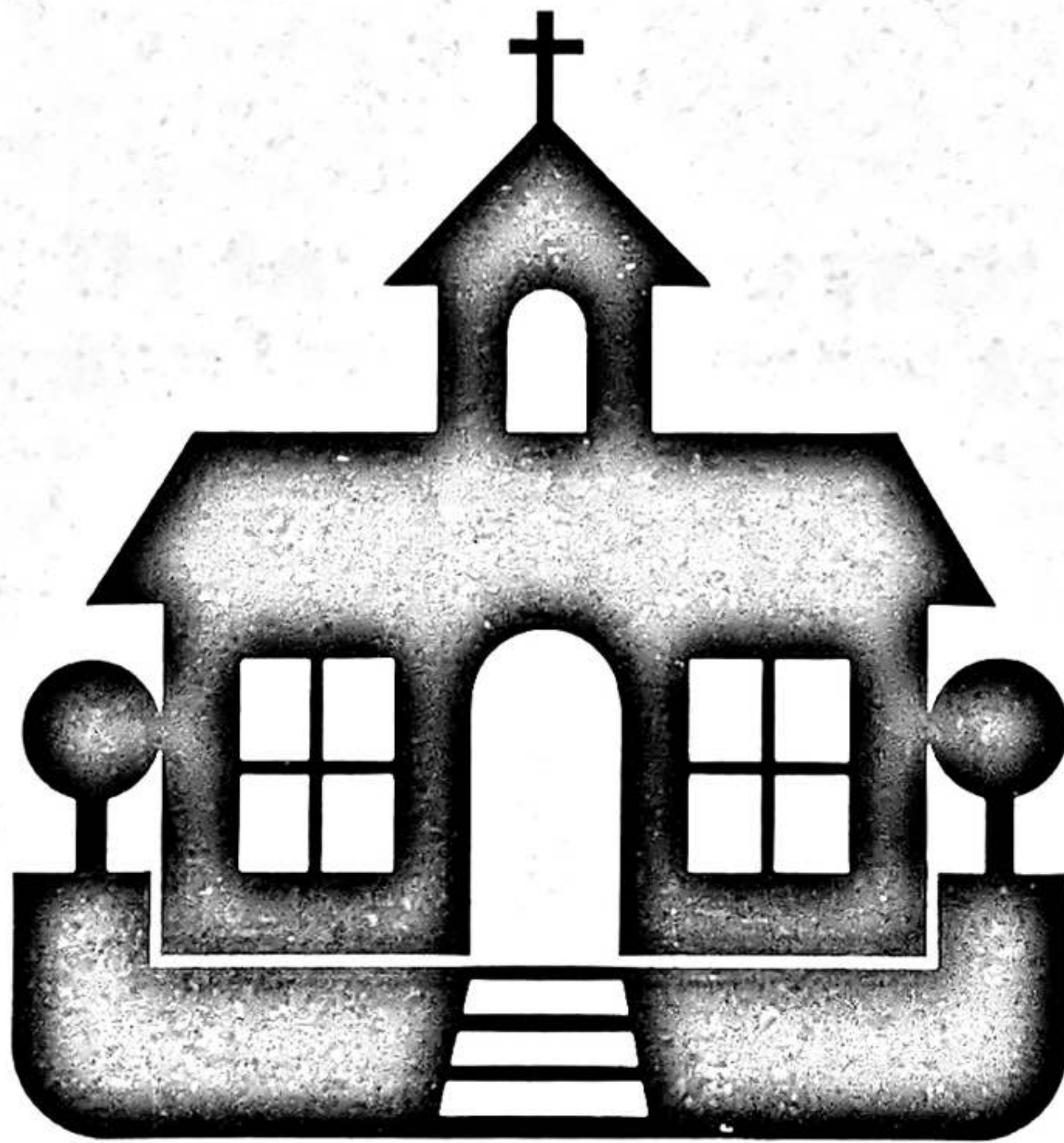

A WONDER TO MANY



by Phillip C. Hiller

A WONDER TO MANY

**The first twenty five years:
The American Lutheran Education Association**

by Phillip C. Hiller

*"We will tell to the coming generation the
glorious deeds of the Lord and of his
might, and the wonders which he has
wrought."*

Psalm 78:4

Foreword

Social philosophers distinguish these days between what they call a "community of memory," and a "life-style enclave."

Regularly it is some form of common life style which is the adhesive for our associations with each other. We relate to the people we work with, we pick our friends in terms of their sharing of our interests in cultural events, leisure-time pursuits, and even in "do-gooder" activities. Less frequently we choose our associates in terms of shared life values, such as making close friends simply because we belong to the same church or political action group.

Seldom do these enclaves rest upon geographical nearness. They are not what we normally understand by the word "community," that is, a social relationship which gains meaning from the place where we live. Only by exception in smaller villages or when a given area is under common threat, do neighbors relate closely just because they are physically next to each other.

The relationship resulting from a common life style is not community, however. For community implies abiding mutual concern. But life style aggregates are ever disruptable, since they depend only on the predilections and whims of the participants. In a life-style enclave, no one is obligated to continue beyond the moment of reciprocal appreciation and attractiveness.

The church and its programs must grow beyond enclave into community. If not, the church in any given instance will disappear, as other enclaves perish when life styles change.

The Christian day school is an integral expression of the church's mission. So it too must move beyond its being a life-style enclave, into community. The school dare not rest satisfied because it has gathered parents and children into a mere company

of the like-minded. It must seek for community, that is, for mutual abiding concern for each of the "members of the body," as St. Paul expresses his vision of the church-in-community.

How does community arise? A jointly perceived external threat can provoke it—but only while the threat is imminent.

Better, community will arise from shared memories, as the social philosophers are reminding us. Community arises from and thrives on mutual remembrances. From the rehearsed celebration of the yearly passover, through the "in remembrance of Me" of the eucharist, God's people have uncovered, discovered and recovered community. The church lives in community through its conscientiously perceived history.

