforts for enrolling such students can be further expanded and increased?

2) Are we willing to overhaul our counseling program?

3) Are we willing to rethink our "remedial" program?

4) Are we willing to teach a longer school day?

5) Are we willing to petition the Synod for sizable sums of money to provide the necessary facilities?

III. If the faculty can answer these questions in the affirmative, then your committee recommends the establishment of a teacher-training curriculum in our preparatory department.

Impact of this report:

Northwestern was in favor of and saw the advantages of adding a second track to their prep department. They saw it as a "kill two birds with one stone" approach. Not only could it improve moral of the student on campus, but also it would improve the recruitment efforts of the prep department. Along with this, it offered a mindset that NPS was a pastor and teacher training high school; a message that would be attractive to young men and women alike. Keep that in mind as you look especially at the numbers of girls enrolled at NPS in the coming years.

1971-1972 Enrollment figures for the first semester									
			Teacher Training			General Ed.			
	Pastor Training		Girls	Boys		Girls	Boys		
Grade	Resident	Commuter		Resident	Commuter		Resident	Commuter	Totals
12	22	3	8	2	1	2	1	1	40
11	30	4	6	2		1		3	46
10	27	3	6	2	4	2	2	1	47
9	38	6	9	1	4	4	2	1	65
Totals	117	16	29	7	9	9	5	6	198

1972-73

The question of a teacher training curriculum at NPS came up again after the 1973 Synod convention. At the request of the CHE the faculties of both Northwestern College and NPS were to give specific attention to the following items:

1. **Enrollment.** What would be envisioned as the possible or likely enrollment of female students in the teacher-training curriculum? What effect would this have on the male enrollment?
2. **Curriculum.** Would additions of the curriculum be necessary, particularly curricular alternatives for ninth and tenth grade students in the teacher-training program who would not be taking Latin?
3. **Housing.** Would large houses utilized as dormitories be available to accommodate a large influx of female students? Would other living quarters be available? At what point in enrollment would a new dormitory structure become necessary? How large a structure would be envisioned?
4. **Staffing.** At what point would it be necessary to increase the size of the faculty? Would a female instructor be advisable or necessary, particularly for girls' physical education and piano and/or organ lessons? What would be the housemother needs?
5. **Facilities.** What kind of facility or area would be necessary to function as a social activity center, e.g., student union, commons area, gathering place for social activity, etc.?
6. **Classroom space.** At what point in enrollment would additional classroom area be necessary?^v

In 1973, the faculty of NWC and NPS returned with the answers left open at the end of their 1971 report. The following is their report to the CHE.

COMMITTEE REPORT RE: TEACHER-TRAINING CURRICULUM AT NORTHWESTERN PREPARATORY SCHOOL. ^{vi}

In summary, the faculty adopted the report of the recruitment study committee in which it states that if given additional money and manpower, they feel that the recruitment committee could do effective recruitment of future pastors and teachers to help meet the Synod's future needs. They also expressed a willingness to appoint one of their members as counseling coordinator who would head the type of counseling program that would be needed for a two-track system. Finally, since the faculty sees the benefits of the two track system and answered affirmatively to the five questions presented in the previous report of 1971, the committee voted that it was feasible to add the second track; and expressed its willingness to initiate a teacher-training track when instructed to do so by the Synod.

Note in the following chart that the total enrollment of girls had declined from the previous school year.

1972-1973 Enrollment figures for the first semester									
			Teacher Training			General Ed.			
	Pastor Training		Girls	Boys		Girls	Boys		
Grade	Resident	Commuter		Resident	Commuter		Resident	Commuter	Totals
12	29	2	3	1	1	4		5	45
11	26	3	9	1	3	2	1	2	47
10	34	3	6	1		6	1	4	55
9	21	2	1	6	2	2		3	37
Totals	110	10	19	9	6	14	2	14	184

1973-74

The previous years dealt with adding a parallel teacher track to the pastor track. The years of 1973-74 now deal with putting the physical pieces in place for the two-track system. The following three excerpts of CHE reports show how the teacher-track was finally taking shape.

The first report of the CHE is the formal resolution of the teacher-track and the factors that went into this decision.

Re: Two-Track Program at Northwestern Preparatory School^{vii}

Resolved, That the CHE recommend to the Synod that it approve the introduction of a complete two-track program at NWPS as soon as all necessary arrangements can be made.

The following factors were cited to help make this resolution.

- At present NWPS had only a limited teacher-training program.
- An introduction of a two-track program would place NWPS, the only preparatory school serving the Synod's three largest districts, on a par with the other synodical preparatory schools.
- The introduction of a complete two-track program would further the cause of worker training at NWPS by:
 - 1) Improving student morale by offering course options to worker-training students,
 - 2) Facilitating recruitment of both pastor and teacher students simultaneously,
 - 3) Providing the advantages of dormitory housing and supervision for girls.
- This expanded program at NWPS could provide some additional pastor-training students for NWC and would assure considerably more teacher-training students for DMLC.
- Finally, the faculties of both NWC and NWPS, and the Board of Control of NWC and NWPS recommend the introduction of a complete two-track program for NWPS.

The CHE also resolved the adoption of funds for the physical needs of the teacher-track curriculum concerning classroom space and the housing of girls on campus.

Planning Program Committee to CHE
Re: NWPS Two Track Curriculum^{viii}

The CHE resolved:

- a) That the 77-78 budget include \$5,000 for biology laboratory enlargement at NWPS, as necessitated by the expansion to a two-track curriculum; and
- b) That the sums of \$300/year for lab expenses at \$1,700/year for girls' physical education be budgeted beginning in 77-78.

Planning Program Committee to CHE
Re: NWPS – Girls' Housing^{ix}

The CHE resolved: that the sum of \$8,000 for a housemother and related requirements at NWPS be budgeted for the school year 75-76, increasing to \$8,500 in 76-77.

This resolution shows the commitment to keeping girls on campus since off campus housing showed itself to not be a long term answer.

1973-1974 Enrollment figures for the second semester									
			Teacher Training			General Ed.			
	Pastor Training		Girls	Boys		Girls	Boys		
Grade	Resident	Commuter		Resident	Commuter		Resident	Commuter	Totals
12	22	2	8		2	2	2	3	41
11	31	3	5			6	1	5	51
10	18	3	1	3	1	2	1	1	30
9	32	3	7	1	1	1	2	2	49
Totals	103	11	21	4	4	11	6	11	171

1974 - 1975

Now that the physical pieces were in place, the CHE recommended to the Synod, "that it encourage the fuller utilization of the dual-purpose at Northwestern Preparatory School." Basically this meant that synodical perceptions were to be changed. The Synod was to know that girls were welcome and encouraged to attend NPS.

The 1974-75 school year brought another change to the NPS campus. NPS called its first president, Prof. William Zell. The following is an excerpt from President Zell's professional journal. (From this point on, notes from President Zell's journal will be boxed and printed in italics.)

