

The Role of Area Lutheran High Schools in Worker Training

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Introduction

Initially, the scope of this presentation was perceived to be rather narrow. It was to be a joint response by the administrators of the Commission on Parish Schools and the Board for Worker Training to the Association of Lutheran High Schools regarding ways in which they could take a more expanded role in preparing candidates for the public ministry. As it developed, its scope was broadened and its view was narrowed.

The scope was broadened because it became apparent that a more holistic approach to the issue was required. Issues were raised in our discussions with the boards of directors of area Lutheran high schools that were not anticipated but were relevant to the discussion. It also seemed necessary to place the discussion within the setting of our changing world and synodical environment.

The views expressed are those of the author. Suggestions from Dr. Wayne Borgwardt, Dr. LeDell Plath, and Dr. John Lawrenz have been helpful and influential in formulating and articulating those views. There has been a deliberate intent to provoke discussion so that we might extend our thinking beyond the traditional boundaries. It seems as if that is an important and necessary function of this forum. It is my prayerful hope that this conference will further a God-pleasing commitment and spirit of cooperation toward developing strategies that will aid in encouraging young men and women into entering the public ministry of the WELS.

For Such a Time as This

The Times of Our Lives

We are living in exciting times for ministry. The effects of sin are openly impacting our people creating a demand for the message which God's Word brings to a sinful world. Transportation and communication technology are enabling access to people in remote regions of the world. The need and opportunities for the ministry of the gospel have never been greater. Such a climate for ministry should be moving the hearts of men and women in record numbers to enter the public ministry of the gospel.

The educational world is also brimming with excitement. Since *A Nation At Risk* was published in 1983, legislatures have sought to lengthen the school year and school day, reform the way in which teachers are prepared, and change the administrative structure of schools. A wave of classroom reforms, from outcome based education through cooperative learning, have attempted to improve the instruction given to children. This attention to education should raise the consciousness of us all to renewed excellence in the way in which we prepare our students for lives as disciples of Jesus.

These are also challenging times for the schools of the Wisconsin Evangelical Lutheran Synod. Congregations are finding it increasingly difficult to carry on their ministry as they did in the past. Lutheran elementary and high schools, and the synodical worker training system have often become the victims. Although the "double-Ds" of dollars and demographics have frequently been cited as the cause of difficulties in the worker training system, they face all of the schools at every level within our synod.

There has been no time in our history in which the gospel ministry of our full-time Lutheran schools—at every level—has been more important. Yet, there have been few times in our history in which our full-time Lutheran schools have been less valued. This poses an exciting challenge for all of us.

The Times of Esther's Life

The life of Queen Esther can provide some parallels for us in our present condition. Esther lived in an exciting environment. She was a young Jewess chosen to be in the privileged position of queen in a foreign land. She had maids and eunuchs to wait upon her every need. She was enjoying the excitement and privileges of royalty. Then came the challenge.

Mordecai discovered Haman's plot and pleaded with Esther to intercede on the Jew's behalf. Esther, at first, excused herself because of the risk to her life. Mordecai reminded her of the responsibilities which she had because of the royal position into which God had placed her. The focus was upon the mission God had given her and the opportunities He had provided to accomplish that mission.

Queen Esther's response to Mordecai's challenge demonstrates her trust in God to carry out the mission He had given. She willingly went before the king with the confident resolve: "If I perish, I perish." Her words resound with the confidence of God's people. She understood that if she did not fulfill her responsibility, God would provide "relief and deliverance for the Jews...from another place." She also understood that the God Who had placed her in that royal position and equipped her to carry out His mission would now bless her efforts to do His will.

Perhaps, WE

We also have been given a royal position of leadership. We have been privileged to serve in the public ministry of the church. We have furthermore been given positions of leadership within that church. The challenge which Mordecai placed before Esther is also appropriate for our consideration. Perhaps, we "have come to royal position for such a time as this."

God has uniquely equipped the WELS to prepare men and women for ministry. He has provided over one hundred years of experience in Christian education. He has blessed our educational system with quality, dedicated, and theologically-sound teachers. He has established a nation-wide network of schools from the pre-kindergarten level through the seminary. He has filled the hearts of our members with a desire for full-time Christian education and a willingness to support it. He has provided gifted leaders to develop and administer appropriate programs of Christian education which meet many of the needs of our children, families, and church. He has provided all that is needed for ministry in times such as this.