Aware of these considerations, the American Lutheran Education Association (ALEA) commissioned the Rev. Phillip C. Hiller to recall for the church the remarkable life and growth of this cooperative effort by this company of Lutheran day schools. He is a continuing observer and participant in the quarter-century story of the ALEA. Many times retired and recalled into service, he is a teacher, principal, pastor, and ALEA officer, who himself has lived out the community of memory which is the ALEA.

The growth of the Christian day school movement is indeed a "wonder to many." Every reader of this short history will join in that wonder. We will praise God for his concern for the children of his church, as we see that concern being played out in the progress of the Christian day schools amongst us.

May our reading of this story renew the remembrances of the whole church, so that each day school will stand as a "community of memory" for us all.

George H. Muedeking, editor
Napa, California
1986

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Prologue: In the Beginning

It was the first morning of my new "job" as principal of the Trinity Lutheran Day School, Hawthorne, California. On the desk was an invitation to a coming event at Colorado State University in Fort Collins. There, on August 6 through 11, 1961, a "wedding" would be held, the uniting of the Christian Day School Association, from the eastern United States, with the Lutheran Teachers' Association, from the western part of the country.

Yes, it would be like a wedding. Even the celebration expenses had been provided. Dr. C. Richard Evenson, director of Parish Education of the newly created American Lutheran Church, offered \$2000 from his board to underwrite the festivities.

A match-maker with impeccable credentials had also been busy. Donald Vetter, principal of First Lutheran School in Blue Island, Illinois, traveled back and forth between the parties, supplying encouragement for the marriage. Later, after the vows would have been exchanged, Vetter would faithfully continue to serve the newly wedded as their consultant.

Even the couple's courting had been attended to. Eighteen months previous, Evenson, at that time parish education director for the Evangelical Lutheran Church, made contact with his counterpart, Dr. R.A. Vogeley, director of parish education in the original American Lutheran Church. They agreed to get in touch with Vetter, who was familiar with the schools on the west coast as well as those in the east and midwest.

The three men convened an exploratory meeting in Blue Island in late February, 1960. The sixteen persons in attendance represented both school associations, as

well as the faculties of Wartburg College and Capital University. They determined that there should be a merger of the two associations, and they explored optimum forms of organization.

They set their plans in motion, and the first convention, the "wedding," was held at Colorado State University, August 6-11, 1961.

Overseeing the wedding plans was a hard-working committee: Evenson, Vogeley, E.W. Nervig, William Streng, Darlene Arns, Ray Knitt, Ruby Cartwright, Jean Logman, Lois Philippi, and Don Vetter. Minutes from their meetings reveal a progress in and refinement of techniques for effecting the merger, that can only be ascribed to the hand of God and to the creativity of the professionals involved. Twenty-five years later, the durability of their labors is still evident.

Phillip C. Hiller, author
Hawthorne, California
1985



Hiller

Together We Teach

This was the theme chosen for the first convention of this new organization. It would be named The American Lutheran Education Association (ALEA). Themes from the triennial conventions will be used as some of the chapter headings in this historical resume.

The first theme was appropriate and even prophetic. While the individual merging groups had been interested mainly in the teaching process, this theme stressed "together." Programming in the new association would soon reach out beyond the improvement of classroom activities to matters of theology, the role of the school board and pastor, and to finances and administration.

The unanimously chosen name, the American Lutheran Education Association, was itself an indicator of things ahead. It avoided the emphasis upon the school as a separate entity. It shifted the focus from the teachers' needs as the main reason for organizing. This, instead, would be an association of congregations, encompassing teachers, students and schools. Nor would it be a mere association of individual schools. Rather, as its adopted constitution said, it would be "an association of congregations which maintain Lutheran schools and/or preschools."

This definition also satisfied the necessary relation to the parent American Lutheran Church (ALC), which was mandated to "be of assistance to congregations which conduct Christian Day Schools." This organizational pattern has proven to be foresighted. It has special weight these days when certain areas of government try to prove that our schools are not part of the church.

Daily sessions at Fort Collins hammered out the constitution and the structural details and procedures. The purpose, as the constitution framed it, would be "to deepen and extend the

professional competence, Christian commitment and personal responsibility of Lutheran school personnel for Christian education in the parish."

The business of ALEA, the constitution decided, would be carried on through an executive board. Its first elected members and officers of the ALEA: Ray Knitt, president; Ruth Laabs, secretary; Helen Weber, treasurer; William Hampton, statistician. At the concluding session of the convention, Donald Vetter was installed as Consultant For Christian Day Schools of The American Lutheran Church.

ALEA began its life with 52 schools, and 267 teachers instructing 5104 pupils. During the ensuing years it has grown to 348 schools and preschools, with 2523 teachers instructing 28,452 students.

The problem of identity and communication would be paramount for this nation-wide organization. Therefore the two merging associations became regions for the ALEA, with boundaries along the Rocky Mountains. Meetings were set annually for each region.

Organization of each region occurred during the convention days, with Ray Knitt, Donald Danneman, and Ruth Laabs as officers of the Eastern Region. Western Region officers elected were William Hampton, Barbara Bissell, and Helen Weber.

Eastern Region schools had less of an identity problem, since the original American Lutheran Church had maintained some day schools from the time of the German immigrations to America. St. Peter's, in Sanborn, New York, for example, was established more than 100 years (1843) before the first West Coast school, Chapel of Peace, in Inglewood, California (1945). While geographically scattered, each Eastern school had formed similar traditions, and these schools found working together easier.

With western schools it was different. Established during the "war boom," when facilities and staffing could not keep up with the burgeoning population, many public schools resorted to half-day sessions. Traditions for Christian day schools were few.

