

# Recommendations for Synodical Policies Toward Lutheran High Schools

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## I. HISTORICAL INTRODUCTION

Our Synod was reorganized into its present form about forty years ago. In the years since that date we have spent a tremendous amount of time in repeatedly discussing the matter of Christian Secondary Education. A quick glance at some of those discussions and resolutions will provide us with the background for this paper.

The 1919 Synodical Convention adopted a lengthy model report, prepared by a committee of outstanding men, which specifically stated that our gymnasias (preparatory schools) were to prepare future synodical workers and that they were also to be general educational institutions, open to all who desire a higher Christian education.

The 1921 Synod resolved that: "...we ought to have more high schools in the larger, centrally-located cities, thereby assuring ourselves of more students for the college and satisfying a crying need for preserving our youth for the Church, and training many young people who conclude their education with high school." (S.P.1921, p. 62-63)

In the 1923 Synodical Convention Pastor M. Lehninger read an excellent paper in which he made a ringing appeal for general Christian high schools. He pointed out that present day life is much different from that of our forefathers, that we must control the entire education of our youth, and that certainly includes the establishment and maintenance of Lutheran high schools. Admittedly, he wrote, it is difficult to provide for the entire education of our youth, but if we don't do so, what will we Lutherans answer the Lord on Judgment day? Will we bury our pound instead of making the most of it? Our schools for the preparation of teachers and pastors are the crown of our educational system; they must be supplemented by general Lutheran high schools.

The 1927 Synod (S.P. pp. 26-32) also devoted much time to the matter. A survey committee recommended that: "Synod should authorize and subsidize the establishment of preparatory schools, or academies, in many different parts of its territory, preferably according to Conferences." This committee also provided some excellent suggestions for establishing private high schools and the last thirty years have proved that their recommendations were exceptionally sound. The most successful Lutheran High Schools have followed their recommendations almost to the letter.

At the 1941 Synodical Convention (S.P. p.12), Pres. Brenner reported: "As to our Synodical Schools, I would urge the members of Synod not to relax their efforts to win students for them. We will always need ministers and teachers, and these should receive their training in our schools but we should endeavor to gain such also who do not desire to enter into the direct service of the Church. Entirely too many of our young people are now attending public institutions or schools of other denominations and are thereby exposed to grave dangers. Even if they should not absorb a wrong spirit and forsake their Church, they have not been built up in the spiritual life in proportion to their intellectual growth."

Synod noted this report and passed a resolution urging that: "Our Lutheran parents . . . earnestly weigh and consider the value and importance of a Christian higher education of their children."

Since 1941, both our Synod and our District have repeatedly spent a great deal of time in discussing and passing resolutions on the problem of Lutheran high schools. Most of us are probably aware of the immense amount of work done by our present Educational Survey Committee, appointed by action of the 1951 Synodical Convention.

One of the direct results of these many discussions has been the establishment of five Lutheran high schools owned and operated by local associations of congregations or individuals; within our Synod. This

movement was pioneered by Winnebago Lutheran Academy at Fond du Lac, started in 1925, and by the combined Wisconsin and Missouri Synod high school at Milwaukee. Similar high schools have been started at Appleton in 1952 and at Milwaukee (The Wisconsin Synod High School) in 1955. This fall both the Manitowoc and the La Crosse congregations will start operating their high schools. Others are in the planning stages.

It may surprise you to hear that almost 900 students will attend these privately controlled high schools this fall. Within a year or two, the number of students will surpass the number in all of Synod's high school departments.

However, despite all of the progress that has been made and all of the well-meant resolutions that have been passed, synodical policies regarding private Lutheran high schools have unfortunately not crystallized. Let us be blunt—we have almost no policies in this matter. With the exception of the 1951 report, our Synodical School Board has rarely mentioned Lutheran High Schools; practically no attempts have been made to coordinate the curriculums of the high schools now conducted within the synod; there is no board or committee to aid and advise local Lutheran high schools; no provisions have been made to train teachers for these schools; no supervision has been exercised over them except through the office of the district president; and no help has been given in compiling the aims or objectives of these local high schools. This is an intolerable situation!

Everything that has been said is not intended as a criticism of the discussions and resolutions of the past forty years. Much of that preliminary work had to be done. But we have, it seems to me, had enough discussions and sufficient experience to set up a series of aims for which to work, if we wish to staff our local high schools adequately, if we desire to preserve pure doctrine within them, if we intend to use them as “feeders” for our synodical colleges, if we wish to conduct them properly and to train our youth adequately, the time has come to unite on Synodical policies and to work whole-heartedly for them.