Successive calls to the newly created office of Preparatory School presidency were extended to Pastors Carl Voss and Winfred Nommenson. Both were returned. Prof. Wm. Zell received and accepted the call to the presidency, and assumed his duties Oct. 22, 1974. His installation took place in a special service in the chapel Dec. 1.

A call to teach U.S. History, first year German, and to assist in the wrestling program was issued to Pastor Daniel Westendorf. He returned the call. It was extended to Pastor Allen Zahn who accepted it April 28, 1975. His move to Watertown was made during the summer.

Other highlights of the school year are reported by the CHE. Their report shows the forward progress with the teacher-track program are reported by the CHE.

Digest of Reports and Resolutions – CHE

April 28-29, 1975

Gleanings from Worker Training Division Reports^x

Northwestern Preparatory School

- New administration, separate from the college
- Preparatory School Committee within the full board of control
- New president, Prof. William Zell

- Both faculties (NWC and NWPS) and the board have gone on record in favor of operating Northwestern Prep as a training school for both pastor students and teacher students

NOTE: CHE is recommending to the Synod that it encourage the full utilization of the dual purpose program at NWPS.

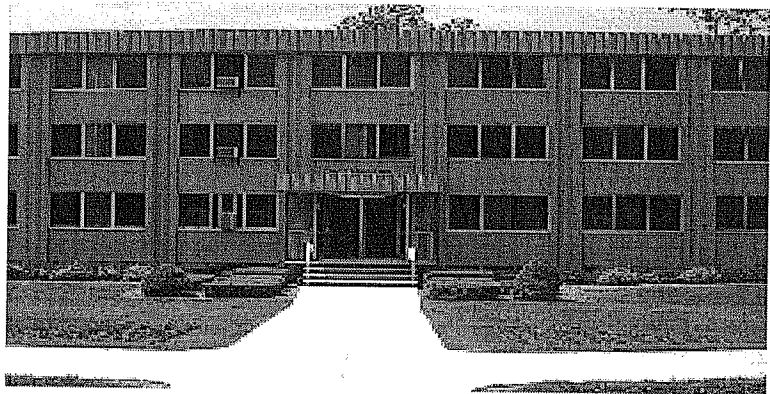
- Up to 22 girls and a housemother to be housed in North Hall (later named Coberg Hall)

The NPS Board of Control gives us further highlights of the year.

Highlights of the Report of Board of Control Northwestern Preparatory School May 1975^{xi}

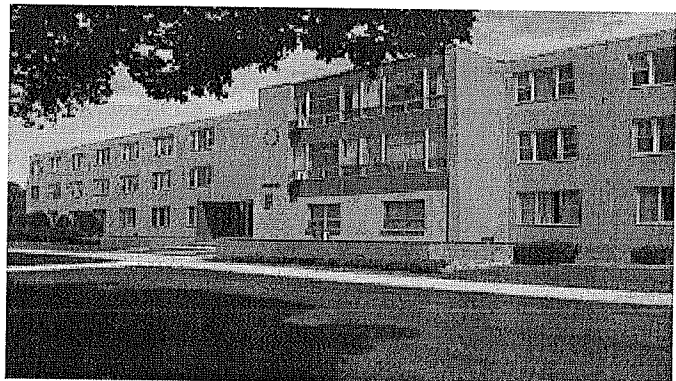
- Wittenberg Hall was completed and dedicated on May 11.

**Wittenberg
Hall**



- In the last convention the Synod authorized an increase in the size of the Board of Control from nine to twelve members in the interest of greater separations between Northwestern College and Northwestern Preparatory School. Rather than providing the preparatory school with its own Board of Control, the Board has organized itself in such a way that a committee of five will concern itself with matters of the preparatory school and still function as a part of the full Board of Control.
- With completion of Wittenberg Hall, Augsburg Hall (East Hall) returned to its former role as an all-prep dormitory. North Hall is now used for housing of out-of-town girls. These rooms will accommodate 22 girls and a housemother.

Augsburg Hall





**North Hall
- later named -
Coburg Hall**

➤ In 1973 the CHE proposed that NWPS consider inaugurating a teacher-training program parallel to that in operation at the other synodical schools. At that time, a synod resolution called for a study of the feasibility of operating such a program at Northwestern. This study had been made and the board have evaluated the results of this study and have gone on record in favor of operating NWPS as a training school for both pastor students and teacher students. They recognized, however, from the study that teacher training at the preparatory school is not a new program to be inaugurated, but rather a program that has already been in operation for some time (cf. Past catalogs). Even now, the larger music facilities in the lower level of the Music-Auditorium, the minor adjustment in the curriculum introduced two years ago, and the housing of girls on campus this fall, will already enable the Preparatory School to serve the synod in a larger capacity as a dual-purpose training school. It is, therefore the recommendation of the faculties and board that the dual-purpose program at Northwestern Preparatory School to be put to fuller use by the Synod, and be supported as the response to it may require.

1974-1975 Enrollment figures for the first semester									
			Teacher Training			General Ed.			
	Pastor Training		Girls	Boys		Girls	Boys		
Grade	Resident	Commuter		Resident	Commuter		Resident	Commuter	Totals
12	27	3	6	1		5		4	46
11	23	3	2	2	1	2		2	35
10	25	2	9	1	1	2		3	43
9	28	4	8	2	3	2		4	51
Totals	103	12	25	6	5	11	0	13	175

1975 – 76

The dual purpose of NPS was bearing fruits. As you can see from enrollment figures, the numbers of girls was increasing. Meanwhile, the enrollment numbers for boys was also increasing. The faculty's vision reported in 1971 was coming true. Girls would help the morale on campus and the overall enrollments of NPS.

The following excerpt from President Zell's professional journal gives us a good overview of the year.

*In early May, 1975, the first NPS catalog was distributed.
1975 Synod convention resolves to "encourage fuller utilization of the dual-purpose program at NWPS."
August, 1975, 20 prep girls took up residence on campus. They were housed in "North Hall" with Mrs. Roger Ploetz serving as housemother. 24 girls regularly took all meals in our cafeteria.*

The following is an excerpt from the Report of the Board of Control of NPS to the CHE - May 1976. I have underlined comments of note concerning the teacher-track. Also note under the "dual-purpose" report that the pastor-track was reaping the benefits of an expanded teacher-track.

Student Body^{xii}

By the grace of God we experienced an increase of thirty students in our total enrollment this year. 205 students registered at the opening of school, 148 boys and 57 girls. Of these 112 are enrolled in the pastors' course, 73 in the teachers' course, and 20 as general students. According to all indications we can expect a similar increase this coming fall.

One very obvious factor in our enrollment picture is the presence on campus of a large number of girls, most of whom are teacher students. For the next school year, it is very likely that the number of girls will reach 80.