Most of these schools were set up in the Los Angeles area. Their proximity allowed the organizing of many inter-school activities such as music festivals, speech and spelling contests and year-around sports competition. But it took some time for the California schools to understand their function as a Western Region of ALEA.

For example, ALEA arranged a five-day Principals' Seminar at California Lutheran College in 1963. The ALEA's consultant, Don Vetter, had developed a **Manual of School Administration** with which he led this seminar. But only 13 of the 23 schools in the Los Angeles environs took advantage of this event for in-service training.

Two developments for this wider work of the ALEA came out of this seminar, however. The work of the statistician was assumed by the Consultant for Christian Day Schools, and a common focus for benevolence expression by individual schools was made available. Hereafter, St. Peter's School in the Bronx and the Navajo Mission School at Rock Point, Arizona, were officially adopted as institutions to be targeted with offerings from ALEA schools. The ALEA official support of these two projects was terminated in 1974 and replaced by a "school extension fund." Contributions to this new treasury funded single one-time grants to congregations ready to open elementary schools. Seven have come into existence with the help of these monies.

The program at the first convention touched on the full round of Christian education responsibilities. Thus, Bible Study was led by Pastor H. Nielsen. The Dynamics of Christian Education was guided by Dr. William Streng, Dr. Elaine Tracy, Dr. Gerhard Frost, Donald Groskreutz, and Dr. Elmer Rasmussen. Administration and Supervision was

featured: the roles of the pastor (F.E. Schoenbohm), the board member (H.J. Max, Wartburg College), and the principal (Ruby Cartwright). Discussion of school finances was led by Rev. E.G. Krueger. He was founder of the Western Region's first school, Chapel of Peace in Inglewood, and was a prime enabler for the spread of day schools in the whole American Lutheran Church.



Krueger

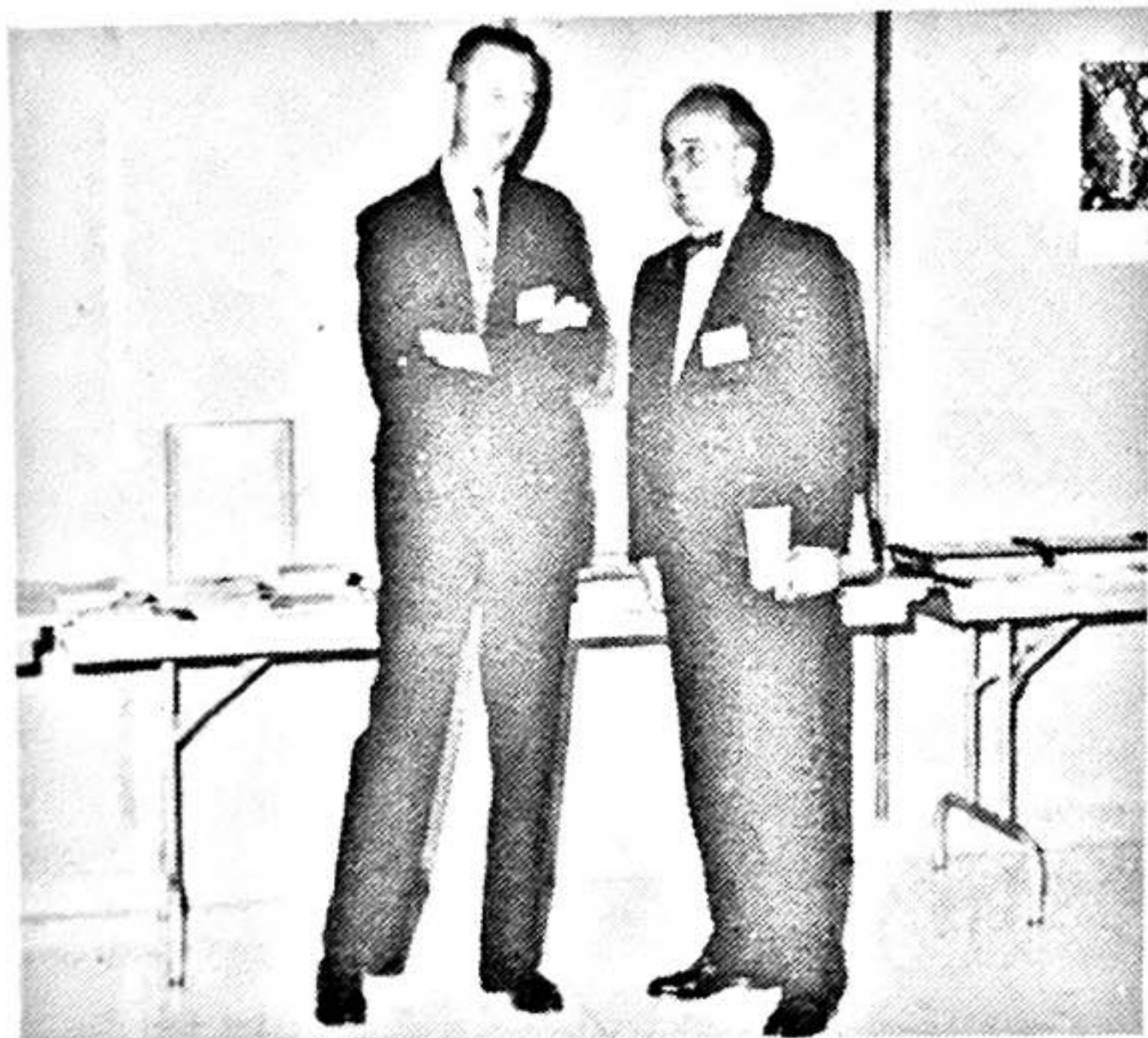
He was often called "The Father of the Lutheran Day Schools of California."

Attendance at the "wedding convention" was: 141 teachers (75 western; 66 eastern); 61 speakers, advisors, school board members, pastors and guests. Many unfinished tasks were left for the new association to wrestle with.

