

THE DEVELOPMENT OF CHRISTIAN EDUCATION IN THE NORTHERN  
WISCONSIN DISTRICT OF THE WISCONSIN EV. LUTH.  
SYNOD

*story*  
BEGINNINGS:

(Koehler p.188) When Wisconsin became a state in 1848, many immigrants were coming from Germany to establish farms and homes. Many of them were Lutheran and welcomed Lutheran pastors. On Dec. 8, 1849, The First German Evang.-Luth. Synod of Wisconsin was founded. When this Synod met on May 26, 1850, to adopt its first constitution, five pastors and one layman were present. The five pastors served eighteen congregations. One man, who was interested in becoming a pastor, came and was placed into the care of one of the pastors to prepare him for the ministry. In this connection there was no mention at all of parochial school teachers or of church schools. No doubt the pastors taught schools to prepare children for confirmation. But, considering conditions, such as the fact that one pastor had seven congregations, these schools could not have been institutions with ten month schoolyears, as we think of them today.

From these beginnings the Wisconsin Synod grew into a state-wide organization with three districts: Southern District, Northern District, and Western District. In a general way the Nürderlicher District, as it was called, was the forerunner of our present North Wisconsin District.

Our Synod and Its Work (1947 NWPH) summarized the growth of

our church schools in this paragraph: (p.21) "From the very beginning the Synod had taken an interest in church schools. At first, when no teachers were available, the pastors taught. Now and then teachers who had received their pedagogical training in Germany were employed. Although these men were not always so well equipped as they might have been, nevertheless, they accomplished much because of the zeal with which they went about their duties. In order to keep abreast of the times and in order to get other men's views and ideas in the field of pedagogy, they organized conferences where they could discuss whatever problems they deemed important. They also published a teachers' journal in which they might exchange ideas. As the number of these schools increased, the supply of teachers from Germany did not adequately fill the demands. Therefore, Northwestern College added the normal course to its curriculum in 1876. This institution continued to train teachers for our Christian Day Schools until 1893."

No doubt, as schools were opened in our district, the pastors were the first teachers. Later, teachers from Germany were engaged. Since most of our Lutheran people were of German origin, and since most, if not all, teaching in our schools was at first conducted in German, language proved to be no difficulty for the immigrant teachers. After the normal course was added to the curriculum at Northwestern College, graduates from this school began to teach in our church schools.

Parochial reports from 1872 to 1882 give no record of teaching pastors, no listing of teachers, and no tabulation of enrolments. The reports do show that in 1872 there were 48 congregations with 21

pastors in the Northern District. There were 19 church schools and 11 Christenlehren. By 1876 there were 38 schools and 19 Christenlehren. <sup>(Adult classes for Christian doctrine)</sup> The number dwindled a little for a few years, but in 1882 there were again 38 schools and 14 Christenlehren. By this time there were 65 congregations with 32 pastors.

Possibly the teacher shortage of that time was partly a cause for the closing of some of our schools in the period immediately after 1876, and as graduates from Northwestern college began to fill the vacancies, these schools were reopened.

Nothing is said of how much teaching was done in the English language at this time. Dissatisfaction with textbooks printed in Germany moved several able schoolmen in our midst to write <sup>including textbooks for some secular subjects</sup> textbooks, suitable for our schools in the years between 1850 and 1870. These textbooks were printed in our newly established Northwestern Publishing House.

Nothing is said of the length of the school term either. Several pastors reported three schools in one or two congregations served by them. Since these schools were all taught by the pastor, they could not have been full-term schools.

#### SYNOD EXPANSION AND AMALGAMATION:

I could find no parochial reports for the years 1883 to 1891. Overtures for joint meetings with the Minnesota Synod and the Michigan Synod began about this time and culminated in 1892.

The following paragraph from Continuing in His Word, p.31, sheds a little light on this period of our school's development:

"The Synod had, however, to do battle with forces from without that endangered the existence of <sup>our Lutheran schools</sup> the Synod. In 1889 the Wisconsin Legislature had passed a school law, named the Bennet Law, after its author. The leaders of the Synod sensed that the intention of this law was inimical to the parochial school, and that its effect, should the law be enforced, would be the destruction of this institution. Since the parochial school is of the highest importance for the sound growth and continued existence of the church itself, the Bennet Law was viewed as constituting a blow aimed at the church itself. Consequently, there was no alternative but to oppose the law by every permissible means."

