

W.E.L.S. PREP SCHOOLS:
ARE THEY PRACTICAL IN THE 1980'S AND BEYOND?

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MAY 19, 1986

Wisconsin Lutheran Seminary Library
11831 N. Seminary Drive. 65W
Mequon, Wisconsin

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Are They Practical In The 1980's And Beyond?

A young man was asked by his Northwestern College professor, "And where did you 'prep' at?" The young man replied, "I didn't 'prep,' I went to high school at Michigan Lutheran Seminary!" We can evaluate the young man's answer as good or bad, depending on his reason for saying it. If his answer was to communicate the fact that he did not see his high school years as preparation for the ministry, then we would evaluate his comment as poor. But if he was insisting that during his adolescence he had received a full high school education (social and academic) as well as preparation for the ministry, then the young man made a valid assertion. This writer personally knows that the latter was the reason for the young man's comment. But the fact remains that there is more than one person who attended a synod prep school and never intended to enter the ministry, nor did he/she consider the work to be preparatory for such.

It is because of this happens in questionably numerous cases, ^{that} the role of the prep school is questioned in the synod. The comments are made by young and old, rich and poor, and even Seminary students and pastors in the WELS: "Why are we spending nearly a million dollars a year on each prep school, over \$3 million on MLS' gym, when we can't even send 5 men to Brazil?" "Why do we spend so much on prep schools when less than half of their graduates enter NWC and DMLC? Even then the attrition rate

at NWC is nearly 30 %." "We'd be better stewards to let the Area Lutheran high schools feed the colleges and spend the millions we'd save from prep schools on missions, were it belongs."

J.P. Koehler set forth the principle "the Gospel creates its own forms"(1). In the past the prep school system helped to preserve the Gospel in our synod. But could we need a different form to help us today--one that is more practical and more economical? The answer can only come through looking at the past, examining the needs, purposes and development of the prep schools, and then comparing them to the needs and purposes and benefits they have today. For this reason we begin with the roots of our prep school system: The German Gymnasium.

The German Gymnasium

The German Gymnasium weakly corresponds to the senior high school and junior college in America. Not every person attends the Gymnasium. School begins for them at about age six, and they spend the first four years at a Volksschule. Some go on from here and finish Volksschule after nine years to begin an apprenticeship. But others at that four year mark transfer to the Mittleschule or Oberschule. The more gifted of these students take an examination to get into the Gymnasium. In the Gymnasium the student takes a broad, liberal arts type of course of study. At the end, the student takes a difficult final exam called the Abitur (this exam lasts from several months to a year). After passing the Abitur, the student is then able to go to the university with about the same educational background as our junior college student. Richard Strobel explains the

advantage to this system:

The entire setup of the German educational system is rather complicated, but it should be pointed out that virtually any pupil with talent can move up from a more technical school to a more academically oriented one. Nevertheless from the fourth year on, the individual already is delegated on the basis of a battery of tests either for academics and the professions, for routine business and clerical jobs, or for mechanical-technical occupation. (2)

Two observations must be made at this point in relation to our prep schools. Firstly, since the Gymnasium school is the academic avenue in the German system rather than the technical, it is quite evident how Germans and the German Lutherans who began our prep system classified the public ministry. To them the public ministry was not a technical (practical) occupation. The pastor was to be more than a man who knew how to preach. He is a scholar, and his pursuits are academic in nature. Of course they also understood it to be spiritual in nature. But the ministry is to be a discipline of the mind more than the hand. Secondly, we notice that the German system is able to function in this way because by the fourth year of Volksschule they are "separating the wheat from the chaff." In the American scheme nothing like this happens until entrance into college.

From this German system of education we have received the kernel of our preparatory system for worker training in the WELS. For the Germans, this was the way to provide a clergy that was able to work in the original languages of Scripture, handle the language of the church--Latin, and able to communicate because of a well-rounded liberal arts background. From this we trace the entrance of this system onto American soil.