Particularly important as unfinished business was the matter of curriculum materials, especially in religion. Use of Missouri Synod curricula brought this early problem into manageability. Another task was to secure teachers who were academically competent and understood the purpose of a Christian day school. An ALC graduate study stipend prompted some small relief for this problem. Training Christian day school teachers in the ambience of the ALC also became an immediate goal for ALEA. Wartburg College and, 18 years later, California Lutheran College, accepted this responsibility. The seriousness of this problem can be appreciated when we note that only 14 interested candidates from the colleges of the church could be recruited for 31 teacher vacancies that year. The rapid expansion of Lutheran day schools has made teacher recruitment so continuing a problem that administrators from the two colleges virtually guarantee placement of their competent trained graduates.

Called to Serve

Under this theme the American Lutheran Education Association (ALEA) met for its second triennial convention, August 9-14, 1964, again at Colorado State University.



Knitt and Vogeley

In a first symbol of the increasing participation which the ALEA would seek from its parent American Lutheran Church (ALC), the keynote opening was a worship hour presided over by Drs. Vogeley and Evenson, respectively Associate and Executive Director of the ALC's Division of Parish Education.

Morning sessions explored three topics daily: "Worship and Inspiration," led by Vogeley and Dr. Oscar Anderson, president of Augsburg College; "Music Throughout the School," developed by Gordon Hafso, teacher at Laurel Hall School of North Hollywood; and parallel departmental examinations of classroom



Evenson

management and the role of boards and pastors.

A potpourri of concerns occupied the afternoon. These included: the layworker's pension plan; contemporary issues and trends in Christian education; a critical evaluation of the controversial new ALC publication, "Bible, Book of Faith;" a panel by four Colorado University faculty who were also members of Trinity Lutheran Church in Fort Collins; a liturgical dance workshop; and ALC certification of non-ordained church staff workers. Special interest groups covered customary curriculum concerns, as well as considering "Introducing the New Math" and "Using Spanish." Of these issues, pensions, the day school as an instrument of mission in the inner city, and the nursery or preschool, were innovative concepts of considerable development in the future of ALEA.

At the regionals' business sessions, Lester Happel was elected as Eastern's vice president, and Lula Hohensee as Western's vice president. Phillip Hiller was elected as Western's secretary.

The final session, the commissioning service, was led by William Streng, who qualified as "Father Confessor of the ALEA." He missed few national conventions during his life as professor of Christian Education at Wartburg Theological Seminary.

After the convention adjourned, the executive board resolved to forego, the next regular convention in 1967, in favor of a study seminar "for the purpose of serious investigation of the most pressing issues



Streng

confronting the ALEA and the ALC's Lutheran elementary schools." One reason given for this change was that the International Luther League gathering would be held at the same time. Another was that Richard Evenson's question to the board, "Is the triennial convention a wise use of the funds from these schools?" was not readily answerable. For when the convention's attendance record was looked at, it appeared that while the ALEA had now grown to 55 schools, only 86 teachers out of 267 possible made it to Fort Collins. They came from but 22 schools.

The executive board also elected this writer as national president, R.F. Knitt as vice president, Ruth Laabs as secretary, and Pastor William Hampton as treasurer.

This writer's election (after he had left the meeting early) was truly a bombshell. While serving in the public schools of Wisconsin, I considered parochial schools as anachronism. When later I accepted the pastorate of a church in a large city, I found my children's school performance greatly improved when they enrolled in a Lutheran school.

My first months as president would have been something of a disaster, however, except for the prodding, patience, and assistance of Pastor Fred Schenk, Western Regional Director of the ALC's Division of Parish Education, as well as the help of Evenson and Vetter.

Of immediate concern was Evenson's offer to the executive board that the ALC would be willing to underwrite the cost of a half-time consultant for ALEA, providing the schools themselves would subsidize an additional quarter of his time. It became apparent that if ALEA schools were to grow in quality and number, more cen-

tralized direction would have to be given.

Evenson's proposal entailed raising the per pupil dues to the ALEA from 45 cents to \$1.25. Only about half the polled schools were willing to go along.

Finally, two years later, in February 1967, the increased consultant's subsidy was approved by the ALEA. The agreement was precipitated by an offer from President John Bachman of Wartburg College to give space for an office for ALEA, and to employ the ALC consultant in its education department for the remaining quarter of his time. The office move was effected in July of that year.

The Western Region officers in March 1965 registered a strong feeling that the ALC should provide a full-time consultant for Lutheran schools, even one for the Western schools alone. They wanted no subsidy to be drawn from the various schools, however. This action brought forth a statement of "plain facts" from Director Evenson. He wrote that "operating a 'parochial school' is 'over and above' the recommended basic plan for Christian education in the congregation; all 58 congregations in the ALEA already receive the same parish education services as any congregation in the ALC; the ALC consultant's subsidy to half-time service would give these 58 congregations three times as much help as the other 99% of the congregations of the ALC."

The document demonstrates that even the church did not fully understand the mission of the Christian day school.

In contrast, the Eastern Region officers under the leadership of Ray Knitt stated their willingness to increase their annual dues and to work for the realization of the ALC proposal.

Self Examination

The American Lutheran Education Association (ALEA) was now in place. It demonstrated an increasing effectiveness and attractiveness. Was it not high time that it undertake serious self-scrutiny, particularly toward its responsibility to clarify further its relationship to the American Lutheran Church? It was also the time to stake out its position in respect to both public education and the various other forms of congregational parish education in the ALC.

The executive board therefore set up a study seminar of 48 selected participants to work through the theme: "The Place of the Lutheran Elementary School in the Christian Education Program of the Congregations of the ALC." The meeting was held at California Lutheran College, August 8-12, 1966. The Aid Association for Lutherans, from Appleton, Wisconsin, was importuned to underwrite the project. This insurance company not only responded generously, but has continued its largess in amounts sufficient to enable ALEA to carry on numerous other effective projects for the congregations engaged in Christian day school ministries.