The following excerpts from A Brief Summary of the History of Our Christian Day Schools (The Lutheran School Bulletin, October 1950) continue the story of our schools' development under the impact of the Bennet Law: "This law stipulated that children could only be sent to a school in the district or city in which they lived. It also prescribed the length of the school year. Furthermore, it required that certain subjects be taught in the English language. The first stipulation alone would have dealt the death blow to our schools since many of them were not located in the district in which the children lived. Synod made a concerted effort to have this law repealed. Its efforts were crowned with success. Within two years the law was repealed, and the people rejoiced in the victory they had won with the help of the Lord.

"It was during this time, at the convention of 1890, that Synod realized the necessity of bringing about more uniformity

in our schools. For this purpose a school committee was elected. This committee was given the assignment, among other things, to work out daily programs for our schools and to compile a complete statistical report on our schools. In its report to the Synod in 1891 this school committee recommended that a school secretary be appointed whose duty it should be annually to gather the school statistics. The Synod appointed Dr. F.W.A. Notz who took care of this work in addition to his teaching duties."

In 1892 the Joint Synod of Wisconsin and c. States reports statistics for the entire area of Wisconsin as a District in the newly formed Joint Synod. There were 168 schools, 118 teachers. There were 129 Christenlehren. In 1894 there were 125, of whom 10 were women, teachers, and 89 pastors also taught school. The enrollment figure for this year was 10,994. The largest school had five teachers. Six schools had four teacher faculties. There were 138 Christenlehren.

In 1896 the number of schools dropped to 165. Of these schools 66 were in session one half year or less. 77 taught at least some subjects in the English language. In this year the enrollment dropped to 9,718. 87 pastors served as teachers besides 91 male teachers and 25 women teachers. The teaching force dropped by eleven. A new statistic was reported in this year: there were 59 Sunday Schools.

In 1898 there were 70 Sunday Schools, 53 in congregations with church schools and 17 in churches without parochial schools. In 1900 there were 71 Sunday Schools of which only 8 were in congregations with church schools, and 63 were in churches without

schools. In 1902 their <sup>number</sup> dwindled to 56, and then no more is recorded of them in the statistics. Christenlehren reached a high point of 173 in 1896, and then gradually decreased in number.

Great effort must have been put forth in these years to increase the number of our church schools and to improve them generally. By 1900 there were 213, and in 1910 this number increased to 257. The number of schools with half year terms or less became fewer until none reported such short school year. The use of the English language increased steadily until it was common that all subjects except religion and German reading <sup>were</sup> taught in the English language.

The number of teaching pastors rose to 116 in 1902; male teachers usually numbered about 105. The number of women teachers rose steadily from 10 in 1894 to 88 in 1914.

Since 1893 the Synod had its training school for teachers in Dr. Martin Luther College at New Ulm, Minnesota. A few paragraphs from its history, as summarized in the 1965-1966 catalog of the school, will show its relation to the schools of our own district. (P. 11)

"In 1892 the Minnesota Synod affiliated with the Wisconsin Synod and the Michigan Synod to form the Synod which today is known by the name The Wisconsin Evangelical Lutheran Synod. In consequence of this action, Dr. Martin Luther College became an educational institution of the newly organized body.

"Because this Synod already had a college with a pre-theological course (Northwestern College at Watertown, Wisconsin) and a theological seminary at Wauwatosa (now at Mequon), Wisconsin, it was resolved to

make Dr. Martin Luther College a teacher-training school. To effect this, a three year preparatory department and a two-year college course were adopted.

"Through the first twelve years of its existence, training at Dr. Martin Luther College was open only to male students. The school has been coeducational since 1896, when the demand for women teachers in our Lutheran day schools compelled the Synod to admit women."

RE-DISTRICTING:

"A plan to amalgamate and re-district the Joint Synod has been before the separate bodies for some time. Our committee, submitting a plan that called for three districts of the Wisconsin Synod, explained the details of this re-districting, and the Synod adopted their report with a few slight changes. It is to be submitted to the Joint Synod, which meets in August, for final approval." So runs a paragraph in the report on the Sixty-Fifth Convention of the Wisconsin Synod, as given in the Northwestern Lutheran of July 21, 1915.