Our struggle is not because of a lack of God's blessings for ministry. One of the reasons for our struggle is an inability to cooperate in ministry. Although organized for educational ministry through a synodical system of schools, we frequently operate as if we are individual schools with distinctively different ministries. At a time in which the "double Ds" tell us there are limited numbers of students and dollars, we often compete for both. Times such as this call for cooperation among our schools at every level so that God's mission can be accomplished through us.

God will provide the means to carry out His ministry in times such as this and as those of the next century. He has, at this time, given us the royal position of leadership in the education of the next generation of public ministers. He has equipped us with the resources necessary to carry out that ministry. He now challenges us to a renewed spirit of cooperation to carry out the mission which He has set before us.

Mission-Focused Ministry

Understanding Our Mission

Our synod has adopted the following mission statement:

As men, women, and children united in faith and worship by the Word of God, the Wisconsin Ev. Lutheran Synod exists to make disciples throughout the world for time and for eternity, using the Gospel to win the lost for Christ and to nurture believers for lives of Christian service, all to the glory of God.

The statement based upon Christ’s Great Commission to His church has the dual emphasis of nurture and outreach. Our synod is committed to nurture its members through the Word and sacraments so that they are motivated and equipped to reach out to the lost. As the lost are brought to faith through the power of the gospel, they are continually nurtured in their faith through the continued study of God’s Word and use of the sacraments. Reaching out to the lost and nurturing the faith of the believers as the public representatives of our church is the privilege of every Christian in WELS, but the called ministers of the gospel have the special privilege of doing that work full-time.

We, who are involved in the worker training system, have the privilege and responsibility to equip the men and women for the public ministry of the WELS. We encourage talented men and women to use their special gifts in the public ministry. We instruct them in a proper understanding of the Scriptures and appropriate methodologies of ministry so that they can serve effectively. In a real sense, our special mission is that which the Apostle Paul gave to Timothy: “The things you have heard me say in the presence of many witnesses entrust to reliable men who will also be qualified to teach others” (II Timothy 2:2).

Our mission as the trainers of those who are to be called into the public ministry of the WELS is:

- a) We are to faithfully nurture the faith of our students through diligent study of the scriptures;
- b) We are to select reliable men and women who are qualified to teach the scriptures to others;
and
- c) We are to equip these men and women with the necessary attitudes, knowledge, and skills to serve in the public ministry.

Analyzing Our Environment

Much has been said about the “Double Ds” causing the intense discussion regarding our worker training system and the role of the area Lutheran high schools in it. Although it may be the cause for our discussion, it is not the cause of the dilemma. One of the major problems is rooted in a changing environment and a system which has not responded to those changes.

Less than fifty years ago, it was appropriate to have a synodically supported secondary school in the major areas served by our synod—Michigan, Wisconsin, Minnesota, and South Dakota. In a true sense, we “walked together” by providing a Christian secondary education which prepared young men and women for the public ministry. We collectively provided that which sparsely populated groups of our people could not do by themselves.

As the WELS population centers grew, concerned members of our synod organized area Lutheran high school associations to “walk together” in providing a Christian secondary education. They collectively provided that which individual congregations could not do by themselves. They established these congregationally supported secondary schools in the major areas of our synod with the dual purpose of preparing young men and women for the public ministry and preparing them for service as laymen and laywomen in our synod.

The “area Lutheran high school movement” has grown so that today we enjoy the blessings of a nationwide network of nineteen congregationally supported Lutheran high schools which are affiliated with the WELS. These schools are staffed by men and women who are committed to the mission of the WELS. The boards, administrations, and teachers in these schools have consistently reaffirmed their desire to serve as a part of our synodical worker training system.

WELS parents have increasingly communicated their desire to keep their sons and daughters at home during their teen years while enrolling them in a Lutheran secondary school. This has had a potentially negative effect upon the enrollment in the synodical preparatory schools. Recruitment efforts within the worker training system have been focused upon efforts to encourage students to enroll in our preparatory schools. This has led to frequent competition for students between the synodical schools and the area Lutheran high-schools.

Congregations have demonstrated an increasing desire to support those aspects of ministry which are visible and have a direct impact upon their members. The support of the area Lutheran high school serving their congregation frequently takes a large portion of their financial resources. This may have resulted in a reduction

of the congregation's support for the work of the synodical program of ministry and for the synodically supported preparatory schools. This tension has increased the feeling of competition between the synodical schools and the area Lutheran high schools.