The seminar dealt with these areas:

(1) What should be the relationship between the ALC's Division of Parish Education and those congregations which sponsor Christian day schools?

(2) What are the theological, philosophical and psychological commitments basic to conducting Lutheran elementary schools?

(3) In the perspective of the history and culture of a given community, what should be the objectives which would make a congregation's establishing of a Lutheran elementary school desirable?

(4) What should be the extent of the moral commitment to educational excellence which must be undertaken by a

congregation that wishes to teach all subjects of general education?

(5) What do the research studies on parochial and Christian day school students reveal?

Papers were presented on the last four topics by Ernest Yunghans, Martin Marty, Gordon Selbo, and Alton Rogness. Evaluation of the seminar could be encapsulated in the observation of the Board of Parish Education chairman, Dr. Adolph Streng, made as the conference began: "What is to be the policy and emphasis regarding Lutheran elementary schools in The American Lutheran Church? This question has by no means been settled."

It was good for the seminar to say that more was expected of day schools than a good job at teaching religion. While many schools had been quality institutions for the whole educational spectrum, in too many cases there was much still to be desired.

From this time forward a real intention to excel in all fields was developed, and ALEA did take seriously the weaknesses revealed by the seminar. By 1981, for example, our day school students rated more than a year above the national average in reading scores. One pupil from Deshler, Nebraska, had won the national spelling bee, and two Indian children from the Rock Point school had received national recognition for their art work.

Subsequently, in October 1967, the ALEA began to publish a four page monthly, **School Service Bulletin**, edited by Vetter. The first issue stated the prospectus: "We expect to outline advance plans for you, share common concerns, and report what is new and what works." The publication continues to the present, now under the ALC's director for Christian day schools, Dr. Glenn H. Bracht.

Decisions for a Decisive Decade

The American Lutheran Education Association resumed its triennial convention pattern at its 1968 meeting, again at Fort Collins. The format was significantly altered, however. It changed from an open conference for all personnel from the ALEA schools to a delegate assembly at which 74% of the eligible schools were enrolled. They met under the theme, "Decisions for a Decisive Decade."



Vetter, Wessler, Hiller, Kramer

Attention focused on the day school leadership. Said the prospectus: "The pastor and principal form the leadership team. Where schools prosper, the pastor has given strong support. The principal cannot be expected to function to capacity if he/she has not been guided in facing the issues unique to the non-public school." The kind of devoted pastoral support looked for could be illustrated by Pastor Harold Knappe's letter to his St. Paul congregation in Michigan City, Indiana: "Our day school has been the backbone of stability in this congregation these 100 years. Whereas it has been a great cost in dollars, it has also been a tremendous spiritual asset. St. Paul's would not be the congregation it is today were it not for the school—it will not be the congregation 50 years from now that it is today, if we let our school decline."

Wider ecumenical relations were stimulated at this meeting also. The National Union of Christian Schools

(Philip Elve), the Catholic schools of the Chicago Archdiocese (Bishop William McManus), Missouri Synod schools (William Kramer, Martin Wessler, and Martin Koehneke) all contributed.

ALEA's accomplishments at the convention were, according to Vetter: to participate in a five year cooperative school assessment and improvement; to set up pilot projects to plan for school accreditation; to work with the Parish Education Division of the ALC toward appropriate services to nursery schools and kindergartens; and to encourage the ALC to consider seriously the contribution that church sponsored schools could make in the urban crisis. It was also agreed that the annual regional conventions would hereafter be orientated toward the needs of teachers, while the national triennials would support the concerns of administrators and pastors.

Encouraged by the convention experience, the executive board of ALEA set out to implement the convention's perceptions. A pilot project was set up to assess the value of the accreditation instrument submitted to the convention by Dr. Allen Leland, from California Lutheran College. He had previously served as superintendent of Laurel Hall, North Hollywood, the Western Region's largest and most comprehensive school.

The executive board also enthusiastically endorsed Vetter's previous summer's workshop to orientate teachers who were new to the Christian day school movement. The Western Region especially could use this service. There the necessary understandings of the special nature and ministry of Lutheran schools were minimal, due to the large annual teacher turnover. This particular addition to ALEA services must be recognized as one of Dr. Vetter's greatest contributions to the whole day school movement.

At a follow-up meeting the board

decided to produce an **ALEA Yearbook**, beginning in 1970. The first title: **Lutheran Schools on the Move**.

At the same meeting the first responses to the five-year program of self-study, "Patterns of Performance," were reported in. This was the first nation-wide major project of ALEA, done cooperatively with the Lutheran Church—Missouri Synod. By 1971 Vetter could evaluate this effort as "a step which has done more to bring about change and upgrading of our schools than any other single action."