Our use of the living quarters (renamed Coberg Hall) on the second floor on the Administration Building as a girls' dormitory has worked well. Because the housemother for the girls, Mrs. Rogene Ploetz, will be unable to return next year, arrangements are underway to engage a replacement for her.

Dual-Purpose^{xiii}

Our first year's experience, following the directive of the Synod urging fuller utilization of Northwestern Preparatory School as a dual-purpose training school, has been most encouraging. The larger enrollment reported above reflects a marked increase in the number of new students who registered for the teachers' course. At the same time, the number of entering boys who registered for the pastor's course surpassed that of a year ago. We consider the latter to be quite important. We hope this trend continues.

Please note that the enrollment in the teacher-track and especially that of girls has increased from previous years.

1975-1976 Enrollment figures for the second semester											
			Teacher Training				General Ed.				
	Pastor Training		Girls		Boys		Girls		Boys		
Grade	Res.	Com.	Res.	Com.	Res.	Com.	Res.	Com.	Res.	Com.	Totals
12	19		2	1	4	1		1		5	33
11	25	2	5	5	1	1		1		3	43
10	26	4	4	5	4	2		2		3	50
9	33	3	14	14	10			3		2	79
Totals	103	9	25	25	19	4		7		13	205

1977-78 and the 1978 Convention

"Success breeds success", is a phrase that we use today to stress the importance of doing our best. A successful sports franchise usually will field a winning team. NPS was on the road of success. It was accomplishing the task set before her, to train as many high school age kids as it could and send them on to the Synod's two worker training colleges. The enrollment figures at NPS look successful – yet, at a prep school success can bring problems.

The looming specter over NPS was what to do with the girls? Where do we house them? If they were to construct a separate girls dorm, what impact would that have on other space on campus? How would it effect classroom space, cafeteria space, girl's sports space? Another factor to keep in mind was how would all of this effect boy's enrollments? Finally, how many more people can we fit on the campus in Watertown, a campus that was by all rights the colleges. These where some of the questions facing the CHE as they went into the 1977 Synod Convention.

The 44th Biennial Convention of the Wisconsin Lutheran Synod convened on August 3-10, 1977. A convention that proved to be an important one for the future of NPS and Synodical prep schools in general. During the convention the CHE presented a report:

Supplementary Report on Worker Training Facilities With Special Attention to the Needs of the Preparatory Schools^{xv}

One of the opening paragraphs of the report speaks of the future of NPS in Watertown.

Northwestern Preparatory School

The data provided in this report will show that eventually this preparatory school also will have to vacate the campus of the college. What about the future of this school? Should it be erected on a second campus in the same city? Should it be moved elsewhere? Or should it be phased out?^{xvi}

Recommendations

Various alternatives have been reviewed by special committees as well as in plenary sessions by the Commission on Higher Education. The following recommendations are presented to the Synod as the best alternatives to fulfill our continuing purpose.

A. Obvious conclusions

In studying the needs of the future there are two obvious conclusions:

1. Martin Luther Academy will have to be removed from the DMLC campus at an early date.
2. Northwestern Preparatory School will have to be moved off of the Northwestern campus, although at a later date. Any buildings erected only for the future needs of the college.^{xvii}

Northwestern Preparatory School

It is our recommendation:

- a. That the Synod be alerted to the impending removal of Northwestern Preparatory School from the campus of Northwestern College.
- b. That all planning and construction at Northwestern be done only to meet the needs of the college.
- c. That the planning for the Northwestern Preparatory School investigate carefully the possibility of locating the school midway between Watertown, Wisconsin, and New Ulm, Minnesota, possibility in the La Crosse, Wisconsin, area, thus meeting the continued needs of the Midwest and at the same time not concentrating two synodical schools in one city.
- d. That the Commission on Higher Education bring recommendations to succeeding conventions of the Synod for the implementation of these resolutions.^{xviii}

The Synod was running short on space for two of its prep schools. Martin Luther Academy, located on the campus of Dr. Martin Luther College in New Ulm, Minnesota needed to move. NPS was also to the point where something needed to be done. Space in Watertown was running out.

Shortly after the Synod convention, the CHE thought its prayers might be answered by a Catholic boarding school that was for sale in Prairie du Chien Wisconsin. After touring the facility, the CHE recommended to the Synod that it purchase Campion High School located in Prairie du Chien Wisconsin. It was their hope that this campus would alleviate the needs of both of our synodical colleges sharing their campus with a prep school. Even though both campuses and their schools enjoyed numerous blessings in their shared campus situations, it seemed as if now was the time to move on. Both campuses had come to the point of capacity. Expansion was necessary. These realities are sighted in 1978 *Report to the Ten Districts*.^{xix}

Consideration has been given to the possible joint use of certain facilities on the Dr. Martin Luther College and Northwestern College campuses. The need for dorm facilities hinges in both places upon the number of resident students. Joint use, then, involves not dormitories but classrooms, library, gymnasium, cafeteria and kitchen, music facilities, student union, and areas for administration.

The problem areas in the joint occupancy of the campus in New Ulm now are the gymnasium, the student union, and the music facilities (in addition to the off-campus student housing). How long the two schools on one campus at New Ulm would be able to share the academic areas and the library without hindering the program of the one or the other is debatable. The kitchen and cafeteria at New Ulm are capable of providing for the needs of both schools, probably for some time to come.

Problem areas at Northwestern as the two schools continue to grow are or will be the gymnasium, the kitchen, the administrative areas, and possibly the music facilities. How long the classrooms could be used jointly will hinge on the number of hours in the school day and the willingness to accommodate one another. There is one room in Augsburg Hall recently remodeled for prep school students only. Services offered by the library, or media center, would undoubtedly have to be curtailed or the library enlarged were there to be expanded student bodies in both the college and the preparatory school. The acreage available not only for additional or expanded buildings but also for athletic and recreational activities is very limited.

From all this it appears that the two schools in New Ulm require almost immediate construction of dormitories, a gymnasium, a student union, and additional music facilities. Cafeteria and kitchen as well as library and classrooms also would be needed in the future. Were the two schools to occupy the same campus at Watertown, the only facilities that might be shared for some time might be the classrooms (chapel) and possibly the library. All other facilities would have to be expanded.

As you can see, the situation looked grim especially in New Ulm. Expansion being necessary, the CHE weighed its options and choose the Campion campus as the best option. Their reasons for this decision were sighted in an April 1978 report of the CHE entitled: **Supplementary Report RE Synodical Academies.**^{xx}

The CHE cited numerous factors for this decision. Among them being the great amount of acreage and buildings already on sight. The estimated resident student capacity of 547. The total initial cost of the plant being \$2.8 million dollars. But most importantly to the committee was the location.