With that thought in mind, I submit a number of proposals to you for discussion and for adoption or rejection. If we accept them as a District, let's work energetically for synodical adoption also, perhaps through a Memorial. Then we shall have aims on which to concentrate.

## **II. LET SYNOD RECOGNIZE THAT OUR EDUCATIONAL SYSTEM MUST INCLUDE AT LEAST GRADES 1-12 FOR EVERY POSSIBLE CHILD WITHIN OUR CHURCH**

Long ago Synod recognized the need for elementary schools. In the course of time we have gradually formed a good system of elementary education with approximately 200 schools and 20,000 pupils. We have a teacher-training program for these schools; we have a synodical school board for grades 1-8, an executive secretary, a program of supervision, various other helps, and many hundreds of pastors, teachers, and laymen enthusiastically promoting this part of our work.

Such a program devoted entirely to the elementary schools was partially adequate in a day when most people did not attend school beyond the eighth grade. Today conditions have changed, educationally speaking. Present State laws practically compel most students to finish high school. In 1956 the average American adult has attended school 11.7 years. This means that some 15-20,000 of our Synod's communicants are presently attending high schools somewhere.

Dare we close our eyes to these facts? May we continue to use the world's schools for training our youth during those critical high school years when so many life habits are being formed and still remain true to our calling? The time has come for us to recognize that our Church's educational system must include at least grades 1-12. What a blessing it will be when we can finally coordinate our education in these 12 grades.

Presumably most of us want Lutheran high schools to be a part of our educational system, but do all of us want them badly enough to work and pray and give for them and to send our children to them? Most congregations that are within a Lutheran high school area send only about 5-40% of their eligible young people to our own Lutheran high schools. Almost all families within our areas could contribute from \$100 to \$1000 for the erection of a Lutheran H.S., plus a few dollars a month for its operation. Do they? We have not recognized the need for a grades 1-12 Christian education.

Brothers, a 12-year Christian education for every possible child in this day is surely God's will for us, as shown so clearly in bible passages like: Deut. 6:1-7; Psalm 78:1-7; Prov. 22:6; Matt. 28:20; John 21:15-17; Ephes. 6:4; and many others. Then let's make this our aim and consecrate ourselves to the task of carrying it out in our congregations with our preaching and teaching, our talking and giving, our praying and working.

**III. TO ACHIEVE THIS AIM, SYNOD IS ACTIVELY TO ENCOURAGE THE ESTABLISHMENT AND MAINTENANCE OF CONSOLIDATED LUTHERAN HIGH SCHOOLS WHEREVER THE NUMBER OF POTENTIAL STUDENTS WARRANTS THEM. THESE HIGH SCHOOLS ARE TO BE ERECTED, MAINTAINED, SUPPORTED, AND CONTROLLED BY ASSOCIATIONS OF CONGREGATIONS WITHIN OUR SYNOD. SYNOD IS TO ENCOURAGE EVERY CONGREGATION IN THOSE AREAS TO JOIN SUCH AN ASSOCIATION.**

Obviously our aim of giving every possible youth a high school education can never be fulfilled in Synod-supported schools. Synod has neither the schools nor the necessary funds to train more than 5 or 6% of our youth. The answer to the problem can only be found in locally-supported Lutheran high schools.

Experience has shown that it is almost impossible for one congregation to maintain a high school. Several congregations within the Synodical Conference have tried it and failed. At present no single congregation within the Synodical Conference has a 12-year program of education for its youth.

However, consolidated Lutheran high schools, supported by a number of congregations, have become phenomenally successful. Experience has proved that any area with approximately 5000 or more communicant members can support such a school. An area of that size has a potential of about 200 students, approximately the minimum number necessary for an adequate school. It can also contribute the approximately \$50,000 needed for the annual budget.

Experience has also proved the necessity of an association composed of congregations. Each congregation within the association may then have a voice in the operation of the school and each congregation will include the high school support in its regular budget. An association of this type is to be greatly preferred to one composed of individuals. Those associations which are composed entirely of individuals have consistently experienced financial difficulties. Furthermore such an association tends to work against the idea that the education of our youth from grades 1-12 is the responsibility of all our members.