The Beginnings In Midwest America: 1865-1880

Lutheranism in the American East made many attempts to establish worker training institutions long before 1865. However, they were less interested in planting the Gymnasium system in their institutions and more inclined to go the way of American colleges. Ezra Keller, first president of Wittenberg college and seminary, is a good example. Keller's desire was for a school "in which parents can give their sons a good business or classical education, and where candidates for the ministry can obtain their preparatory and theological course." (3) "He felt strongly that Lutheran responsibility in higher education should not be limited for the preparation of ministers but extended to the education of responsible leadership for the entire community." (4)

In the Midwest there was a different attitude developing. The Midwest synods were more concerned about doctrinal and confessional purity and the rejection of unionistic practices. The vanguard of this movement was the Missouri synod. The pastors of the Missouri synod "saw as their mission the preservation of the gospel and the integrity of the Lutheran confessions against rationalism and unionism." (5) We might say that these Midwestern states were "serious" about training confessional pastors. But let it also be understood that there were times when this seriousness wasn't apparent. In 1839 ^{THERE} the was a notice in a German newspaper in St. Louis that was signed by four clergy, including C.F.W. Walther. It announced their intent to "'establish an institution and education',

offering 'all branches of a Gymnasium, which are requisite for a genuinely Christian and scientific education,'...the completion of the course would prepare a student for 'university studies.'" (6) But it wasn't long before the Perry County school was hearing cries for pastors and teachers, and with the formal organization of the Missouri synod in 1847 the school fell under its central control. Dr. Richard Solberg offers this insight into Missouri's development at this point in time: "The Missouri system, however, was not created by a single act of synod, not^{NOR} was it projected as such in the minds of synod leaders. It emerged in response to the needs of the synod and grew as the synod grew." (7) When the school moved to St. Louis, a St. Louis congregation offered subsidy to the college and its teacher. They also requested that the school stress language instruction for the training of future Lutheran teachers and pastors rather than a humanistic curriculum for preparation to a university. "As it turned out, this effectively changed the character of the college to a preparatory school for church workers." (8) Hence the beginnings of Concordia College in St. Louis, ^{are} properly called a "Gymnasium."

In Wisconsin a younger synod was struggling with the problem of finding qualified workers to fill its pulpits in the late 1850's and early 1860's. During the 1850's the Wisconsin synod explored possibilities for sharing in the seminaries of other synods. But because of its temporary differences with Missouri and Illinois, it finally went the route of establishing its own seminary. It did so in 1863 and had opened a college and preparatory track in 1865. But the purpose of this "University

of Wisconsin and Grammar School" was much different ^{THAN} that what it is today as Northwestern College and Prep. After selecting Watertown as its home, the synod placed Adam Martin as its president. Martin's plan was to organize the university into an American style college that would serve both the interest of the synod and the community. "It is the aim of the founders to make this institution rank with the best in the land," the local newspaper advertised. (9) The enrollment reflected this emphasis. "Although the school was founded by the Wisconsin Synod with the express purpose of preparing pastors for its congregations, there were in 1866 only six students preparing for the ministry out of a total of 68. Many of the remaining names in the list of students were English or Irish." (This writer fails to see the problem with the latter statistic) (10) But within the first years of operation, the school fell into financial difficulty, and almost closed. Continuing In His Word has an excellent commentary on the trend that was dominant in many colleges of that day:

Some of the colleges which were so hopefully projected during the two decades beginning with 1850 never advanced beyond the dream stage; others opened their doors only to close them again after a few miserable years. But they were not war casualties. Some of the early academies and colleges remind one of the fable of the frog that boasted he could blow himself so full of wind that he would become as big as an ox and puffed himself so full he burst. So it was with some of these schools, and ours nearly suffered the same fate. (11)

It seems as though there is a disagreement as to whether Martin was dismissed in 1868 or he resigned. Koehler sets the record straight that there had been complaints by the students concerning Martin's fitness as a teacher. But Martin also

declared he would resign if the Synod severed it's connection with the General Council (which it did in 1868), most likely fearing that fellowship with Missouri would end all Union practices. (12) Lewis Thompson was the second president of the university. Extreme financial difficulty caused synod president Bading to ask the congregations for help. They did so but only with the assurance that the school would "serve their spiritual needs and not merely some vague cultural purpose or someones ambition to build a university." (13)