Located on the southern end of the city of Prairie du Chien in the southwest corner of the state of Wisconsin, the school is reasonably well located to meet our needs. The recommendation of the Commission on Higher Education brought in 1977 was to combine both Martin Luther Academy and Northwestern Preparatory School in a new location that would be strategically located somewhere between Watertown and New Ulm. Prairie du Chien meets that qualification. Although it is not equidistant from these two cities, it is only about 50 miles east of that point.

Using the commission's standard of a 250 mile radius for the majority of students, the location in that radius would include 81% of the present NPS (91%) and MLA (70%) combined enrollments.^{xxi}

The CHE recommended to the Synod that Campion was the answer. In a report in 1978, the CHE resolved the following:

- WHEREAS there is at present a school for sale on a hundred acre site with generally excellent and fully equipped facilities; and
- WHEREAS this school, formerly operated by the Jesuits, first as Campion College and then as Campion High School, can accommodate well over 500 boarding students; and
- WHEREAS this facility can be purchased at a very attractive price (\$2,800,000); and
- WHEREAS the entire facility can be refurbished and put into excellent operational condition for an amount which should not exceed two hundred thousand dollars; and

WHEREAS this facility is centrally located between the cities of New Ulm and Watertown; and

WHEREAS students from the most productive recruiting areas for Martin Luther Academy and Northwestern Preparatory School would generally be well within a range of 250 miles from Prairie du Chien, the location of the Campion campus; and

WHEREAS the moving of Martin Luther Academy to the Campion Campus would provide it with outstanding facilities at a relatively low cost, providing an early solution to the pressing problems it now faces on the DMLC campus; and

WHEREAS the acquisition of the Campion campus would also make it possible to avert Northwestern Preparatory School's immediate space problems by permitting the gradual diverting of its teacher training program to the Prairie de Chien campus; and

WHEREAS the removal of the teacher training program from NPS would permit that school to remain on the NWC campus for the present while it works closely with the college in a concentrated effort to meet our immediate and critical need for pastor students; and

WHEREAS the acquisition of the Campion property provides an additional viable option for the location of NPS when and if it can no longer share the NWC campus; therefore be it

Resolved, a) That the Commission on Higher Education urge the Synod to purchase the so-called Campion property for the price at which it is presently being offered to the Synod; and be it further

Resolved, b) That Martin Luther Academy beginning with the 1979-80 academic year be relocated on this site and continue with its pastor-teacher training program; and be it further

Resolved, c) That the Campion property be acquired with the understanding that Northwestern Preparatory School phase out its teacher training program within a three year period, and direct all its efforts to the recruitment and training of pastor students; and be it further

Resolved, d) That the Campion property be acquired with the understanding also that, when need and circumstances dictate, the NPS pastor-training

program likewise be transferred to the Prairie du Chien campus; and be it further

Resolved, e) That the Board of Trustees be asked to find ways immediately to secure the funds necessary for the purchasing and refurbishing of the property and to develop a plan in consultation with the Conference of Presidents and its stewardship office for amortizing the resulting indebtedness; and be it further

Resolved, f) That the Coordinating Council be asked to review the plans developed by the Board of Trustees from the point of view of their impact on the total program of the Synod; and be it further

Resolved, g) That the president of the Synod be asked to consult with the district presidents and/or the Synodical Council as to whether this entire matter should be referred to the individual districts for specific direction or whether it would be more advisable to call a special session of the Synod for resolution; and be it finally

Resolved, h) That we implore the Lord to lead and guide us in all deliberations on this matter so that whatever is finally decided will serve the best interests of the saving work He has assigned to us as individuals, as a responsible commission, and as a synod.^{xxii}

Campion seemed to be the answer that the CHE was looking for, however an uproar went up in Watertown. As you can imagine, parents who sent their children to NPS and lived close to campus did not want to send their children further away from home. They had emotional ties to NPS and did not want to see their school disrupted in any way. I cannot say that I would feel any different if I were in their situation. Numerous letters were sent, many from Watertown, to the CHE and its executive secretary Pastor Robert Voss. A 1978 report of the CHE speaks of these letters and the reasons they give for keeping NPS where it is.

A number of protests in the form of letters have come to the attention of the Commission on Higher Education. Basically they refer to the following:

- the greater travel distance to Prairie du Chien
- the lack of a Wisconsin Synod churches in the area (Note: the closest WELS church was 25 miles away)
- the additional expenses for board and room fees for students no longer able to commute
- the disruption of the recruitment "ladder" (referring to the ease of recruitment since the prep students were on the campus of the college)
- the alleged inability of Lakeside Lutheran High School to fill the need if NPS is moved
- the alleged prohibitive cost of schooling at Lakeside
- the unwillingness of parents to send 14-year-olds far from home
- the importance of locating the prep school where the greatest possible number of students can live at home
- the importance of not allowing our decision-making vision to be "clouded" by something called a "bargain"^{xxiii}

The CHE also received input from both schools in Watertown. As many would expect, NPS created a report for the CHE giving reasons why NPS should stay in Watertown. But NPS was not alone in its campaign to remain in Watertown. Northwestern College also sent a recommendation to the CHE recommending that NPS remain where it is. At first glance, that may seem surprising. Yet, at second glance it makes a great deal of sense that the college would stand up for their prep school. Even though space was tight on campus, Northwestern College enjoyed a wonderful working relationship with the prep school. Along with this, the college enjoyed the good numbers of NPS male seniors who went on to Northwestern College. The college didn't want the relationship with its feeder school to be hindered in any way. In the college's opinion, it was time to voice its feelings to the CHE. The following are excerpts of the reports from NPS and Northwestern College to the CHE.

The NPS faculty's reaction to the Synod's resolution regarding amalgamation with MLA in a mutually advantageous location.^{xxiv}

- I. The projected needs (cf. C.H.E. Suppl. Report) indicate that the Watertown campus will eventually be too small for NWC and NPS.

- II. We feel that the proximity of NPS to NWC has been beneficial.
 - A. Curriculum standards are maintained because of the ease of communication with the college faculty.
 - B. Recruitment into the college is simple and effective (see chart #4).
 - C. A loyalty to our program and its purpose seems to grow out of our close association.
 - D. Students form friendships and acquaintances spanning a 16 year period.
 - E. There is good rapport between faculties as well as between student bodies.
- III. We feel that it would be unwise to move farther west from the center of our recruitment area.
 - A. 85% of our students come from the Christian day school, and over half of our Synod's day school children are within 100 miles of Watertown (see map).
 - B. During the last 16 years 396 NPS students have enrolled in NWC: 153 were from the Southeast Wisconsin District, 144 were from the Western Wisconsin District, and 65 were from the Northern Wisconsin District. Very few NPS graduates enrolling in NWC have come from the area west of Watertown (see chart #1).
 - C. Moving from the center of our recruitment area raises the cost of recruitment.
 - D. It is impractical to take high school student groups long distances to reach prime recruitment areas for recruitment purposes.
 - E. It is difficult to encourage touring groups and interested prospects to visit the campus if they must travel long distances.
 - F. 75% of our enrollment in the last eight years has come from within 50 miles of Watertown (see chart #2).
 - G. In the 1977-1978 school year, we have 107 commuting students of which 58 are already enrolled in the worker training program.
- IV. It would appear that the pastoral program of the Synod cannot be met with a decline in prep school enrollments.
 - A. Combining MLA and NPS would result in a reduction in total enrollment.