Common sense demands that such local high school associations erect and maintain their own schools. We do not ask Synod to support our elementary schools except in mission congregations; neither should we expect Synod to support any high school that serves primarily a local area. (The problem of payment for the preparation of future pastors and teachers will be discussed in section V.B,7) If Lutheran high schools are established in areas composed mainly of mission congregations like Nebraska or Dakota-Montana, Synod might well contribute some temporary subsidy until those areas are able to assume the full financial responsibility.

Certainly every local H.S. association will wish to control its own school, just as each local congregation controls its elementary school. We do not want a synodically appointed board to tell us how we must conduct our school, because such a board cannot possibly be acquainted with all of the local conditions and needs. This statement however, does not apply to such matters as supervision and correlation of courses, to be discussed in section V,B.

One valuable thing that Synod can do is to encourage every congregation within the area to join such a H.S. association. Past experience has shown that it is sometimes difficult to persuade congregations to make high school education a part of its work and to include it in its budget. What would happen to our elementary schools if they were not included in the congregational budget? Some Lutheran high schools find themselves in that difficulty. Let Synod, therefore, use all the means in its power to show every possible congregation the blessings and privileges of belonging to a high school association.

Past experience has proved the wisdom of having membership in those associations restricted to one Synod, the present practice in both of the Wisconsin and Missouri Synods. That is especially true in this day of

doctrinal controversy. Naturally the schools themselves will welcome students from sister synods and even from other denominations, provided that they submit to all the regulations of the school.

#### **IV. THE PURPOSE OF THESE LOCAL HIGH SCHOOLS SHALL BE TWOFOLD:**

**A. TO GIVE OUR H.S. YOUTH THE KIND OF CHRISTIAN TRAINING THAT WILL ENABLE THEM TO TAKE THEIR PLACE IN THE WORLD OR TO CONTINUE THEIR EDUCATION AT OTHER SCHOOLS.**

**B. TO DO THEIR PART TOWARD PREPARING WORKERS FOR THE LORD EITHER AS LAYMEN IN OUR CONGREGATIONS OR AS PROFESSIONAL WORKERS IN THE CHURCH.**

Point one deals with the complicated matter of the curriculum and that requires a tremendous amount of thought. It cannot be discussed at length in this paper. However, this much needs to be said: approximately 30% of Wisconsin's high school graduates enter college or university. Perhaps the percentage is higher at our schools but the fact remains that for some years to come most of our graduates will not enter college. The curriculum ought to be arranged accordingly. It should include all of the basic courses that are necessary both for those students whose formal education ends with grade 12 and for those who will continue their education at college.

Above all else we want our high schools to do their part toward training all of our students to become consecrated workers in the Lord's vineyard. St. Paul's call to his beloved brethren at Corinth to be "always abounding in the work of the Lord" (I Cor. 15:58) should constantly be kept before the children and young people in our schools.

Most of our high school students will be trained to become lay workers in our congregations. How necessary it is for a mother in the home, a worker in the factory, or a policeman on his beat to become true laborers for Christ! And how richly will our homes and congregations be blessed when most of its members receive that training in our own schools from grades 1 to 12!

At the same time we must not forget the need for pastors and teachers. Our Lord's words, "The laborers are few," have seldom been more true than they are today. Every teacher in all of our Christian elementary and high schools will therefore continually encourage those students who have the necessary gifts to consider the ministry or teaching profession. A proper program in our grades 1-12 schools will undoubtedly win many more future pastors and teachers than has been possible in the past. By offering such courses as will enable our students to enter NWC or DMLC, our local high schools will also greatly help to relieve the present over-crowded conditions at our Synod's schools.

#### **V. WHEN SYNOD HAS RECOGNIZED THAT OUR PRESENT EDUCATIONAL SYSTEM MUST INCLUDE GRADES 1-12, SEVERAL THINGS OUGHT TO BE DONE IMMEDIATELY:**

**A. SYNOD WILL INCREASE THE SIZE OF ITS SCHOOL BOARD BY ELECTING MEMBERS (INCLUDING ONE REPRESENTATIVE FROM A PRIVATE H.S.) WHOSE CHIEF CONCERN WILL BE ALL OF THE SECONDARY EDUCATION WITHIN SYNOD.**

At present Synod has no board of Secondary Education. In fact, some people believe that Synod's constitution prevents our present school board from entering the high school field. Yet, if our Church schools are to include grades 1-12, the school board must certainly concern itself with grades 1-12. No one would maintain that our present school board should concentrate its efforts on grades 1-4 and forget about grades 5-8 entirely. By the same token it follows that our school board must devote time and effort to all the grades in a 1-12 system.