The next issue of the Northwestern Lutheran carried an article entitled Our Schools. The following two paragraphs are taken from this article: "Our schools -- ours, not merely because our money builds and maintains them, they are ours in a far deeper sense. They are the schools that stand for that which is dearer to us than life itself -- the Gospel of Jesus Christ. They alone among all the schools are *the* expression of our Christianity. They have been, and now are, a mighty factor in the upbuilding of the Church. A gracious

gift of God to His church, a sacred inheritance from our fathers, they well deserve that we call them our schools with tender love. To them many of us owe more than we can ever begin to repay.

"Are our schools absolutely necessary, are not the home and the Sunday School able to give the child a Christian training, while the public school instructs it in this life? The parochial school would by no means supplant the home or relieve it of a single responsibility. The home will always remain the most important factor in the training of the child. The Sunday School, too, is undoubtedly rendering valuable service. God can save the child and make it a living Christian without the parochial school. But why do you try so hard to get along without making use of that school which alone fully meets the requirements of your child? Will you not have to answer some day for neglecting the blessing God provided for you? You know that much of the teaching of the public school is directly contradictory to Holy Scripture and tends to undermine the faith of the child. Do not forget that no school can merely instruct without at the same time educating, that is, training the character; and you ought to know that the training of the public school must of necessity be wrong because it is not a training in the fear of the Lord. Do you not realize that you are making your child more or less a stranger in the church and are throwing it into the company of many who are not "of the household of faith?" You are withholding from your child that which it sorely needs, and are, at the same time, unnecessarily exposing it to great dangers."

It is evident that our District already had many schools in its midst when it was called into being by a resolution of the



DEVELOPMENTS IN THE PAST 50 YEARS:

*School* Although there was no District School Board or School Committee when the North-Wisconsin District met for the first time in 1918, the following statistics relating to Christian education were given. There were 76 Christian Day Schools established and maintained by the 144 member and non-member congregations of our district. There were two four-room, three three-room, six two-room, and 65 one-room schools. There was an enrolment of 3,304 pupils. These were taught by 94 teachers: 41 teaching pastors, 28 women teachers, and 25 male teachers.

In the same year there were 62 Sunday Schools, 37 ChristenLehren, 11 summer schools, and four Saturday Schools.  
*some extending for a period of three months*

The question to be answered in the parochial report; "In what way is provision made for English instruction in religion?" ( In welcher Weise ist für englischen Religionsunterricht gesorgt?) indicates the pressure toward conducting schools and instruction classes in the English language. The report on Dr. Martin Luther College showed that the trend toward the English language was gaining momentum. Several subjects, formerly taught in the German language, were henceforth to be taught in English. These subjects included English language textbooks for history, Latin, and Greek. Our teachers were being equipped to teach in the English language.

In 1922 the School Visitation Committee reported that the school visitor recommended discontinuation of the Confirmation Schools since they were contrary to state law and were unjust to the children. Of course, the intent of his recommendation was that congregations

should establish regular Christian Day Schools, with a course of study that would give a child adequate elementary schooling as well Christian training.

No doubt, many of the schools listed in the earlier parochial reports were not truly elementary schools. Many were conducted for only a few months. Some had only the upper grades. The school visitor sifted these reports, and made the figures more truly present the status of Christian education in our midst.

In 1946 the report indicates only 34 schools and five congregations who sent their children to neighboring schools. There were 12 one-room, 12 two-room, 4 three-room, 3 four-room, 2 five-room, and 1 seven-room schools. The trend was toward larger schools and more classrooms. There were 84 teachers: 7 pastor-teachers, 35 male teachers plus one vicar, and 41 Women teachers. The enrolment was 2666 in our Christian Day Schools, 5414 in our Sunday Schools, and 1056 in Summer Schools.