ALHS Consultations

During the past four months, Administrator Wayne Borgwardt and I have consulted with the boards of directors of seventeen of the area Lutheran high schools. We are grateful for their willingness to provide time on their agendas for us to discuss their role in the preparation of called workers for our synod. Our discussions focused on the following four questions:

1. What does _____ Lutheran high school perceive to be its role in worker training?
2. What curricular matters surface at _____ Lutheran high school in regard to preparation for the pastoral ministry?
3. What is the recruitment potential at _____ Lutheran high school for worker training?
4. What concerns/opportunities are present because of your locality?

We carefully recorded their comments and provided a summary report to the board through the school's principal. The summary intended to provide an overview of the board's attitudes and comments rather than a record of individual responses. The following summary is also intended to provide an overview of the comments of the boards rather than focus upon isolated comments of individual school boards.

1. *All* area Lutheran high schools (ALHS) boards expressed complete support for the training of called workers in their schools. *Most* indicated that was one of the purposes for which the school was established. They also indicated a concern that their programs reflect a balanced approach so that all students might be served.
2. *All* ALHS provide the curriculum necessary for entrance into both NWC and DMLC. This has been a conscious commitment which has been costly to the school's operation. Courses—specifically Latin—necessary for entrance into NWC are provided even if only one or two students are enrolled. *Some* boards questioned the entrance requirements and approach to language instruction at NWC.
3. *All* ALHS that discussed the idea of providing foreign language instruction via distance learning were supportive of it. They viewed this as a means of providing needed instruction for their students while relieving some financial and work loads from the school.
4. *All* ALHS expressed a confidence that the recruitment potential was better than the past. They cited a variety of programs that have been begun recently which are aimed at encouraging men and women into the public ministry. They also recognized the need to do more than has been done in the past. The need for positive role models among pastors and teachers was frequently mentioned as a hope for the future.
5. *All* ALHS indicated they had been more successful preparing candidates for the teaching ministry than the preaching ministry. This was due primarily to the fact that students planning to go to NWC have to take a course of study different from the majority of their classmates. This creates negative peer pressure and inhibits the ability to direct students into the pastoral ministry in their junior or senior year.
6. *Most* ALHS expressed a desire for financial support to better enable them to improve their worker training program. Suggested options included: support for student housing facilities, support for a faculty position, and increased subsidy to ALHS for graduates entering DMLC and NWC. Two board members from different schools identically summarized this by stating that their high school could only be a viable contributor to the worker training system if it was a financially strong and viable school.

7. *Several* boards expressed concern that their school was viewed as “inadequate” for the preparation of pastoral candidates. This view is communicated to graduates of ALHS attending NWC. It is upheld by some area pastors who were educated through the preparatory school system and reinforced by preparatory school recruiters. They felt that the synod needs to communicate a clear message that ALHS are full partners in the preparation of called workers and that they have a viable and strong curriculum which can do the job.
8. *Several* comments focused on the importance of providing “ministerial” experiences for students at both secondary and elementary levels. Activities such as “Taste of Ministry,” “Footsteps to the Ministry,” and “In His Service” were mentioned as practical examples of this approach. It was felt that such activities provided a positive introduction to ministry without the feeling of “recruitment.”
9. *Several* board members expressed concern regarding the reputed drinking culture at DMLC and NWC. Graduates of their schools have described an atmosphere that tolerates the open abuse of alcohol. This is a matter of offense to the serious and spiritually mature students considering the public ministry. It inhibits the effectiveness of efforts to encourage these students to enter the public ministry.
10. Board members of schools located near preparatory schools cited the negative effects of the competitive spirit which existed between the schools. Superior facilities available at the synodical schools as well as the competition for students—especially athletes—were mentioned. The schools closest to Northwestern Preparatory School especially expressed the negative effect this relationship had upon their ability to encourage students to attend Northwestern College.

The foregoing summary is an accurate reflection of the viewpoints repeatedly expressed by the board members who discussed these issues with administrators Borgwardt and Schmeling. Other points, less frequently mentioned, were also significant. They should be taken seriously as we analyze the environment in which we are working to involve the area Lutheran high schools more actively in the preparation of called workers. They raise serious concerns for both the area Lutheran high schools and the division for worker training. They also serve as the basis for the recommendations which will follow.

A Holistic Approach

Outcome-Based

An outcome-based approach to planning may help us understand where we are going and how best to get there. It seems appropriate to take this approach both in terms of quantitative outcomes and qualitative outcomes.