- B. Parents seem reluctant to send their children past an area high school to a distant prep school.
 - C. Area high schools have not demonstrated the ability to produce sufficient numbers of students for NWC (see chart #3).
 - D. The chances of strengthening the area high school's pastoral program and curriculum, because of the general education character of these schools, are remote.
- V. A prep boarding school with an enrollment of over 500 would be unwieldy and impractical.
- A. Our own experience leads us to this conviction.
 - B. The experience of others seems to support this conviction.

The following are scanned charts appearing in the original NPS report.

ENROLLMENT INTO NWC FROM NPS BY DISTRICTS

	1977	1976	1975	1974	1973	1972	1971	1970	1969	1968	1967	1966	1965	1964	1963	1962	TOTAL	
WESTERN WISCONSIN DISTRICT	3	2	8	3	15	7	6	12	12	10	10	15	11	16	7	7	144	36%
SOUTHEASTERN WISCONSIN DISTRICT	8	10	11	8	10	7	7	13	10	17	7	6	14	9	7	9	153	39%
NORTHERN WISCONSIN DISTRICT	2	3	2	4	0	1	2	4	7	7	3	7	8	3	8	4	65	16%
OTHER DISTRICTS	3	3	3	4	3	1	0	2	0	2	0	3	3	5	0	2	34	9%
TOTAL	16	18	24	19	28	16	15	31	29	36	20	31	36	33	22	22	396	

(Western Wisconsin District 27 beyond 50 or 60 miles)

CHART # 2

NPS ENROLLMENT BY DISTANCE

1970-1971 ATTENDANCE

Within 50 miles	137	71%	} 86%
50 to 100 miles	29	15%	
Over 100 miles	27	14%	

1974-1975 ATTENDANCE

Within 50 miles	133	76%	} 86%
50 to 100 miles	18	10%	
Over 100 miles	24	14%	

1971-1972 ATTENDANCE

Within 50 miles	149	75%	} 86%
50 to 100 miles	22	11%	
Over 100 miles	27	14%	

1975-1976 ATTENDANCE

Within 50 miles	155	75%	} 84%
50 to 100 miles	18	9%	
Over 100 miles	32	16%	

1972-1973 ATTENDANCE

Within 50 miles	142	73%	} 84%
50 to 100 miles	22	11%	
Over 100 miles	32	16%	

1976-1977 ATTENDANCE

Within 50 miles	204	79%	} 87%
50 to 100 miles	21	8%	
Over 100 miles	33	13%	

1973-1974 ATTENDANCE

Within 50 miles	128	73%	} 85%
50 to 100 miles	21	12%	
Over 100 miles	27	15%	

1977-1978 ATTENDANCE

Within 50 miles	223	77%	} 83%
50 to 100 miles	17	6%	
Over 100 miles	48	17%	

ADMISSIONS FROM AREA LUTHERAN HIGH SCHOOLS
1962-1977

	Fox Valley	Huron Valley	Kettle Moraine	Lakeside	Luther	Manitowoc	Michigan	St. Croix	Shoreland	Winnepago	Wisco
1977	2			3	2	1	2	3		2	5
1976	1			0	0	2	1	2		0	7
1975	0			0	4	2	0	3		1	6
1974	6			2	3	3	1	0		1	8
1973	5			0	1	3		2		0	13
1972	2			0	0	5		4		1	9
1971	3			0	3	3		0		1	2
1970	8			0	2	0		0		0	6
1969	2			1	3	2		0		1	3
1968	1			0	6	1		1		0	8
1967	3			0	4	0		0		0	4
1966	2			1	2	1		0		2	4
1965	6			0	1	0		0		0	2
1964	3			0	5	2		1		0	8
1963	3			0	0	3				0	4
1962	1			0	1	1				0	2
TOTALS	49			7	37	29	4	16		9	91