*Elementary Schools*  
 In 1964 there were 40 elementary Christian Day Schools in the Northern Wisconsin District of our Synod. There was an enrolment of 5,537 pupils in these parochial schools. <sup>Of the</sup> ~~There were~~ 179 teachers: 2 were teaching pastors, 66 were male teachers, and 111 were women teachers. One on-room school was still in operation; there were also 13 two-room schools, 5 three-room schools, 5 four-room schools, 5 five-room schools, 2 six-room schools, 1 seven-room school, 3 eight-room schools, 4 nine-room schools, and 1 twelve-room school. Seventeen congregations; having no parochial school of their own, sent children of their congregation to Christian Schools of neighboring congregations. These schools present quite a different

appearance from the predominantly one-room schools of fifty years ago. Courses of study are abreast of the times, and textbooks are adequate. The large enrolment shows that parents are concerned not only in bringing up their children with skills needed to make a living in this world, giving them knowledge to fit them into our modern culture, training them to be proper citizens of our great nation, but also, and more earnestly, in bringing them up in the nurture and admonition of the Lord, equipping them with knowledge of God's Word, preparing them for citizenship in the church and the kingdom of heaven.

#### *Part Time Agencies*

In a similar way we can trace a growth in the number and enrolment of Sunday Schools as well as Summer Schools. In 1918 we had eleven Summer Schools and 62 Sunday Schools. By 1946 their numbers had grown to 121 Sunday Schools with an enrolment of 5414 and 55 Summer Schools with an enrolment of 1056. One can only estimate the number of teachers who dedicated their services to bring the Gospel to the children enrolled in these schools.

By 1964 the number of summer schools had increased to 80 with an enrolment of 4436, four times the enrolment of 1946 ! There were 127 Sunday Schools with 8510 pupils. Estimating 10 pupils per teacher, there would have been approximately 850 Sunday School teachers bringing the precious Word of Life to their pupils in the short hours allotted to them on Sunday mornings.

#### *High Schools*

Congregations of our district have also taken interest in Christian education for the youths of high school age. Lutheran High Schools have been established for the purpose of serving

Lutherans who feel the need of a Christian school for their children after they have passed through the elementary school. The first aim of these schools, then, is to offer sound, Christian education according to the general needs of students of high school age. Secondly, these schools offer courses to such who intend to prepare themselves for the service of the church as pastors or as teachers, enabling them to enter the college freshman class at Northwestern College, Watertown, Wis., at Dr. Martin College at New Ulm, Minn., or at Milwaukee Lutheran Teachers' College. Our synod encouraged the area Lutheran High Schools to offer such courses because in this way recruiting young men and women for work in the Church was facilitated in districts that have no synodical preparatory school.

At present we have three Lutheran High Schools in our midst.

The first of these, Winnabago Lutheran Academy, was founded in 1925 by St. Peter's Lutheran Church of Fond du Lac. The following year fellow Christians of this and neighboring Lutheran churches formed the Academy Association. Beginning with only one class the first year, class after class was added in each successive year, until in 1928 the Academy had reached the status of a full high school, and in the following year the first class was graduated. In 1929 it had a faculty of five men, the Rev. G.E. Bergemann being director. Its student body numbered 62. By 1946 the faculty numbered six teachers, and the school's enrolment stood at 87.

The second Lutheran High School to open its doors to Lutheran youth in our district was Fox Valley Lutheran High School of Appleton, Wis. In 1953 the Association rose to meet a challenge to faith, and voted to begin its sacred project. A temporary faculty was

hastily gathered. It consisted of one man who interrupted his studies at the theological seminary, <sup>Richard B. Smith</sup> and a number of area pastors. There were eight students. Soon a school building to accommodate 300 students was built and dedicated to God for the training of our youth.

In 1956 Manitowoc Lutheran High School opened its doors in the Lord's name to give a Christ-centered training to high school age youths of the Lutheran churches in the Manitowoc area. This school graduated its first class in 1960. In 1961 it had a faculty of seven teachers and a student body of 118.

In 1964 these three area Lutheran High Schools had 39 teachers and a total enrolment of 778. The Lord has blessed us in our district by giving us these three high schools as centers of Christian training for our youth.

### Conferences

(Diamond Jubilee Wisconsin State Teachers' Conference)

Day School Teachers' Conferences were instituted for the purpose of raising the standards of teachers and improving the relationship between church and Christian day school.