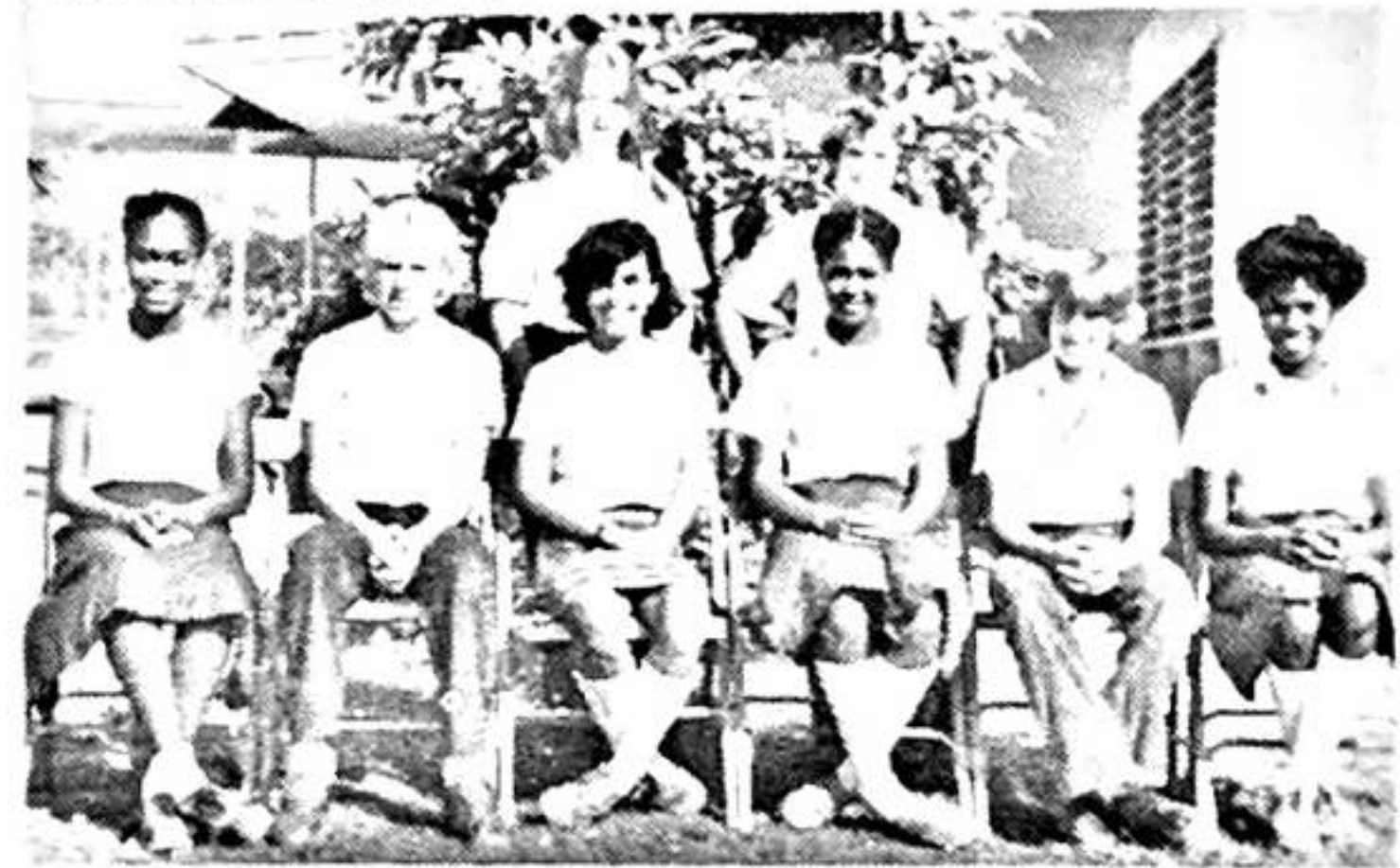
At the subsequent executive board meeting, in November 1969, the imminent restructuring of The American Lutheran Church under the Long Range Study Committee provoked enough anxiety to bring forth a resolution that "serious attention be given to the education ministry of congregations which conduct Christian day schools and to the 350 professional church staff workers who teach in them."

At this same meeting Vetter offered recommended standards for teachers who were to be certified by the ALC. Standards included: being a confirmed member of the Lutheran Church, with a valid state teacher certification and the completion of a specialized pre-service orientation institute for ALC teachers. Prerequisite religious education courses in an alternative design, and two years of successful



teaching in a Lutheran school completed the specifications.

During the years between these triennials, ALEA regions met annually. Both regions included sessions for personnel engaged in the assessment program of "Patterns of Performance." Regional meetings often featured educators of national status also. In the West the programs were attractive enough to bring out all the 27 schools in Southern California at the first regional. In the East, covering 12 states, participants arrived from nine of them. They were engaged in demonstrations and discussion of teaching techniques, and were forcefully reminded of the importance of climate in the classroom.



Freeport, Bahamas

During the interim between the 1968 and 1971 triennials, ALEA saw the opening of 12 new schools. Of special interest was the first school started outside the U.S., at Freeport, in the Bahamas. Begun as a 27 pupil kindergarten, it grew within a decade to nearly 600 pupils. At Our Savior's, in Los Angeles, a conscious attempt to minister to the inner city characterized this new school, with Koreans, Japanese, Jews, American Indians, Latin Americans, blacks and caucasians filling the program to capacity with 152 students.

Altogether during the first decade of its existence, ALEA's school enrollments rose from 5530 students and 267 teachers to 6979 students and 323 teachers.

By the end of the second decade, 1981, the figures had exploded to 11,678 pupils and 449 teachers. To this should be added the 306 preschools which by 1981 enrolled 17,788 students and 249 teachers. Besides this, the ALEA served 46 teachers and their 1011 students from schools of sister



Our Savior's, Los Angeles

synods. The total ALEA outreach was then, in 1981, 30,475 students instructed by 744 full-time teachers.

The **School Service Bulletin** during these years noted appreciatively the faithful service of a number of long-time teachers: Clara Damm, who spent 44 years of her career at First Lutheran School in Blue Island; Gordon Hafso, who composed operettas for his pupils at Laurel Hall when suitable material were otherwise non-existent; Henrietta Zink, 36 years a teacher in St. Paul Lutheran in Waverly, Iowa; Marie Boe, from First Lutheran School in Torrance, California; Otto Woelke, Pigeon, Michigan teacher for 42 years; and Doris Thiebolt, Fort Wayne, Indiana, 41 years a teacher.

Other items reported in the **School Service Bulletin** included the note that Peace Lutheran School in Deshler, Nebraska, had dropped all tuition charges, "because such a move will more closely reflect the purpose of our congregation as **Mission.**" And this note: On January 25, 1970, twenty children were baptized at First Lutheran Church, Pomona,

California. Their first contacts with Christ were through the school.