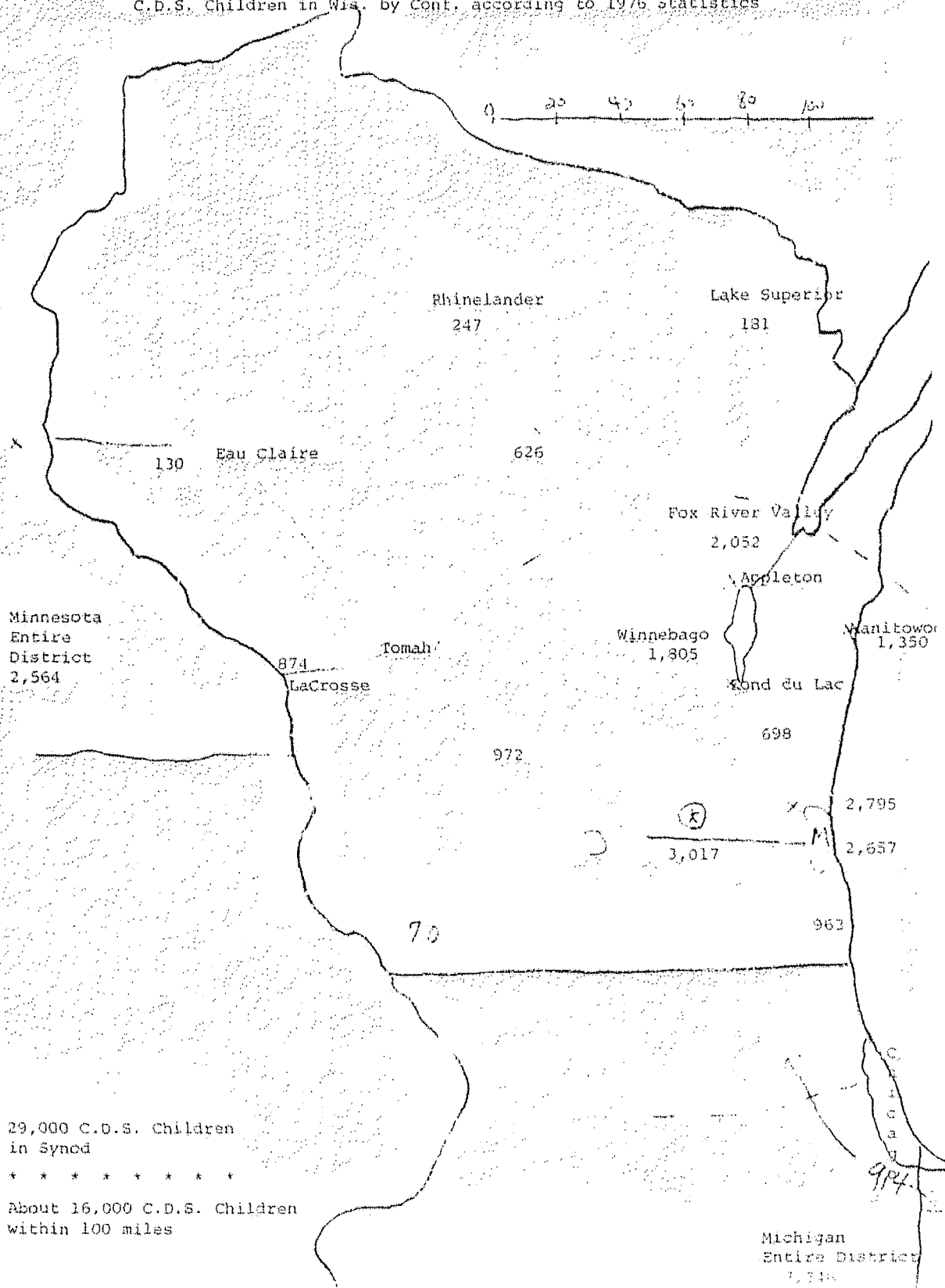
GRAND TOTAL 241

Graduates Continuing in the Worker-Training Program

1. Class of	1972	1973	1974	1975	1976
2. Size of Grad. Class	40	45	41	46	33
3. Entered NWC	17	29	21	24	17
4. Pct. of Class to NWC	43	64	51	52	52
5. No. of NWC Freshmen	90	85	87	79	63
6. Pct. of NWC Freshmen from NPS	19	34	24	30	27
7. Entered DMLC	10	5	14	11	10
8. Pct. of Class to DMLC	25	7	34	24	30
9. No. of DMLC Freshmen	195	188	190	236	243
10. Pct. of DMLC Freshmen from NPS	5	2	7	5	4
11. Total Preparing for Church Work	27	32	35	35	27
12. Pct. of Class Preparing for Church Work	68	71	85	76	82

N.B. Refers to total graduating class with accessions since ninth grade.

C.D.S. Children in Wis. by Conf. according to 1976 Statistics



29,000 C.D.S. Children in Synod

* * * * *

About 16,000 C.D.S. Children within 100 miles

Michigan Entire District 2,716

984

Northwestern College also voiced its disapproval with the resolution of the CHE. The College faculty created a report entitled: Questions Regarding the Prep School – An Evaluation by the Faculty of NWC. This report spoke of the good relationship the college and NPS enjoyed. It also spoke of how the Watertown campus could accommodate a combined prep and college enrollment of up to 600 students.

The pivotal section of the report is entitled:
Should There Be an Amalgamated Academy (NPS-MLA) in a Mutually Advantageous Location or an Academy in Southeastern Wisconsin?

An amalgamated academy.

If the Synod should decide to remove NPS from the NWC campus, the vital question is where the new NPS campus will be located. The supplementary report of the Commission on Higher Education, presented to the 1977 Synod Convention, recommended "that the planning for Northwestern Preparatory School include the amalgamation of the school with MLA in a mutually advantageous location." Although no specific site was mentioned for an amalgamated academy, those who speculated placed it on or near the Wisconsin-Minnesota border, a distance at least 150 miles west of the present NPS location.

The immediate concern is where the students for this academy will come from. During the last eight years 75% of the NPS enrollment has come from a radius of 50 miles from Watertown (cf. NPS Report). If the factor of proximity were to hold true at the new location – and there is no compelling reason to believe otherwise – it appears likely that the amalgamated academy would have an enrollment considerably smaller than that at NPS at present time. The Wisconsin-Minnesota border does not have a concentration of WELS churches and Christian day schools comparable to that found in southeastern Wisconsin. In addition, Onalaska Luther High School has established itself in the center of this area and has proved itself an effective recruiter of high school students. To establish an academy in that area and have "nobody" come would prove most embarrassing – and rather costly to the Synod. And it would also mean a smaller number of academy – trained students ready for entrance at NWC.

But won't parents be willing to transport their children across the state of Wisconsin, perhaps a four-hour drive at most? An in-depth survey of NPS parents would be necessary to give a complete answer to the question, but the reaction of a limited number of NPS parents queried was a firm "No!" To drive past a Lutheran high school while transporting a son or daughter to an academy 50 miles distant is an act of consecrated devotion to the merits of an academy training. For that same parent to transport his child past a Lutheran high school and travel up to 200 miles would be an act of devotion seldom seen on this side of heaven.

Suppose that the Lord did move enough parents in Wisconsin and Minnesota to send their children to an academy up to 200 miles from home. Suppose a prep boarding school with an enrollment of over 500 was a realistic projection. Could that size boarding school operate effectively as an arm of the Synod? Few who have served in an academy would answer affirmatively. A student body that large would tax the order and discipline required at a boarding school. A teenager needing individual attention could easily be lost in the crowd.

The NWC faculty cannot support the proposed amalgamated academy (NPS-MLA) on or near the Wisconsin-Minnesota border.^{xxv}

Finally, NWC offered its own alternative to the 1978 CHE resolution to the Synod which stated:

- A. MLA at Prairie du Chien beginning with the 1979-80 school year.
- B. NPS phase out its teacher training program within a three year period.
- C. NPS pastor training program be transferred to the Prairie du Chien campus when need and circumstances dictate.

Reasons:

1. It immediately hampers the program at NPS and in effect leads to the eventual demise of NPS.
2. It seriously weakens our over-all preparatory school system by:
 - a. reducing the number of preparatory schools;
 - b. taking two preparatory schools out of the heart of their respective recruitment areas; and
 - c. jeopardizing the enrollment of potential students at a critical time.

It radically alters a system which has endured the test of time; therefore be it

- | | |
|----------|---|
| Resolved | a) That we maintain all of the established high standards and strengthen the entire synodical education system by affirming the continued existence of the preparatory school system; and be it further |
| Resolved | b) <u>That NPS as presently constituted remain in the heart of the Synod's prime recruitment area containing 57% of all students attending Christian Day Schools in our Synod; and be further</u> |
| Resolved | c) <u>That the future program, placement and student body of NPS be determined as needs and circumstances on the Northwestern campus dictate (some options: erecting more buildings on the Watertown campus, enlarging the Watertown campus, purchasing an established set of school buildings within the school's prime recruitment area, purchasing land and erecting new buildings for NPS, or, as a last resort, restricting enrollment); and be it further</u> |
| Resolved | d) That the WELS begin phase building for MLA on the New Ulm campus #2 immediately; and be it finally |

Resolved

e) That ways and means to implement resolutions c and d be undertaken immediately by the WELS through its elected and called officials, boards, councils, and commissions.^{xxvi}

Despite the CHE received these reports from both NPS and Northwestern College, it still recommended to the Synod that the Campion property be purchased and the NPS teacher-track be moved there. In July of 1978, the Synod in convention resolved to do just that, as President Zell records in his journal.