The following excerpts translated from the Gemeindeblatt of May, 1872, reveal conditions that prevailed and the difficulties which the consecrated Christian teachers wanted to overcome:

"The existing church schools are frequently in such a state that they will have to be thoroughly improved --- Surely, God's Word remedies every evil, but only when it really prevails in our schools and rules over teachers and pupils."

"One of the most widespread evils in our school system is that pastors must so often devote their time to teaching school.---"

"The fact that so many congregations still engage, or must engage, men of doubtful personalities as teachers, in spite of experiences that should serve as a warning, is due to the shortage of efficient teachers.-----All teachers ought to belong to the Synod...then the misdeeds of these tramps would not be charged to the accounts of able and Christian men."

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Conference

In June 1872, the Gemeindeblatt reports, "A definite change has been established in the relationship of our parochial teachers to the Synod, which will in time prove beneficial for teachers and schools. At the request of the teachers present, it was resolved that from now on all teachers are to be formally accepted into the Synod ----- Thereupon the teachers present, six in number, were formally accepted as members of the Synod after a colloquy which showed that they were one with us in faith. All other teachers are to be urged to apply for admission at the next meeting, and no teacher is to be engaged in our schools in the future --- if he is not a member of our Synod."

The wish was also expressed in 1872, that the teachers form a synodical conference among themselves. Nineteen teachers responded and organized the Wisconsin State Teachers' Conference or General Teachers' Conference (Allgemeine Lehrerkonferenz), as it was then called. Today this conference numbers over 600 teachers, including the teachers of our District. The essayists at these conferences prepare themselves thoroughly and present essays that are the result of long and careful study. But the

greatest of all factors contributing to the success of these conferences is the inspiring power of God and His Word.

A more local teachers' conference was organized as the Winnebago Lehrer Conferenz (Winnebago Teachers' Conference). On October 6-8, 1920, this group celebrated its 25th anniversary. The celebration was held in Sheboygan, Wisconsin. This points up the fact that this conference accepted all teachers affiliated with the Synodical Conference as members. In 1962, when a new constitution was adopted, the membership was restricted to teachers serving in the Northern Wisconsin District of the Wisconsin Evangelical Lutheran Synod. The aim of this organization is, "Mutual instruction and encouragement of the colleagues in our office so that they may perform the Christian service into which they are called with greater joy and efficiency."

The essays and discussions in this conference evidently were held in the German language until 1926, when the minutes were kept in English. No figures are available as to the number of teachers present at the first meeting, but in 1965 the membership reached 178.

Movements were begun in 1956 to create a Wisconsin Lutheran Secondary Teachers' Conference. This Secondary School Teachers' Conference was organized in November of 1956. The purpose of this conference is to provide a means of exchange of professional opinion between members, to work for the improvement of instruction in the secondary schools of the Wisconsin Synod, to further in any way the cause of secondary education in the Wisconsin Synod. The

conference holds two meetings annually. The spring meeting takes place on the last Friday of April, and the fall meeting is held in conjunction with the Wisconsin State Teachers' Conferences of our Lutheran elementary schools.

Certainly this conference, working for the past ten years for the improvement of instruction in the secondary schools of the Wisconsin Synod, will have had an influence in the development of Christian education in the three Lutheran High Schools within our Northern Wisconsin District.

Our Sunday School teachers also feel a need for stimulating interest and discussing mutual problems in Christian education. To my knowledge there are <sup>four</sup> ~~three~~ Sunday School <sup>Teachers'</sup> institutes within our Northern Wisconsin District. These are the Lake Superior, the Rhinelander and the Fox Valley and Winnebago Lutheran Sunday School Teachers' Conferences. The last mentioned was formerly called Valley Lutheran Sunday School Institute and was an outgrowth of a Sunday School Teachers' Workshop held at Bethany Lutheran Church of Appleton. The Guide Lines state the aim of these meetings in these words, "Our aim shall be to promote a greater interest in Christian education, also to discuss mutual problems, to aid us in becoming better acquainted with the process of Christian education, thereby making the entire program more effective."