Historically, the synodical preparatory schools have provided 60% of the pastoral candidates and 30% of the teacher candidates. The area Lutheran high schools have provided 25% of the pastoral candidates and 50% of the teacher candidates. Appendix A provides more detailed information regarding these figures for the past decade.

The past performance of the area Lutheran high schools demonstrates a need for these schools to improve their efforts in recruiting students for NWC and DMLC. There has been little growth in the number of Lutheran high school graduates entering the worker training colleges of our synod. The percentage of Lutheran high school graduates entering college in preparation for the public ministry is between 10% and 11% annually. There must be a significant increase in the number of Lutheran high school graduates entering the public ministry if the future needs of our synod are to be met.

To meet the synodical need for pastors, established by the synod’s MOV as 70 by the year 2000, the area Lutheran high schools will need to increase the number of graduates attending NWC. It is projected that an enrollment of approximately 95 freshmen students and a total enrollment of 330 students at NWC in 1996 will

be needed to provide 70 pastoral candidates in 2000. An annual 25% increase of ALHS graduates enrolling at NWC through 1996 will provide approximately 58 candidates for the pastoral ministry from our area Lutheran high schools. That number will be about 60% of the synod's projected needs. An annual 10% increase through 2000 should provide for our synod's future needs. Appendix B provides a suggested outcome for each of the high schools to meet that desired synodical outcome.

The area Lutheran high schools are already providing approximately 50% of the candidates for the teaching ministry. Although the staff ministry may attract men and women from the teaching ministry, there is not a projected shortage of teachers. The synod's MOV envisions 140 teacher candidates in the year 2000. To achieve that goal, an enrollment of 791 students—with approximately 230 freshmen—will be needed at DMLC. An appropriate share of the teacher candidates from area Lutheran high schools would seem to be about 75%. This would require the number of graduates from area Lutheran high schools entering the teaching ministry to increase to 173 by 1996 and 250 by 2000. This will require an annual increase of 15% through 1996 and 10% annually thereafter. Appendix C provides a suggested outcome for each of the high schools to meet that goal.

There have been some suggestions that the quality of the ministerium will decrease if there is greater reliance upon the area Lutheran high schools. No evidence has been provided which might justify that concern. There have also been questions raised upon the qualities of the pastors and teachers which will be needed to carry out the ministry in the next century. Serious study ought to be given so that the qualities desired and developed through our worker training system are those which are needed "to win the lost for Christ and to nurture believers for lives of Christian service."

Curriculum

It is imperative that we use this opportune time to seriously analyze the attitudes, knowledge, and skills necessary for ministry in the 21st century. Once these qualities have been determined, a major revision of our curricula throughout the worker training system—including the area Lutheran high schools—should be undertaken so that we are best able to prepare the men and women who will reach out to the next generation with the gospel of Jesus Christ. We will negate any advances we make by increasing the quantity of ministerial candidates if we do not address the qualities of those candidates.

The Division for Parish Services and the Division for Worker Training can work together in determining the ministerial qualities which will best serve the needs of our parishes. Curriculum department leaders across the system can work to design a matrix which aligns the desired attitudes, knowledge, and skills with the courses through which they are developed. Teachers and administrators in each school can then design the courses and assessments necessary to implement the design. This approach to planning and implementation will bring the area Lutheran high schools, synodical preparatory schools, colleges, and seminary into a partnership which will naturally lead more students into and successfully through the worker training system.

Instruction

Distance learning was frequently mentioned as an opportunity to provide quality foreign language instruction to the Lutheran high schools in a cost effective manner. It would also provide an added link to bring the schools together while improving the instructional program. Now is the time to seriously evaluate and appropriately implement distance learning technology to enhance our instruction and unify our schools.

Satellite transmission, fiber optic cables and compressed video provide technologies which are readily available and will soon be cost effective for our schools. The Joint BWT/CPS Committee on Telecommunications Technology in Education is investigating ways in which this technology can be used in our schools. There may be additional local and regional opportunities which are available to our schools. The cable television companies in Michigan are planning to connect all of the private and public schools through an interactive fiber optic network. When this is completed in 3-5 years, it will enable all our elementary and secondary schools to share instructional programs. Compressed video may make this a reality on a more limited basis in 1-3 years. By being alert and sharing information, we may be able to take advantage of similar opportunities in others areas of our synod.

There is a continuing need for our teachers in the high schools, preparatory schools, colleges, and seminary to be actively involved in a program of professional growth so that every student receives the best possible instruction. The highest quality of instruction by teachers who model a continuing commitment to the ministry will help provide both the quantity and quality of candidates for the public ministry.