How shall Synod properly care for all 12 grades? Since our present School Board already has a tremendous amount of work, and since the field of secondary education is exceedingly complex it would be

completely unwise to expect our present board to deal with all twelve grades, but there are two possible solutions to the problem. Synod might elect a special high school board or it might increase the size of our present board and divide its duties into the elementary and secondary fields. It seems to me that the second course is the better of the two. That would automatically remind us that our school system is one unit composed of grades 1-12; it would enable each group to concentrate on its own field; and it would help both groups in close touch with each other.

A teacher from one of our private secondary schools should surely be included as a member of the high school section of our Synod's School Board, for who knows the problems better than one who is working in the field?

This high school section of our Synodical school board should certainly also concern itself with Synod's preparatory schools for reasons that will be shown in numbers 3 and 4 under B of this section.

**B. SYNOD IS TO RECOGNIZE THAT THE PRIMARY DUTIES OF THE SECONDARY DEPARTMENT OF ITS SYNOD'S SCHOOL BOARD WILL BE THE FOLLOWING:**

**1. TO ENCOURAGE THE ESTABLISHMENT OF NEW LUTHERAN PRIVATE HIGH SCHOOLS WHEREVER THAT IS FEASIBLE.** Many congregations need a great deal of encouragement before they understand the need and the blessings of an educational system covering grades 1-12. Synod's board for higher Education will be in an excellent position to provide that encouragement. Then we shall finally have an agency to carry out our 1921 resolution "to have more high schools in the larger centrally-located cities."

**2. TO ASSIST LOCAL HIGH SCHOOL ASSOCIATIONS WITH PRINTED MATERIAL AND OTHER ADVICE.** Every High School Association desperately needs help both before and after it begins the operation of its school. Synod's School Board could become a valuable agency for collecting the experiences of others, suggesting sound operational procedures, producing tracts of various kinds, preparing curriculum guides, and in general aiding the individual schools in their many problems.

**3. TO CORRELATE THE COURSES OF STUDY AT ALL OF OUR SYNODICAL AND PRIVATE HIGH SCHOOLS AND TO REEVALUATE OUR COLLEGE ENTRANCE REQUIREMENTS AT NWC AND DMLC,** Such a work would be advisable even if no students for Synod's colleges were prepared at our private high schools. It is imperative, if we wish to use private high schools as "feeders" for Synod's colleges. If graduates from both private and synodical high schools enter the college departments at NWC and DMLC, they must receive an approximately equal training. If that is not done, our college faculties will be faced with almost unsolvable problems.

Closely connected with that thought is the reevaluation of college entrance requirements at our Synod's schools. At present NWC's entrance requirements demand about thirty-five hours per week from the sophomores and juniors in our private high schools. NWC's students are not required to carry that many hours because some of their subjects are three and four hours per week. However, practically no student at our private schools can do good work in all of those required subjects, when he carries such a heavy load. Such a heavy schedule also increases the difficulties of preparing a proper schedule for the school. We at Appleton have had to arrange a rather undesirable schedule of 7<sup>1/2</sup> daily periods just for the sake of those few students who desire to enter NWC. Either those college entrance requirements must be reevaluated, or we must give up the idea of using our private Lutheran high schools as "feeders" for NWC.

**4. TO PROVIDE FOR A REGULAR PROGRAM OF SUPERVISION AT ALL OF OUR HIGH SCHOOLS.** At the present time each Synodical school is supervised by its own Synod-elected board, but Synod has no planned supervision program for local Lutheran high schools. Yet, Synod has repeatedly discussed the need for such a plan. In 1927 a special Committee on Education recommended that: "A committee of the Joint Synod should exercise supervision over the course of studies . . ." (1927 pp. 29-30) at private Lutheran high schools. In 1929 Synod appointed a committee which was to discuss synodical supervision and support for Lutheran high schools (S.P. 1929, p. 85). A 1947 recommendation included the desirability of "a certain amount of supervision." In 1948 the Synodical Committee report on high schools stated: "We recommend that

supervision be exercised over such institutions by Synod.” These recommendations have not been put into effect. During the three years of our school’s existence at Appleton just one synodical official has visited us for a brief period during the school day. Regular school visitation by a synodically-appointed board is a must if we are to correlate our efforts and if our work is to be correctly done. (This is not a criticism of our District President who has given many hours of his time for us, were it not for his efforts, we should feel entirely forsaken by Synod.)