Manitowish  
Conference

Periodicals

From the earliest times, the teachers of our schools felt the need of improvement of their teaching techniques and of closer unity among the schools and teachers. A school paper was issued in 1875 as a partial answer to the needs felt by these early teachers. This periodical was called Schulzeitung. Mr. Netz,



who in 1891 became the first school secretary of Synod, was the editor. In 1878 the Schulzeitung became property of Synod. There was a subscribed circulation of 210, a deficit of \$141.94, and past due accounts of \$317.95. By 1882 circulation rose to 260; all old debts were paid; and there was a balance of \$21.36.

Later the publication of this periodical was committed to the faculty of Dr. Martin Luther College at New Ulm, Minnesota. For a time the Schulzeitung was issued as a monthly paper under the direction of Prof. Ackermann. By 1903 it was printed only bi-monthly. In 1905 deficits appeared in the financial condition of the Schulzeitung, and by order of the Synod the paper was discontinued. Perhaps the transition to ~~English~~ teaching <sup>in the English language</sup> caused a lack of interest in the Schulzeitung and so contributed to loss of subscribers, and finally to termination of this professional magazine.

The contents of the magazine offer interesting insights. The struggle between church and state in education is echoed in articles and news items. In 1890 an article, "The Christian Church as Educational Institution," emphasized the fact that only the church can give true education because she alone has the authority of God's Word as basic in all its teaching and discipline. It charges that the State, when it hinders Christian education, is working against its own interest and is suppressing the church.

Better methods were encouraged, with sample lesson preparations given. Daily lesson plans were published, with requests for suggested improvements. News items tell of the struggle in several states from New York to Minnesota to eliminate German instruction of subject matter <sup>in the public schools!</sup> In 1890 several "victories" for German instruction were reported.

Discipline also was a subject for discussion. A news item in the Jan. 1890 Schulzeitung gives an advertisement from the London "Daily Telegraph": "To parents! Naughty boys and girls of any age can be punished in their homes by a capable disciplinarian who is accustomed to administering corporal punishment. All bad habits can be cured through one or two visits. Price 5 shillings for two visits." The editor wondered if such institutions for children could be useful in America. A later article showed how to maintain order, even in over-crowded classrooms by interesting children in books, magazines, and pamphlets written for children. Character building could be done only by application of the Word of God.

In November, 1930, the Minnesota District of our Synod through its Committee of School Visitors began publishing The Minnesota District Bulletin. This publication was sent out quarterly in mimeographed form. It contained news items, tests which could be used in the various subjects in the schools, book reviews of new textbooks, workbooks, and books of a professional nature, and articles discussing topics of interest to pastors and parochial school teachers. A section was devoted to organ and choir music since many teachers serve their congregations also as organists and choir directors.

In September of 1934 this quarterly paper of the Minnesota District was adopted by the Evangelical Lutheran Joint Synod of Wisconsin. Its name was changed to The Lutheran School Bulletin. It was published by the School Board of the Synod, retaining Mr. H.A. Sitz as Editor-in-Chief. Mr. F.W. Meyer became Editor-in-Chief of the "Bulletin" when he became Executive Secretary of the

School Committee of Joint Synod in 1936. Mr. E. Trettin succeeded Mr. Meyer as Executive Secretary and also as Editor-in-Chief of the "School Bulletin." In October of 1959 Mr. A. Fehlaue became Ass't Editor.

Supervisor

( 15th Synod Bericht, 1919)

In 1919 the Synod created a School Commission, and on the recommendation of that commission a School Visitor was instituted and called.

In 1920 A Short Summary of the 2nd Session of the North-Wisconsin District reports, "The institution of a school superintendent is working ~~of~~ great advantage. The man called into this position is Mr. C. Gieschen. He has visited quite a few schools and is aiding them in many ways. "In regard to our lady teachers, it was resolved that a 'Centrale' be made, where all information may be had in behalf of their ability, etc., also where they may inquire for positions. Such 'Centrale' should be the president of each district."

(Diamond Jubilee Wis. State Teach. Conf. p.29)

The newly elected school visitor did much needed work in visiting schools, promoting better methods, outlining a unified educational program, and gathering statistics.

For various reasons, chiefly financial, the Synod temporarily vacated the office of school visitor in 1929, and asked the School Commission to continue as much of the work as possible.

A plan of visitation was put into effect. Visitors were appointed from the ranks of the teachers. They were to leave their own classrooms for several weeks, visit the teachers in

their classrooms and observe them at work. They were to make appraisals and to give suggestions for improvements to teachers and congregations. This plan of visitation for encouragement and improvement of Christian Day Schools is still carried on at the present time.