In the past, the professional growth programs of our teachers have been largely voluntary and self-directed. In public education, 43 of 50 states require a minimum level of continuing education for renewal of licensure. It is reasonable that we should maintain at least the same expectations of our called workers. At a time when continuing education is being encouraged for our parish pastors and teachers, it is appropriate that our worker training system—including the area Lutheran high schools—take the lead by establishing continuing education standards for our teachers. These standards should include a mixture of spiritual, academic, and pedagogical experiences.

School Climate

The pervasive climate in our schools—area Lutheran high schools, preparatory schools, and colleges—have a significant impact upon recruitment for the public ministry. Issues such as the drinking culture at our colleges, the anti-ministry attitude among many of our area Lutheran high school teachers, and the competitive spirit between the preparatory schools and some of the area Lutheran high schools need to be addressed by the responsible administrators. The Apostle Paul’s attitude of self-effacement for the sake of the ministry of the gospel should serve as an example for us as we seek to remove all obstacles which might hinder young men and women from entering the public ministry.

Approaches to Recruitment

Most pastors and teachers are able to identify one significant individual—a parent, a pastor, a teacher—who encouraged them to enter the public ministry. That one-on-one encouragement is perhaps the most effective recruitment “program” available to us. Each teacher at each of our secondary schools could identify one student in each class each year who would be “targeted” for the public ministry. A personal interest in the student and encouragement to enter the public ministry would have a significant impact upon them. This most basic approach to recruitment requires the support and some organization on the part of the principal and the commitment and involvement of all the teachers.

Students in the area Lutheran high schools receive an abundance of recruitment materials from interested colleges. Many colleges enlist students and alumni to make personal telephone calls to prospective students. The recruitment practices of our colleges need to be aggressively proactive if they are to compete for these students. Consultations with administrators and counselors in the area Lutheran high schools and a study of successful recruitment practices of other colleges will help identify strategies that will be more effective among our high school students.

The top students also receive scholarship offers which attract them to private and public colleges throughout the country. These scholarships may only be discounts off an already inflated tuition, but they are influential in attracting aspiring students to the schools. A significantly endowed scholarship fund which would be designated for students interested in the public ministry and available to defray high school expenses as well as college tuition might help attract qualified students into the public ministry. Some scholarship recipients may not enter the public ministry; however, that is also the case in our current synodically subsidized preparatory system. The commitment by the synod and the encouragement given to worthy students would communicate the urgency which we feel about attracting the highest quality students into the public ministry.

A few of the area Lutheran high schools presently provide housing for their students. Others are considering it. Synodically subsidized housing operated in conjunction with an area Lutheran high school could provide worker training preparation for a larger number of students. Students could attend school closer to home rather than a preparatory school located in Wisconsin or Michigan and still receive training which prepares them for the public ministry. There are many obstacles to such an arrangement; however, it provides significant opportunities to utilize our nationwide network of high schools for worker training.

Introduction to Ministry

One of the interviewees stated: “Let the power of God’s Word work as a recruiter.” In that manner, he was encouraging the broader use of programs that involved students in ministry opportunities—e.g., “Taste of Ministry” and “In His Service.” Area Lutheran high schools are uniquely equipped in a concentration of congregations to provide their students with opportunities for ministry. The programs which are presently operating can serve as models for others. Experiences can be shared among the area Lutheran high schools and the preparatory schools so that present programs can be improved. Local pastors and/or teachers can be enlisted to help with the organization and coordination of the program. Providing opportunities for the students to observe ministry in action and to be involved in the sharing of the gospel will do more than recruitment brochures and campus visits to encourage young men and women to enter the public ministry.

On a broader scale, cooperative efforts in youth ministry can be undertaken patterned after Wisconsin Lutheran High School students’ trip to Mexico, the vacation Bible school in Milwaukee’s central city, and the Hispanic vacation Bible school in El Paso, TX. Lutheran high schools and preparatory schools can cooperate in the planning and implementation of such activities outside the local community. Such experiences provide opportunities for students to work with God’s Word and expand their understanding of their world. Teachers also benefit as they have opportunities to work with students in new settings, share God’s Word with others in unique environments, and experience international travel.

Opportunities for such ministries already exist in El Paso, inner city Milwaukee, and East Germany. Invitations have been received from Australia, Brazil, St. Lucia, and Brooklyn, NY. With the cooperation of the educational institutions (BWT and ALHS) and the mission outreach divisions (BHM and BWM) additional opportunities might be available. These ministries might also attract the interest of the Kingdom Workers and other individuals willing to support scholarships for students interested in participating.