Due to a controversy over what language was to be used in instruction (German or English), Thompson resigned as president in 1869. Dr. August Ernst took over the position and continued to lead the institution until 19¹⁹24. The year 1870 became a landmark year in the history of the institution. In 1869 the Wisconsin Synod declared fellowship with the Missouri Synod, and agreement was made to cooperate in worker training. Wisconsin was invited to send its theological students to St. Louis, while the Missouri Synod would use the Watertown school as a preparatory Gymnasium. It is reported that in 1870, 34 out of 58 students at Watertown were Missouri students. In 1873, 60 of 100 students were Missouri. (14) Clearly the Missouri Synod was welcomed by the smaller Wisconsin Synod, and the Wisconsin Synod might have felt a need to "impress" the larger synod by showing a strong confessionalism and drive for classical Gymnasium training. And it might seem as though the Wisconsin Synod never really got serious about the Gymnasium setup until Missouri came along. After all, Missouri had established it's Gymnasium almost

a decade earlier. This is the view that Richard Solberg would permit the student of history to believe in his book Lutheran Higher Education in America. This writer has found the Solberg book to be very helpful in his work on this paper. However, his presentation on Wisconsin Synod schools is a weak point in the book. It is not that our schools have played such a major part in American Lutheranism. We are small. But Solberg fails to show the independent development that Wisconsin schools did have. Permit J.P. Koehler to shed some light on the nature of the two systems:

The Missouri schools were different from what Northwestern now (1870) set out to be. Although organized at once after the pattern of the German Gymnasium (excepting that they had only one Prima, hence only a six-year instead of a seven-year or today's eight-year course at Northwestern), they lacked a something in the study of languages that narrowed down the whole educational outlook. (15)

In view of the men who came from the Watertown school and attended the St. Louis seminary, Koehler's comment doesn't seem far off (Franz, August, and Reinhold Pieper, and Koehler himself).

The reason primary reason why Northwestern took on the German Gymnasium format would have to be because of the efforts of three giants--Dr. August Ernst, Dr. F.W. Notz, and Dr. J. Henry Ott. All of these men were grounded in the German Gymnasium setup. But perhaps Ernst was the greatest impetus for the format that prevailed.

By virtue of his six-year ministry out East, Ernst was acquainted with church and school management...it was his observation that even as eminent an English Lutheran theologian as Charles Porterfield Krauth lacked what the Germans used to call eine ordentliche Gymnasialbildung, a thorough grounding in the classics, language, literature, and history, as the basis of education for any higher profession. So Ernst could see the shortcomings of the

Synod toward the ideal of German gymnasium. (16)

And so the college was reorganized in 1870 and continued in its agreement with Missouri until 187⁸/₄. It took on the full character of the German Gymnasium and "took its good ol' time" to change into the American high school and college format; but that story will come later. For now let us summarize the two reasons why the German Gymnasium system was established at Watertown. 1) It was a time-proven method of giving future church workers a well-rounded, scholarly education that is important for the ministry; 2) The single purpose curriculum was more efficient in providing a greater number of needed church workers.

At this time we shift our attention to the course that Missouri took with it's Gymnasium setup to the present time.

Missouri To The Present

The Missouri synod took bold steps to build up a powerful and rigid preparatory system into the 1900's. In 1861 the Concordia Gymnasium was moved from St. Louis to Fort Wayne, Indiana. For almost 20 years it was the synod's only prep school. After 1881 the Missouri synod would establish or adopt 11 other institutions to feed its theological seminary. The Missouri synod applied the term college to the six-year gymnasium course in these institutions, once again offering the equivalent of a four year high school course and a two year junior college course. The stress was heavy on classical languages, just as it is today in the WELS prep schools and college today. Humanities also received much attention. "This was the curriculum that with only minor alterations was followed in the preministerial schools of the Missouri system for almost 80 years." (17) A description

of the system is in place. Thomas Coates describes the system up to the 1930's:

There was virtually no change in the educational system through which the embryonic clergy were funneled. Indeed, any effort to introduce new approaches, more compatible with the American educational pattern, whether in administration, in teaching methods, or in curriculum, was frowned upon as a dangerous innovation. (18)

Oddly enough, Richard Solberg has high praise for the Missouri synod system before 1930, and accurately describes their motivation for a single purpose system.

From a deep sense of missionary responsibility toward the thousands of their countrymen who were entering America in the mid-19th century, they made a conscious choice to meet what they saw as their primary obligation. Driven by an equally deep conviction that they had been given a special task as bearers and defenders of the true faith, they pursued their goals with zeal and determination. (19)

By now it has to be clear that 1930 is a watershed year for the preparatory system in Missouri. Because of the attacks on German churches and schools during World War I, synod loyalties were redirected from the Old World to the New World. In 1920 the synod abandoned the old German Gymnasium setup in favor of the American system of a four year high school and two-year junior college. Another noteworthy item is that committees planning new curricula were requested to take into consideration the accreditation demands of various states. Included in this was the reduction of classroom hours per week from 30-32 to 15-18 for junior college students. More outside reading was emphasized and Latin and German were deemphasized.