The office of Executive Secretary, as we know it today was begun in 1933. (Lutheran School Bulletin Sept. 1936) "In the year 1933 our Joint Synod adopted the recommendation of the School Committee that the office of Executive Secretary of the School Committee be created. In 1935 the Synod authorized its school committee to fill this position with a competent person. In June 1936 Mr. F.W.Meyer began his work as Executive Secretary. "What is he to do?..... The Secretary is to counsel the District School Committees with a view to systematize their work. He also is to counsel the District School Visitors and receive reports from them.

"In order to do this work properly he should keep himself posted on a number of things (cf. Report of 1933, p.80 and 1935, p.85). I will mention here only a few of these things: The best textbooks suitable for our schools, the standards maintained in the parish schools and in the public schools, on the courses of study as required in the different states, etc., etc. He has the right to appoint subcommittees for intensive study of special problems relating to school, e.g., textbooks, book reviews, methods, etc. It is but natural that he would have to plan and supervise the work of such committees.

"The Executive Secretary shall encourage and give suggestions for the professional advancement of teachers.' Here is a wide field as yet little cultivated.

"The actual visitation of each school is provided for in every District, yet if the Executive Secretary finds time, and the occasion demands, he may visit schools wherever and whenever he can....."

"Why these special efforts in behalf of our parish schools? Could we not have left things drift as they have done in the past? Luther wrote, 'If the church is to be restored to its former strength and vigor, the beginning must be made with the children, as was done in the days of old.' We Lutherans must always keep 'first things first'."

When Mr. F.W.Meyer died in the fall of 1948, the Board of Education of the Wisconsin Synod called Mr. E. Trettin as his successor. During his administration the work of Executive Secretary grew to such an extent that an Assistant Executive Secretary became necessary. Mr. A. Fehlauer, principal and teacher of St. Paul's School, Appleton, Wisconsin, was called into this position. He accepted this call and entered upon his new duties on August 1, 1959. The 38th Convention of the Wisconsin Ev. Luth. Synod, Aug. 1965, resolved that one additional man be granted to the Executive Office of the Board of Education at this time.

The greatly increased work load of the Board of Education made it necessary to inaugurate a division into two departments ~~at this time~~. The heads of these departments are to be designated as the "Secretary of Christian Day Schools and High Schools" and the "Secretary of Part-time and Adult Education." These department heads are to carry out the functions of their office under the Executive Secretary of the Board of Education.----- At this writing the third man has not been called as yet.

CONCLUSION:

The past 50 years have brought many developments in Christian Education in our Northern Wisconsin District. A transition was made from use of the German language in our schools to instruction only by means of the English language. This was accomplished, not by coercion, but by recognition of the needs. The Gospel could reach more pupils more readily by use of the English language in our country.

Training of teachers in our Synodical Schools was improved. Conferences for improvement of teaching methods were held. ~~Buildings were erected.~~ Better textbooks were selected. Better school buildings were erected. A pamphlet on Lutheran Education was published. A plan of visitation and supervision was inaugurated, not to "keep up with other schools," but to give our children the best Christian education possible, preparing them for time and for eternity. In keeping with this thought, three Lutheran High Schools were opened and maintained in our District.

Sunday Schools have expanded very much, seeking to give parents all the aid they can in bringing up their children in the nurture and admonition of the Lord.

There were hindrances to overcome. In the time of World War I a shortage of manpower threatened our schools because young men who would have become Christian Day School teachers were lured away by the higher wages paid in factories and even on the farm in those days. But somehow the Lord of the Harvest provided the necessary reapers in His field.

The Great Depression threatened many of our schools because of the lack of money. A few schools were closed, but in general

they survived and grew. The Lord found willing stewards who use His gifts for the welfare of His Kingdom.

After World War II the Population Explosion affected our Christian Education. Larger buildings were needed. More teachers were needed. We are still in the throes of this development. But we have this confidence in our Lord, that, if we ask anything according to His will, He heareth us.

May the Lord continue to bless ~~the~~ Christian Education in our District, enabling us effectively to use this means of preaching the Gospel to every creature.