Finally, the unique role of Bishop Gaylerd Falde in the growth of the West Coast day school movement should be



Falde

observed. While pastor of Trinity Lutheran Church in Hawthorne, California, he was instrumental in starting its day school in 1947, two years after the opening of the pioneer Chapel of Peace school in

Inglewood. The Hawthorne school is still one of the largest in the ALC, always filled to capacity, and ministering powerfully to a mobile and racially-changing community. Falde's support of the day school movement is well summarized in his address to the 1971 Western Regional: "I still regard our Christian day schools as ready-made tools for the mission of the church."

Making a Mighty Reach

After the first decade, ALEA was ready to launch out with added initiative and energy, as reflected in its 1971 triennial theme, "Making a Mighty Reach." The program disclosed sensitive responses to the enlarging role of

ALEA in the changing educational area. Innovations in teaching, like individualized learning and modular scheduling, were examined alongside the day



Jebsen

schools' outreach to the black community, to the preschool child and to the unchurched. "Mission: Life!" curriculum materials, a new curriculum in religion, were given scrutiny also at this assembly.

As an outgrowth of the triennial, ALEA produced a model **School Board Handbook**. Each school board was invited to use it as a guide to make the book's generalizations fit local needs. Thus, in developing their own school's handbook, members would receive ready-made in-service training for their school board tasks.

Five new approaches to school administration appeared about this time. In Niagara Falls, St. James Congregation operated a school of dwindling enrollment. It joined its teachers and pupils to Holy Ghost School of a neighboring Missouri Synod congregation. The latter was housed in new facilities, but with less than optimum enrollment. A single principal and smaller classes were the immediate benefits.

In Fort Wayne, 19 Lutheran congregations formed a school association. Among them was the ALC's St. John Congregation. Each school maintained its own board, but a single superintendent facilitated quantity pur-

chasing, coordination of curriculum and busing, sharing of specialized teachers and equipment, and joint public relations projects.

On Staten Island, a joint Lutheran-Catholic high school was established. Pastor Harold Jansen, presently Bishop of the Eastern District of the ALC, and founder of the ALC school in Eltingville, was its first ecumenical director. It was the first school of its kind in the country.

In Los Angeles, a consortium of three congregations (Westchester, Ascension, and Chapel of Peace), each operating a full Lutheran elementary school, was formed to supply unified administrative leadership to each school.

In Phoenix, three congregations on the west side began the Martin Luther School Association. Each church conducts its own preschool and kindergarten. But at grade one, the child is enrolled in a full class in one of the three schools, enabling superior quality education.

Beginning in this decade also, a remarkable development of another educational tool was initiated: outdoor education programs. Usually held for a week at a time, Bible camps are used as the setting. The intimate style of camp life enables young people to practice Christian fellowship.

In 1972 ALEA began a program which would eventually be one of the major assets of the organization, namely, a preschool division of services to congregations with nurseries and kindergartens. Initially the service offered conferences for teachers, an instructional film, "The Small World of the Nursery School," a packet of resources, and membership in the ALEA's family of schools.

With the advent of ALEA's **School Board Handbook**, the sources of possible financial support for day schools were clarified. These are: tuition, which is most

often used to help cover the instructional costs, regularly the largest budget item; congregational subsidy (including scholarship grants) which covers the facilities, equipment and maintenance, and which is given because the congregation understands its school to be a mission arm of itself; governmental assistance like child nutrition programs, auxiliary services, and, in some states, free textbooks—but in only one state tax credits. Solicited annual giving and capital gifts round out the financial support base.

One other facet of day school relationships was initiated in November of 1971. The Council for American Private Education (CAPE) was formed by the Association of Episcopal Schools, Catholic Education Association, Association of Independent Schools,

United States Catholic Conference, Hebrew Schools Association, Friends Council on Education, National Union of Christian Schools, the Lutheran Church—Missouri Synod, and The American Lutheran Church. CAPE exists to offer a framework for better communication and cooperation between the private and public education sectors, to encourage diversity in education, to enhance for parents the possibility for realistic choice among schools, and to encourage a broad commitment to excellence in education of all kinds. To supplement this program, ALEA encouraged Lutheran school administrators to get acquainted, share information, and map out possible cooperation with local public and non-public school principals and superintendents.

The Christian Day School in Congregational Life and Mission

This 1974 triennial convention at Fort Collins had to work through a new relationship to The American Lutheran Church (ALC). Hence the theme. The ALC had been restructured the year before, and the old Division of Parish Education had been absorbed into the Division for Life and Mission in the Congregation (DLMC).

With no little apprehensiveness, the ALEA awaited the appearance of the new director, the Rev. Paul Hanson. Even the



Hanson

convention theme betrayed the recognized need to come to terms with this new supervising unit of the ALC. With a great deal of relief the convention heard Hanson's assurance of loyalty to this particular form of Christian education.

Of individual import to this writer was the convention's naming of a new president for the ALEA. Affirming that he was not a candidate for re-election after his ten year stint, the writer laid down his



Hiller and Jebson

mantle with the invocation, "May God continue to bless the efforts of our schools as they seek to be mission arms of our congregations." In his place the ALEA chose the Rev. Richard Jebson, administrator for Trinity Lutheran School in Marysville, Ohio.

The new president and Director Vetter distinguished themselves at once by accepting a White House invitation given to 45 private education leaders. They met to discuss "The United States government and the private schools." The confab concerned federal aid to church schools. Could it be a violation of the separation of church and state? Federal laws have been constructed so that aid is given to the student rather than to the school. It is called "The child benefit theory." Under this approach, the public school processes the funds which provide services to the non-public school students within its boundaries.

This triennial moved that "early childhood centers should become full-fledged affiliates of ALEA." In November of 1964, Delbert Schulz, ALC director of childhood ministries, together with a number of assistants, became consultant to congregations across the U.S. to serve as resource for churches that wanted assistance in opening childhood centers. More than 200 pre-schools were soon in place in the ALC.