All this opened the way for 1930 and the great Depression to have a profound effect on the Missouri system. Between 1925-1935 enrollments dropped more than one-third. "To fill

unoccupied space in dormitories and classrooms institutions began to solicit nonprofessional students as well as those preparing for church vocations." (20) By 1940 one-third of the entire enrollment at the 10 preparatory schools were "general," by 1946 the number rose to 40%. It must also be mentioned that 1931 saw the death of Franz Pieper, the "old pillar" who had yielded great influence in keeping Missouri staunchly conservative.

The condition for prep schools didn't get any better in the next decade. Missouri made a reassessment of its entire system in 1940. When Dr. Martin J. Neeb became the first full-time secretary of the newly established Board of Higher Education, he laid stress on things that would lead Missouri farther away from the German Gymnasium pattern. This included stress on regional accreditation, sound financial policies, and more adequate library and laboratory fixtures. Also, since women were now being admitted into the teacher program, enrollments at River Forest and Seward, NE had more than doubled. There was obvious stress on the facilities throughout the synod. Therefore, the high school course at Concordia, Fort Wayne was discontinued. Only the junior college remained. But now students could enter the college from any high school, as long as they had the required two years of Latin and two years of German. Now students were permitted to a pretheological course that had a much lighter stress on classical languages. Another change that took place during this time was the introduction of the senior college system. Also in 1947, the synod directed the existing prep schools to become senior colleges, but a distinct two-year preministerial course would still be offered. One can already

see that this plan would have little appeal for the high school student who has four years of high school under his belt already. To ask one to go through a total of six years of college and then four years of seminary is going to have a significant impact on enrollment. The result of this was Concordia Seminary's new policy in the following decades to admit graduates from any college with a B.A. degree. This then caused the Fort Wayne college to close in 1977.

In looking over this brief review of Missouri's prep school history, we have to pay attention to the reasons why Missouri changed its system. From the early days until the 1930's, Missouri has had one overriding purpose for keeping its educational system the way it did--they wanted the best pastors and teachers possible. But when Missouri let that purpose become secondary to public relations needs, economic considerations, or enrollment statistics, their system took on massive changes in a comparatively short period of time. Changes in purpose and priority always bring about change in form and function.

Now how do we evaluate these changes in terms of positive and negative? Obviously, from a WELS viewpoint we are going to be critical of Missouri's moves. But some may argue that is just our bias because of the differences that have split us. "What does Missouri have to say for itself," some may say. It would seem most unlikely that Missouri leaders and members would criticize their synod publicly for abandoning the prep school system. At one time this writer considered writing to several LCMS presidents of colleges, seminaries, and districts for their

opinion on loosing the prep school system. But at best its a contrived way to get an answer. At worst it puts leaders "on the spot" to try to "help you out." No, we will let published writers in the LCMS present evidence that the present day system isn't functioning up to par. Ronald Nelson makes an urgent plea in a 1986 Lutheran Witness (LCMS publication) for more future church workers. "Currently, we have only 70 senior preseminary students in all of our synodical colleges combined. If the two U.S. seminaries split that number, each would have a class of only 35 students for fall 1986. Typical class size in the past decade have averaged 100 students of better." (21) It's no secret that Missouri is not having an easy time recruiting men from their colleges for the seminary. But what about the students who come from public institutions, don't they fill the void? In numbers perhaps, but David Schuller made the observation in a 1969 Concordia Theo. Monthly article:

Professional theological education nonetheless must face the reality that many students enroll in their schools for whom there is no clear conviction about the Gospel, for whom the purpose of the church is not clarified, and for whom the question of whether one can confess "I believe in God," has not been answered. A large number of men who enter seminaries today are "searchers." (22)

Obviously this has to effect the general theological competency of a church body's clergy. An it appears that Missouri's clergy are loosing that competency even in the eyes of Missouri synod men. In his introduction to Sermon Studies on the Old Testament Ernst Wendland makes the comment on WELS preaching "that we still have preachers in the Synod who busy themselves with Hebrew exegesis speaks well for the foundation received at Northwestern College..." To this statement the renowned Horace

Hummel comments, "Amen! Would LC-MS preaching come off as well?" (23) Even some in the Missouri synod question the status quo among their clergy.