Conclusion

I have ranged beyond the original scope of the essay because I felt it necessary to take a broader view of the issue. Rather than be discouraged by the “Double-Ds” of dollars and demographics, it is important that we grab hold of the opportunities which the Lord is setting before us. He may have slapped us in the face because “we needed that” to wake us up from our lethargy. He has done that to His people before.

God has placed us in the royal positions of leaders of His church. He gives to us the opportunity to create a vision which embraces a nationwide network of WELS secondary schools cooperating as never before in the training of men and women for the public ministry. He gives to us the challenge of restructuring our worker training system so that it is able to produce both the quantity and quality of public ministers which we will need to carry His gospel into the 21st century. He gives to us the means through a holistic approach to worker training which will enable us to carry out the ministry which He has set before us.

These are exciting and challenging times for ministry in the world and in the WELS. I am confident that if we do not accept the challenge the Lord will raise up someone else from another place to *do it*. I pray that He will fill us with the zeal and the courage so that we will have the joyous privilege to *do it*. With the confidence of Esther, we can *do it*. Let’s *DO IT!*

APPENDIX A

GRADUATES OF ALHS ENROLLED IN DMLC/NWC

Schools	1980		1985		1990		1991	
	DMLC	NWC	DMLC	NWC	DMLC	NWC	DMLC	NWC
Arizona LA	--	--	4	0	0	1	3	1
California LHS	--	--	1	1	0	1	1	1
East Fork LHS	0	0	0	0	1	0	0	0
Evergreen LHS	--	--	3	0	0	0	0	0
Fox Valley LHS	21	4	6	1	8	3	3	4
Huron Valley LHS	3	0	2	1	0	1	3	0
Illinois LHS	--	--	--	--	3	0	4	0
Kettle Moraine LHS	7	2	6	3	8	5	6	1
Lakeside LHS	10	3	5	0	9	1	7	1
Luther HS	6	0	4	0	4	0	5	1
Manitowoc LHS	8	2	5	1	9	0	5	1
Michigan LHS	3	2	0	2	3	1	3	3
Minnesota Valley LHS	--	--	9	2	6	0	10	2
Nebraska LHS	--	--	3	0	2	0	1	0
Northland LHS	--	--	2	0	2	0	2	1
Saint Croix LHS	2	0	1	0	0	0	7	1
Shoreland LHS	8	0	4	1	4	0	5	0
West LHS	--	--	0	1	2	0	0	0
Winnebago LHS	11	3	4	0	5	1	8	1
Wisconsin LHS	19	7	5	2	10	0	14	1
TOTAL	98	23	64	15	76	14	87	19

APPENDIX B

DESIRED OUTCOMES OF ALHS GRADUATES ENROLLED IN DMLC & NWC*

Schools	1991		1993		1996		2000	
	DMLC	NWC	DMLC	NWC	DMLC	NWC	DMLC	NWC
Arizona LA	3	1	4	2	6	4	9	5
California LHS	1	1	1	0	2	1	3	2
East Fork LHS	0	0	0	0	1	1	2	2
Evergreen LHS	0	0	1	0	2	1	3	2
Fox Valley LHS	3	4	5	4	9	6	13	8
Huron Valley LHS	3	0	4	0	6	1	9	2
Illinois LHS	4	0	5	0	6	1	8	2
Kettle Moraine LHS	6	1	8	2	12	3	18	5
Lakeside LHS	7	1	9	2	15	3	22	5
Luther HS	5	1	6	2	10	3	15	5
Manitowoc LHS	5	1	7	2	11	4	15	5
Michigan LHS	3	3	4	4	6	6	9	8
Minnesota Valley LHS	10	2	12	3	15	5	22	6
Nebraska LHS	1	0	2	0	3	1	5	2
Northland LHS	2	1	3	1	4	1	6	2
Saint Croix LHS	7	1	8	2	12	3	18	5
Shoreland LHS	5	0	7	1	11	2	15	3
West LHS	0	0	1	0	2	1	3	2
Winnebago LHS	8	1	10	2	15	4	20	5
Wisconsin LHS	14	1	18	4	25	7	35	9
TOTAL	87	19	115	31	173	58	250	85

*Growth Rates

	1991-1996	1996-2000
DMLC	.15/year	.10/year
NWC	.25/year	.10/year