Tutors for the 77-78 school year were Gilbert Tatge, returning, and James Huebner, 2nd year seminary student. Until Dean Gabb began his duties the dean's assignment was covered by Acting Dean Allen Zahn, assisted by Wm. Zell. Prof. Arlyn Boll supervised the town students' rooms, and Pastor Walter Schumann taught the Tertia Religion class.

To meet the teaching needs of an enrollment which totaled a record 288 two emergency instructors were engaged: Sherwood Wessel, DMLC graduate, and Michael Woldt, 1st year seminary student.

Special housing arrangements were put into effect which placed 52 girls on the third floor of Augsburg Hall and the Quarta boys on the third floor of Wartburg Hall. The Augsburg clubroom was refurbished and converted to student union.

Six RA's assisted with the dormitory supervision.

In July of 1978 the synod in special convention resolved to purchase the former Campion High School property in Prairie du Chien, to move Martin Luther Academy in its entirety to the new campus under the name Martin Luther Preparatory School, the move to be effected for the fall term of 1979. Included in the resolution was the decision to phase out the teachers' course at NPS, beginning with the 9th grade in 1979, to continue with the pastors' course at NPS, and to accept only such non-pastor students from that time on who are able to commute from their homes.

1977-1978 Enrollment figures for the second semester											
			Teacher Training				General Ed.				
	Pastor Training		Girls		Boys		Girls		Boys		
Grade	Res.	Com.	Res.	Com.	Res.	Com.	Res.	Com.	Res.	Com.	Totals
12	13	3	4	4	4	2		2		4	36
11	28	1	7	9	11	1		7		2	66
10	29	3	18	8	4	1		13		3	79
9	34	4	25	14	10	3		3		14	107
Totals	104	11	54	35	29	7		25		23	288

It is my hope that I have logically placed some background information before you. The 1970s were an interesting time at NPS. This school, referred to as the oldest prep school in the United States, started to administrate itself in the beginning of the decade. Next, the prep school embarked on a so-called "new course" called the teacher-track. This in fact was not a new course for NPS. It had in fact, been training girls throughout its history. However, the time had come when the Synod was to know that even out of town girls were welcome at NPS. Finally, at the height of its enrollment, NPS was required by the Synod to focus all of its energy back to the training of pastors. The Synod was left with the perception that girls were to go to Martin Luther Prep in Prairie du Chien and male pastor candidates were to go to NPS. Eventually, a time would come when NPS was to amalgamate to the Prairie du Chien campus. Everyone had the perception that this would be an eventuality; everyone but William Zell.

Zell understood what the Synod had done. He understood the vision the Synod had about the future. But that vision was just the idea of the CHE. Zell on the other

hand, had a different view of the future. The Synod had resolved that the teacher track was to move to Martin Luther Prep. But that really didn't mean anything for NPS other than a loss of enrollment. This might sound surprising but there was no real teacher-track "per say" at NPS. Yes, teacher candidates did take some other classes than pastor-track students, but all in all the course of study for all at NPS was the same. There would be no need to move teacher-track faculty to Prairie du Chien, because there were no special teacher-track faculty. The same faculty taught both pastor and teacher candidates. So as you can see, the removal of the teacher-track at NPS really didn't cause any physical changes.

This being the case, Zell saw no problem operating NPS the same as he did before the 1978 decision. Girls were still encouraged to attend, even though there was no teacher track "per say". Yet, this plan did bring about some criticism. Zell was asked by more than a few, "Why haven't you moved the teacher-track to Martin Luther Prep?" These individuals thought that since girls were still enrolled at NPS, Zell must be in open defiance of the Synod. But this was never the case. Zell used the resources of NPS to carry on his calling of passing on as many students as he could to the Synod's colleges. He did this through persistence in the face of all challenges. He would not sit back and allow NPS to fade off into a coming amalgamation, rather he took comfort that that day would only come when it seemed necessary.

Zell's persistence in the face of these challenges becomes more evident when we hear him in his own words. This would be an excellent time to view the accompanying

video. The following pages will summarize the questions I asked President Zell about the late 1970s at NPS and the responses he gave.

Please View the Video

The questions presented to President Zell:

- 1. Could you explain your vision for NPS as you became president in the early 1970s. What were your goals for the school? What direction did you see NPS heading in the future?**

Zell said he really didn't have a personal vision or personal plan for NPS. He was given a position that had a built in compass. At the time he took his position, NPS was headed in the direction of self-administration. That took the bulk of Zell's time. So much so that personal vision or direction wasn't a part of his initial presidency.

- 2. Could you explain what the "dual purpose" decision of the Synod meant for NPS? How did it physically take shape at NPS as far as curriculum or classes offered?**

Dual purpose basically meant that NPS would train both boys and girls for the ministry. That was something that had been done since the beginning of the prep school's existence. Now it was "on the books" so to speak. The perception was that NPS was a boy's school. The dual-purpose curriculum showed the Synod that girls wanting to train to be teachers were welcome at NPS. Since NPS had been serving girls for some time, drastic curriculum changes were not necessary. It came down to the addition of a few classes for teacher-track students. On the whole classes were relatively the same for boys and girls.

- 3. How did the "dual purpose" decision impact NPS as far as recruitment? What were the factors involved, in our opinion, as parents looked to NPS to train their children?**

The decision helped in two ways. First it broke false perceptions about NPS as a boys school. Secondly, it created new perceptions that NPS welcomed girls. The enrollment of girls effected the enrollment of boys. Zell knew that would happen. Besides, parents felt confident sending sons and daughters to the same school. There was also the benefit of having an older son in college and sending a daughter to a prep school where the brother could watch over his younger sister.

- 4. What do you feel were the factors leading into the 1978 convention concerning NPS? Space on the Watertown campus? The proposed girl's dorm and its million dollar price tag?**

Space was definitely a factor in Watertown, but even more of a concern in New Ulm. Martin Luther Academy needed to move immediately. NPS could remain in Watertown for some time, but eventually NPS would also need to expand. It wouldn't end with the addition of a girl's dorm at NPS. A dorm would mean a greater NPS enrollment – leading to the needs of greater classroom space, cafeteria space, and sports practice space.

- 5. After the convention in 1978, what was your reaction personally to the decision? The reaction of the NPS faculty? The reaction of Northwestern College?**

President Zell gave me an answer I was not expecting. I had the perception that he would have been disappointed with the decision of the Synod convention. His school was being broken apart. Yet to my surprise, he wasn't disappointed. Zell wanted a manageable NPS. By the late 1970s, NPS was leaning to the large side. Zell wasn't disappointed to see NPS be trimmed down to a more manageable size. Some in the faculty were disappointed, yet they went on. The college had fought to keep NPS in Watertown, but they too went forward. All in all, the decision made sense at the time. Something needed to be done.