Notice that we haven't said that Missourians are calling for the return of the prep school system, nor are they necessarily blaming their problems on the "prep-less" system. But they do acknowledge that serious problems have developed in the present time. With all this in mind we direct our attention to the WELS and the development of its preparatory system up to the present.

Wisconsin To The Present

CAPITAL
Compared to the action that took place in the Missouri synod prep system, the Wisconsin Synod's history might seem "boring." We left off in 1880 with Northwestern as a full German Gymnasium under the able leadership of Dr. Ernst. The standard Gymnasium setup had a total of six years of instruction. We noted above (p.8) that the Watertown school had a seven-year program and later an eight-year program. It's difficult to pinpoint when the seventh year was added to the curriculum. Apparently at times it was added to the "prima" year for a while, then at another time it was added to the lower classes. The college catalogs aren't consistently specific about the "extra year." The eighth year was added in 1920 after a synod resolution in 1919 to arrange the Gymnasium into the format of a four year high school course and four year college course. It should be noted that this rearrangement was in form only, not in the substance of the curriculum. The essence of the German Gymnasium was still retained.

With the uniting of Wisconsin with Minnesota, the New Ulm school closed its theological department in 1893 and Dr. Martin Luther College became a teacher training college. The first three years of the "old" Gymnasium program became the preparatory department for young men who would continue with four final years at Watertown. In 1903 a change took place in the preparatory department where a fourth year of twelfth grade or "tertia" was added in New Ulm. Thereby young men could remain at home for an additional year.(24) With the joining of school systems, both schools offered a two track system in their Progymnasia, i.e. what corresponds to our present day prep schools. A pastor training track and a teacher training track. Tying the two schools together seems to have been a relatively quiet and easy affair. They complimented each other well in the single purpose of supplying "workers for the harvest."

In Michigan things weren't so quiet. Reopening Michigan Lutheran Seminary as a Progymnasium caused agitation against the Joint Synod, and finally the Michigan Synod stepped out of the Joint Synod from 1896 to 1909. Once the synod rejoined fellowship, immediately plans were made for the Progymnasium in Saginaw. The institution was to receive a wonderful blessing in its new director, Otto J. Hoenecke. Throughout Professor Hoenecke's tenure, the institution maintained an academic excellence that kept it in line with its single purpose.

The chief aim of the school was to serve as a feeder for the church's college at Watertown and New Ulm. It carried out that goal in commendable fashion. The students it graduated and sent on...were able to hold their own in meeting the challenge of college standards and studies....This holds true also, and perhaps especially, for the rigorous language demands of the ministerial program of study. (25)

At a very early stage Michigan Lutheran Seminary had turned from a three-year Progymnasium to a four-year Progymnasium that was the equivalent of a high school program. In 1913 the Joint Synod, at the request of the faculty and the board of control, authorized the change.(26) MLS had one continuing problem throughout its first decades--low enrollment. Even by 1928 the enrollment had not crossed the "60" mark. But MLS made up for its problem enrollment with a strong percentage of its graduates entering the public ministry. Up through 1950 about 2 in 5 who graduated went into the public ministry.(27)

The school that was founded in Mobridge, SD in 192⁸7, has had a unique role in the synod educational program. "Whereas the enrollment at other schools supported and maintained by the Synod has been limited to students preparing for the full-time work in the church, the Academy had opened its doors to young people preparing for other lifetime vocations.(28) Before we condemn the Synod's activity in supporting the institution, let's give consideration to the special circumstances that are involved. Northwestern Lutheran Academy primarily serviced the Dakota-Montana district, a district with a small communicant membership. In the earlier part of this century, it would have been financially impossible to support an area Lutheran high school. The school never had a large enrollment. To take away general education students would have crippled the institution. For this reason, NLA was permitted to be unique in a multi-purpose program. Still, the institution served commendably as a "feeder" for NWC and DMLC. The debate still goes on whether it was a wise move to close the Mobridge and New Ulm academies and merge them

into the Prairie du Chien campus. That discussion of itself is worthy of a paper, therefore we won't make any comments other than the fact that Martin Luther Prep School is functioning well in its single-purpose curriculum.

We don't want to leave the Wisconsin Synod without giving the impression that there has always been unanimity toward a one-purpose system. Refer to Appendix C for the recommendations of the 1927 study known as the "Moussa" report. It is clear that more prep schools along the order of a Gymnasium were wanted, but that on the college level and even the prep level there should be "commercial" departments. We can be thankful that these recommendations were not completely activated.