**5. TO CALL AND BEGIN THE TRAINING OF A FUTURE FULL-TIME COORDINATOR OF SECONDARY EDUCATION.** Secondary education is such a complex matter, covering so many fields, it is such an important part of the Church’s work, that a full-time coordinator is a necessity. One man cannot possibly devote the necessary time to all twelve grades. Therefore it is necessary for Synod to establish this office and to call a well-qualified man to fill it.

At present it is exceedingly doubtful whether anyone in Synod is qualified for this position without further training. Such training might take at least two years. If Synod should create this office and issue a call to someone, it should be with the provisions that he prepare himself properly at some recognized educational institution.

**6. TO RECOGNIZE AND TO AID A SECONDARY SCHOOL TEACHER’S CONFERENCE COMPOSED OF PRIVATE AND SYNODICAL HIGH SCHOOL FACULTIES.** Such a High School Teachers’ Conference is presently being organized by representatives from Milwaukee, Fond du Lac, and Appleton. To be truly effective it ought to include the faculties of all our local high schools plus at least those of NWC’s and DMLC’s preparatory departments. Secondary education is rather new among us and a tremendous number of problems is crying for a solution. Much of that work can be most effectively done in the meetings of a secondary school teachers’ conference. Synod’s Board for Secondary Education could greatly aid such a conference, even as our present board of Education aids the Elementary School Teachers’ Conference,

**7. TO MAKE RECOMMENDATIONS TO SYNOD REGARDING THE FEES IT SHALL PAY PRIVATE HIGH SCHOOLS FOR THEIR WORK OF PREPARING STUDENTS FOR THE MINISTRY AND THE TEACHING PROFESSION.** The important 127 Committee Report recommended that Synod help support private high schools but that recommendation was not favorably received. For example, WLA asked the 1927 Synod for \$1200 annual support. That request was repeated quite regularly in the following years, but not until 1943, sixteen years later, was WLA finally granted \$150 a month with the special notation that the educational policy of Synod remain inviolate. In 1951 WLA was granted \$3000 annually, approximately the cost of one professor, and so it has remained until this day. In 1955 the Educational Survey Committee recommended that Synod pay private high schools \$100 for each year’s preparation of its future pastors and teachers. The floor committee increased this amount to \$200 and Synod adopted that resolution.

One thing should be made perfectly clear. Whatever Synod pays to a private high school for preparing future Church workers is not a subsidy, it is simply a payment for doing Synod’s work. When Synod asks private music teachers to help prepare our future teachers, doesn’t Synod pay them? Doesn’t Synod pay the music director or the speech director at the Seminary? Then why should anyone object to paying private high schools for preparing Church workers?

Perhaps the best thing that can be said for the present figure of \$200 which Synod has agreed to pay private high schools, is that it is unrealistic. It is possibly too high for future teachers and certainly much too low for future pastors. The entire matter is one that demands much continual study, especially since educational costs have varied tremendously during the past twenty years. Let the future board for Secondary Education study the matter thoroughly and make biennial recommendations to Synod,

**8. TO ASSIST OUR SECONDARY SCHOOLS IN ESTABLISHING THEIR AIMS AND OBJECTIVES.** One of the most important questions in any school is this one: what are our aims? We must know where we are going before we can get there. It is not enough to say that we wish to give our high school youth a Christian training. That is our general aim, of course, but what does this mean? Our aims must be spelled out; that can best be done cooperatively with Synod’s Board assuming an important part of the work.

9. TO AID THOSE PRIVATE HIGH SCHOOLS WHICH DESIRE IT IN BECOMING ACCREDITED BY SOME SUCH ASSOCIATION AS NORTH CENTRAL. Accreditation is an explosive issue. The matter has been discussed repeatedly in Synod, for example, in 1919, 1925, 1927, 1929, 1931, and so forth. Yet in 1950 the Representatives of Institutions once more appointed a committee to summarize the arguments on both sides.

This paper will not discuss the accreditation of our Synod's schools, but we should know that at least one of our private high schools is presently working for accreditation and a second has declared that accreditation is one of its aims. Bethany College is presently working for accreditation, so are all of the Missouri Synod colleges and high schools.