- 6. After the decision in 1978 to move the teacher-track to MLPS, Northwestern College had a reaction to the decision that they formally sent to the Synod. Do you know how that took shape? Did the college seek any of your input concerning the matter?**

President Zell was not sure how it took shape and the college didn't seek him out for input. The college had its own reasons for keeping NPS where it was. NPS was the college's best feeder school. They would do all they could to make sure that relationship would be a lasting one.

- 7. What effects did the decision of the Synod to move the teacher track have for NPS besides enrollment impacts? Was there a lasting perception that Northwestern was just a pastor training school and teachers were not welcome?**

The decision of the Synod created perceptions that NPS was just a boys school once again. Parents who had children who were teacher track candidates weren't happy with the decision. Yet the decision was made.

Zell speaks of numerous things he did to carry on. The resolution stated that eventually NPS would be amalgamated with MLPS. But until that became a necessity, Zell worked to break down false perceptions. He made sure that the CHE put "on the books" the fact that girls were still welcome at NPS.

- 8. You told me about some of the things that were done to break any false perceptions people might have had concerning NPS. Could you elaborate on those again?**

Since girls were not discouraged to enroll at NPS, Zell strove for an 60% boys to 40% girls enrollment. Zell continued with the mindset that if girls were at NPS, the boy's enrollment would continue to be viable.

- 9. Why, didn't the NPS teacher-track move to MLPS even though the Synod voted that it do so?**

It did, but many were left confused. Since NPS still accepted girls, people thought Zell was defining the Synod. It would be better to say that Zell used every avenue left open to him to make NPS a viable training school for both of the Synod's colleges. Perceptions were that MLPS was a pastor and teacher training school and that NPS was a pastor training school that would in time close when "it became necessary". Zell speaks of how he continued to do all he could to break false perceptions when he could and worked faithfully to feed the colleges with students.

- 10. Finally, if this 1978 decision would have never occurred, what do you think NPS would have looked like throughout the 1980s?**

President Zell did not care to speculate on such a question. He was, again to my surprise, happy with how everything worked out. The Lord saw to it that NPS was cared for. In the final analysis, NPS was trimmed down to a manageable size. Zell accepted the outcome and it was a very workable arrangement for the 1980s.

Final Thoughts

I consider it my privilege to work on this paper and interview President William Zell. I thank him for his time and consideration. I also thank Luther Preparatory School President Mark Schroeder for his help and the stacks of CHE notes he handed over from the prep school archives.

The decade of the 1970s at NPS hold many lessons for us. But in closing I want to focus you on the contribution of President Zell especially during this challenging time of the NPS history. Zell teaches all of us that even when things don't go according to our plans, or if at a time of success seems to twist into a time of despair – we are to carry on. God gives each of us tasks on this side of heaven. President Zell's happened to be the care of a prep school. When the Synod told him and NPS that the future didn't look very bright, he carried on. Zell trusted in the Lord and faithfully carried on with his duties. Not complaining or fighting the decision of the Synod, rather he agreed with it. He persistently carried on. A lesson for each of us as we face challenges in our own lives.

Once again, I thank President Zell for his faithful service to NPS and his personal help in this project. In closing, I give thanks and praise to the Lord for his marvelous grace show to President Zell and the history of NPS.

Endnotes:

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- ⁱ 1969 Proceedings. Worker Training report entitled: A Statement on the Role of Secondary Education in the Training of our Future Pastors and Teachers, p. 77-82.
- ⁱⁱ Report of the CHE entitled: Teacher-Training Curriculum at Northwestern Preparatory School, 1971.
- ⁱⁱⁱ 1971 Proceedings of the 41st Biennial Convention, p. 85.
- ^{iv} NWC Faculty Report entitled: Teacher-Training Curriculum at Northwestern Preparatory School, 1972.
- ^v Report of the Curriculum Committee to CHE entitled: Teacher Training Curriculum at NWPS, 1973.
- ^{vi} NWC Committee Report RE: Teacher-Training Curriculum at Northwestern Preparatory School, 1973.
- ^{vii} Report of the CHE RE: Two-Track Program at Northwestern Preparatory School, 1974.
- ^{viii} Planning Program of the CHE RE: NWPS Two Track Curriculum, 1974.
- ^{ix} Planning Program of the CHE RE: NWPS – Girls' Housing, 1974.
- ^x CHE Digest of Reports and Resolutions, 1975.
- ^{xi} Northwestern Board of Control Report to the CHE, 1975.
- ^{xii} NPS Board of Control Report to the CHE, 1976.
- ^{xiii} NPS Board of Control Report to the CHE, 1976.
- ^{xiv} NPS Board of Control Report to the CHE, 1977.
- ^{xv} CHE Report entitled: Supplementary Report on Worker Training Facilities with Special Attention to the Needs of the Preparatory Schools, 1977.
- ^{xvi} Supplementary Report on Worker Training Facilities With Special Attention to the Needs of the Preparatory Schools, p2.
- ^{xvii} Supplementary Report on Worker Training Facilities With Special Attention to the Needs of the Preparatory Schools, p16.
- ^{xviii} Supplementary Report on Worker Training Facilities With Special Attention to the Needs of the Preparatory Schools, p19.
- ^{xix} Worker Training Report, 1978 Report to the Ten Districts, p. 13-14.
- ^{xx} Supplementary Report RE Synodical Academies, Commission on Higher Education, April 1978.
- ^{xxi} Supplementary Report RE Synodical Academies, Commission on Higher Education, April 1978, p. 35-36.
- ^{xxii} Planning Program Committee to CHE, Re: Capital Program – Academies, Resolution for Recommending Alternate #7, p. 3-4.

^{xxiii} Supplementary Report RE Synodical Academies, Commission on Higher Education, April 1978, p. 46-47.

^{xxiii} NPS report to the CHE entitled: The NPS faculty's reaction to the Synod's resolution regarding amalgamation with MLA in a mutually advantageous location. 1978.

^{xxiii} NPS report to the CHE entitled: The NPS faculty's reaction to the Synod's resolution regarding amalgamation with MLA in a mutually advantageous location. P. 12-14.

^{xxiii} NPS report to the CHE entitled: The NPS faculty's reaction to the Synod's resolution regarding amalgamation with MLA in a mutually advantageous location. 1978.

Bibliography:

Wisconsin Synod Proceedings of the following years: 1969, 1971, 1973, 1975, 1977.

Wisconsin Synod Report to the Ten Districts of the following years: 1974, 1976, 1978.

Wisconsin Synod Reports and Memorials of the following years: 1971, 1973, 1975, 1977, 1978, 1979.

Finally the bulk of the paper was created from a great number of reports of the CHE. They are listed under the Endnotes section of this paper and they are recorded in chronological order from 1969-1978.