The overall picture one gets of the Wisconsin Synod is that there has been a remarkable consistency in its program. It has retained a single-purpose program with a bit more flexibility than the early Missouri prep system. Yet the single purpose has dominated and never been endangered. The primary consideration in establishing its purpose was not economics or public relations, it has remained a commitment to producing the best pastors possible. In view of the past needs, purposes, and developments of worker training institutions, we can now address the present questions with better knowledge and understanding.

Needs And Answers

In asking the question whether Prep schools are practical or not, the word practical is the variable. What do you mean by "practical?" If you mean that Prep schools should be teaching more directly toward our needs in society, then we would say

"no, they aren't practical." If you mean that Prep schools should be supplying a great majority of the students who enter NWC and DMLC, then be directed to Appendix A. We would definitely have to consider them practical in view of their comparative performances. But neither of these considerations are really the essence of the public ministry. We aren't interested primarily in numbers or adapting to society. We are interested in producing the best pastors possible. The activities that a pastor does are still academic in nature, just as they were in Luther's day and in the mid-19th century. As mentioned above (p.3), the languages of the Scriptures and the church are needed to produce theologically competent men. The communication skills and broad base of knowledge needed are best developed in a liberal arts atmosphere. The German Gymnasium served this purpose well, for it worked these skills over a long period of time. For us to have an essentially continuous curriculum over high school and college comes as close as anything in America to the Gymnasium set up with its single purpose. Academically, the Prep schools answer a need.

It is also clear that for seminaries to best fulfill their goals, they must have dedicated men. "The seminary is not a place for men to sort themselves out or gain a sense of vocation, it's rather a place where men, who already have firm convictions and a sense of vocation, are trained for their task and emerge with stronger convictions and a heightened sense of vocation."(29) The man who wrote this doesn't live in America, he lives in Australia. But regardless ^{of} where it came from, it's a principle that is valid anyplace. We want to "separate the wheat from the

chaff." Some may say that a college is enough time to do that. This is true, but the sooner the better, because dedicated college workers are going to increase the capacities of a seminary. The difficulty that we have in this principle is that our present American society allows a person almost unbounded time to decide a career. To introduce an educational system that demands early life-career decisions is going to meet with some friction on the American scene. Yet, if we are going to have committed young men in our theological seminary, early decisions and commitments have to be made. The prep school system generally answers this need as well as anything can in our society.

We do want a system that is as efficient as possible without compromising our desire for competent workers. We dare not subject our Prep schools to the standards of Gymnasium output in Germany to determine efficiency. Our society allows high school students to "change their minds" so very freely. Therefore the BORAM reports are very accurate in prescribing that about 900 Prep freshmen are needed to produce 50 ministerial candidates.
(30)

The single purpose of the Prep school does add to the efficiency though. The Old Adam inside every high school student will be very inclined to "take the easy way out" and take classes that won't involve as much time as Latin or German. This explains why it is not very wise to depend on a system of area Lutheran high schools as a primary source for the college. There will always be the opportunity and temptation to change ones mind. Couple with this the very powerful motivation of peer

group pressure to forsake the pastors' course. "The major developmental impact of peers however--both in developing a lifelong prototype and in affecting immediate behavior--occurs during adolescence."(31) The peer group pressure is something that we need to deal with. In a Prep school atmosphere, where a much greater percentage of students are preparing for the ministry, peer group pressure can be a positive force that supplants the wonderful motivation of the Gospel. The Prep schools do indeed offer an answer to the need for efficiency.

"Having one prep school," it has been argued, "will cut costs immensely, especially since a large percentage of NWC students come from one school--NPS." A careful look at Appendix D will reveal that this does not take all factors into consideration. Notice that NPS tops the list in sending men to NWC, but it is quite low in sending students to DMLC. Also not that MLA topped the list in sending students to DMLC. When it comes to selecting a college and career plans, familiarity breeds acceptance more than contempt. That most likely has as much to do with NPS' success as anything. No, the Moussa report (Appendix C) sets forth a good principle that we should desire to offer Prep education as wide-spread as is economically possible.

Finally, there is one need that Prep schools don't answer. Our society more than ever needs the foundation of strong family orientation. The Prep schools seem to divide families at a crucial time--during the early adolescent years. Young teens generally need their parents to help them in their inconsistencies and emotional stress. Prep schools have tried to cure this by carefully selecting dorm staffs that show concern

and "fatherly" or "motherly" love. But there is no substitute for a good Christian parent. It seems evident that this situation would have us consider establishing more Prep schools to draw distances between home and school closer.