There are perhaps three great values to accreditation: (a) It helps to gain recognition for the work that is done; (b) it establishes confidence in parents and supporters; (c) it keeps the school on its toes, so that it does not fall under the curse of traditionalism.

Let's not become involved in a lengthy debate on this matter, but let us recognize that some of our private schools are seeking accreditation, and let us ask our future synodical high School Board to aid these schools in obtaining it.

**C. SYNOD IS TO REALIZE THAT THE NUMBER OF ITS PRIVATE HIGH SCHOOL GRADUATES WILL INCREASE RAPIDLY. THEREFORE IT MIGHT WELL BEGIN NOW TO DISCUSS WAYS AND MEANS OF ELIMINATING OR TRANSFERRING ITS PREPARATORY DEPARTMENTS AT NWC AND DLMC.**

This matter has been discussed at such great length in our District that I shall not bore you with repetition.

**VI. SYNOD IS TO RECOGNIZE THE NEED FOR ADEQUATELY PREPARED TEACHERS AT ALL OF OUR HIGH SCHOOLS. TO THAT END IT WILL BEGIN IMMEDIATELY A PROGRAM OF PREPARING SUCH TEACHERS BY**

**A. INTRODUCING SOME COURSES IN SECONDARY EDUCATION AT ONE OF OUR COLLEGES.**

**B. MAKING ARRANGEMENTS WITH SOME INSTITUTION SUCH AS MARQUETTE, U. OF WISCONSIN, OR POSSIBLY VALPARAISO FOR COMPLETING THE PREPARATION OF ITS SECONDARY SCHOOL TEACHERS. (Also Try RIVER FOREST)**

**C. PROVIDING SUMMER COURSES IN RELIGION AND IN OUR PHILOSOPHY OF EDUCATION FOR THOSE TEACHERS IN OUR SECONDARY SCHOOLS WHO HAVE NOT RECEIVED TRAINING AT ONE OF OUR SYNODICAL COLLEGES.**

Consecrated, capable and well-prepared teachers are immensely important for our schools. Yet unfortunately, our Synod has no program for preparing high school teachers. In the past our private high schools have called pastors, elementary school teachers, and consecrated teachers from the public school system. We undoubtedly agree that a certain number of pastors on our high school staffs is a necessity, but we must recall that our Synod is faced with a serious shortage of pastors. It is undoubtedly unwise to call only pastors to our schools.

Then, where shall we find the other necessary teachers? Men called from the elementary field have served our high schools well, yet we must remember that their training is quite different from the training for high school work. Training for elementary school work emphasizes child psychology and methods; training for high school work, emphasizes subject matters. If elementary school teachers are to be properly prepared for high school work, they must continue their schooling for a number of summers.

Consecrated laymen who have received their training in State Schools have also served our schools well, yet they have not received the necessary training in religion and in our philosophy of education.

Synod has recognized the need for training high school teachers. In 1947 the Education Survey Committee made suggestions for introducing some courses in secondary education at NWC. The floor committee agreed and made its recommendations accordingly, but Synod referred the entire matter to the Representatives of Institutions. In 1950 the NWC board reported to our district: "More and more applicants are asking for a course that will prepare them for the work of instructors in our high schools. We have no such course here and have to turn them away. If the Synod wants us to do such work, it will have to authorize us to introduce the course and also to arrange for the help needed to give the course. Or perhaps this work could be done at another of our schools."

Let's face it—neither NWC nor DMLC will be able to provide all of the courses necessary for training high school teachers for many years to come. There is a slight possibility that either of these institutions might be able to prepare teachers in the history and English fields, but it would be completely impractical to do so in the fields of business, mathematics, science, and so forth. Too many courses would be needed and too few people would be taking them.

Yet NWC or DMLC could introduce some of the basic courses in Religion, psychology, teaching of secondary school subjects, philosophy of education, and in some of the other less specialized subjects.

To complete the training of future high school teachers, Synod will necessarily make arrangements with some university or college of its choice.

Courses in religion and in our philosophy of education seem to be particularly necessary for those of our teachers in both the elementary and high school fields who have not been trained at Synod's schools. A beginning of that work could well be made at our summer school sessions.

Let us close this paper with the prayer that the Lord of the Church guide us in establishing correct principles for the operation of the Church's schools that many more children might be strengthened in their faith and serve Him enthusiastically to the glory of His name.