Conclusion

"The Gospel creates its own forms." We dare never identify our training system as synonymous with the Gospel itself. The Prep school system has been part of a program that has helped us to preserve the Gospel in our midst. The day can come when it no longer will be able to serve in that capacity because it hinders the preservation of the Gospel more than helps it. One day we might have to "let go" of the Prep school system. But let's not do it for the reasons that Missouri did--economic or social reasons. Let's do it because we've found a better way to prepare better pastors and teachers. Until we find that better system, let's keep our Prep school system with its beautiful single purpose--to prepare "workers for the Harvest."

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APPENDIX A

SOURCES OF INCOMING FRESHMEN

<u>NWC</u>	<u>PREP</u>	<u>LHS</u>	<u>PUBLIC</u>	<u>OTHER</u>	<u>TOTAL</u>
1976-77	37	12	12	2	63
1977-78	30	20	13		63
1978-79	46	20	11	1	78
1979-80	36	13	11	4	64
1980-81	55	23	8	1	87
1981-82	57	19	17		93
1982-83	38	27	12		77
1983-84	37	21	8	1	67
1984-85	35	17	3		55
1985-86	37	15	6	1	59
	<u>408</u>	<u>187</u>	<u>101</u>	<u>10</u>	<u>706</u>
%	57.8	26.5	14.3	1.4	
PRESCRIBED %	60.0	25.0	15.0		
	(2.2)	1.5	(0.7)		
 <u>DMLC</u>					
1976-77	81	81	80	1	243
1977-78	78	98	70		246
1978-79	66	104	80	1	251
1979-80	76	102	79		257
1980-81	69	98	62	5	234
1981-82	71	96	48	4	219
1982-83	73	96	42		211
1983-84	37	79	28	2	146
1984-85	42	66	31	1	140
1985-86	55	64	20	1	140
	<u>648</u>	<u>884</u>	<u>540</u>	<u>15</u>	<u>2087</u>
%	31.0	42.4	25.9	0.7	
PRESCRIBED %	33.3	38.6	28.1		
	(2.3)	3.8	(2.2)		

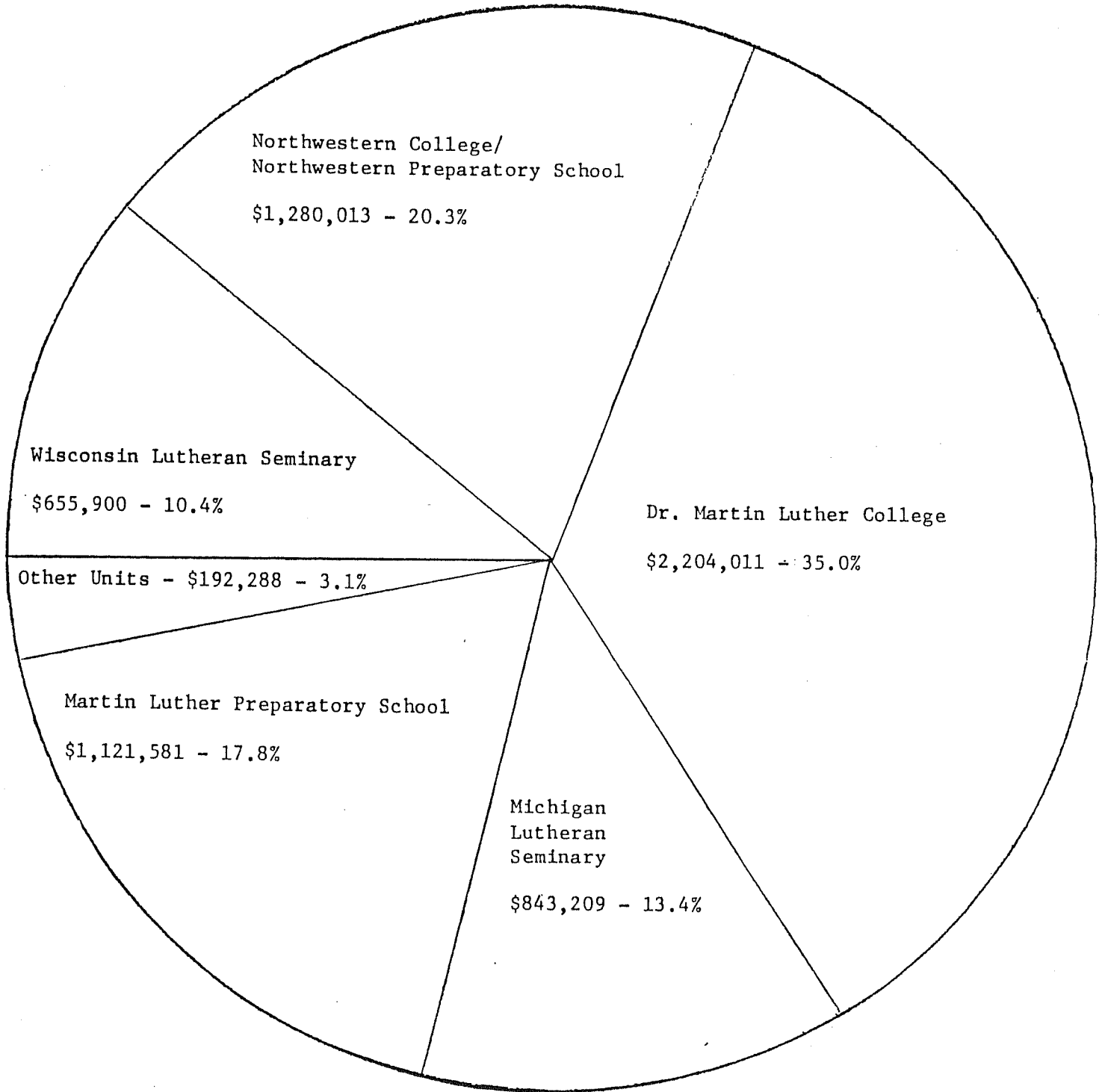
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APPENDIX B

Wisconsin Evangelical Lutheran Synod

Worker Training Division

1986-87 Proposed Budget -- \$6,297,002



Supported by an Association of WELS Lutheran Congregations

WISCONSIN LUTHERAN COLLEGE

APPENDIX C

RECOMMENDATIONS OF THE 1927 MOUSSA REPORT

I. EVERY PARISH IN OUR SYNOD SHOULD HAVE A DAY SCHOOL WITH THE AIM OF PROVIDING EIGHT YEARS OF INSTRUCTION.

II. OUR COLLEGE AT WATERTOWN AND OUR TEACHERS' SEMINARY AT NEW ULM SHOULD NOT CONTINUE AS PREPARATORY SCHOOLS.

III. THE SYNOD SHOULD AUTHORIZE AND SUBSIDIZE THE ESTABLISHMENT OF PREPARATORY SCHOOLS, OR ACADEMIES, IN MANY DIFFERENT PARTS OF ITS TERRITORY, PREFERABLY ACCORDING TO CONFERENCES.

IV. THE TEACHERS' SEMINARY SHOULD EXTEND AND VARY ITS NORMAL COURSE TO MEET THE NEEDS OF OUR DAY.

V. NORTHWESTERN COLLEGE, WHICH NOW HAS REACHED THE FULL STANDARD OF THE AMERICAN COLLEGE, SHOULD LIKEWISE, AS PRUDENCE DICTATES, OFFER COLLEGE COURSES THAT WOULD SERVE OTHERS THAN THOSE WHO INTEND TO PREPARE FOR THE MINISTRY. IF THE COMMERCIAL DEPARTMENT IS RETAINED, IT SHOULD BE OPENED TO THOSE ONLY WHO HAVE FINISHED A SATISFACTORY PREPARATORY COURSE.

APPENDIX D

BREAKDOWN OF PREP STUDENTS ENTERING
NWC OVER THE PAST 20 YEARS

NORTHWESTERN PREPARATORY SCHOOL	57.3%
MARTIN LUTHER ACADEMY	20.3%
MICHIGAN LUTHERAN SEMINARY	18.0%
NORTHWESTERN LUTHERAN ACADEMY	4.4%

BREAKDOWN OF PREP STUDENTS ENTERING
DMLC OVER THE PAST 20 YEARS

MARTIN LUTHER ACADEMY	56.3%
MICHIGAN LUTHERAN SEMINARY	26.7%
NORTHWESTERN PREPARATORY SCHOOL	10.2%
NORTHWESTERN LUTHERAN ACADEMY	6.8%

STATISTICS FROM 1971 BORAM.

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