Schultz

Among the ALEA projects initiated after this triennial was "Project: Young Child." Together with the Missouri Synod, a 30-month program to enhance the effectiveness of early childhood education was begun. Among the goals of this project was the identification of all existing Lutheran preschools.

The results of this project included the organization of a five-area support network and a curriculum guide. The ALC commitment for this educational responsibility has been to demand quality preschools in partnership with the parents who, with their children, function effectively as Christians in today's society.

Perhaps the most unusual preschool in the ALC is that at Trinity Church in Norwalk, California. Built next to a Lutheran geriatric center, its children in the playground can be seen by the oldsters.



Trinity, Norwalk

The aged join the children for art and handicrafts, and the children are not averse to freely exhorting the residents "to stay in the lines when you color!" On the other hand, the children are told how difficult it was "when I was your age, to walk to school in the snow up to my hips." The school has been written up in several national publications, including the ALC's **Lutheran Standard**.

When President Jebson accepted a pastorate in Oklahoma City at a church without a day school, he was no longer eligible for ALEA office. In his stead the executive board elected John Kober, principal at First Lutheran in Torrance, California. Kober's first task was to plan for the ALEA's national convention in 1977. But the meeting was postponed, because the ALC wanted to hold an "Assembly of Congregations" that same summer. The latter was cancelled, too late to allow the triennial to be reinstated, however.



Kober

Church in Mission

The decade from September 1968 to 1978 was the most decisive decade for the day schools of The American Lutheran Church. Accompanying the restructuring of the ALC was a new acceptance of the day school movement.

New avenues of service were opened, one of the most exciting of which was the gaining of a foothold in the inner city. The programs initiated or expanded in this decade were reported in Chapter IV: Decisions for a Decisive Decade.

Growth was phenomenal: the number of schools went from 53 to 285, the teachers from 310 to 1018, and the students from 6303 to 22,269.

In 1978 the triennial moved from Fort Collins to Denver. This convention clarified the perception that the day school is not an adjunct or an arm of the church; rather, it is of the very essence of the church. The church school is the church. The day school classroom is a little church.

This understanding also brought home the insistence of ALEA's constitution that the organization could not merely be an association of teachers, nor even an association of schools. Rather, it would have to stand as an association of congregations operating schools.

It was appropriate, therefore, that the triennials be increasingly designed primarily for the leaders of these member congregations, i.e., the pastors and principals, including the directors of the preschools. Programs at the triennials were to be consciously directed hereafter toward them, as a "team ministry."

At this 1978 triennial, 55 congregations were represented by 122 participants. The theme was "Church in Mission." The Rev. Delbert Schulz told the gathering, "Teaming is the nature of the church, of the Body of Christ. It exhibits differing

gifts and functions, becoming the servant of all and growing by love."

At the closing session Schulz introduced Dr. Martin Wessler as project director for a series of 13 handbooks. The books spoke to the questions of the how and the why of operating a Christian day school. These manuals serve as definitive guidelines for ALEA schools.

The handbooks make clear that Lutheran schools are Christian because God in Christ through the Holy Spirit becomes the center of life. Christian educational philosophy demands that the approach to learning places God and the Holy Scriptures at the center. It calls upon teacher and learner alike to evaluate all things from God's perspective. ALEA schools must be alert in examining their outlook and performance in the light of the primacy of God and his Word.

The position paper on Christian Day Schools, prepared by Schulz and adopted by the ALC's Division for Life and Mission in the Congregation in 1979, outlines the philosophy more precisely. It gives the theological and practical rationale for any congregation which looks toward the day school as a means of expanding its ministry.

In 1980 the ALEA revised its accreditation instrument. It published the fourth edition of this book as prepared under the leadership of Kenneth Markworth of Wartburg College and Glenn Bracht, principal of St. Paul's School in Waverly. This edition also became the basis for the first accreditation instrument used by the California Association of Christian Schools. Strong overtures were made by the ALEA for all schools to engage in the accreditation process, with January 1, 1990, as the target date for all ALC elementary schools to be accredited.

Life Together

This theme for the eighth triennial convention of the American Lutheran Education Association was borrowed from Dietrich Bonhoeffer. It sought to describe the essence of the Christian day schools: teamwork on the homefront and bridge building with the larger segments of The American Lutheran Church.

Seven aspects of "life together" were presented by Dr. Melvin Kieschnick, a vice president of Effectiveness Training. ALC seminary lecturers completed the program addresses.

The convention brochure presented four short range goals and 11 long range goals for ALEA. The latter were to be achieved by 1985. Among them were: accreditation for 95% of the member schools, assistance to schools belonging to the Lutheran Church in America and the Association of Evangelical Lutheran Churches, increased awareness of day schools in the districts of the ALC and its seminaries, a fully established day school teacher training program at California Lutheran College (CLC) and, finally, the opening of more day schools.

The CLC-related goal, implemented under the education department chairman, Allen Leland, has resulted in new resident, extension, and satellite programs for day school training. The college now offers an MA in Administration for day school principals, an undergraduate major in liberal arts to qualify teachers in public or Christian day schools, and a program in Early Childhood Education which emphasizes church-oriented preschool training. The program uses student teaching and field experiences in the 40 day schools and 90 preschools in the ALC's South Pacific District. In general, it relates also to the more than 1000 private elementary schools in the Los Angeles area.

The CLC program anticipates the observation of church trends analyst Lyle Schaller that "a new wave of support" is emerging "for a rapid increase in day schools among the various de-

nominations." (**Lutheran Standard** 3/5/82). In the same vein, George Muedeking, former editor of the ALC's national magazine, described the growing appreciation of the ALC for its day schools: "Academic excellence is a goal of these schools; a Christian day school offers a congregation the opportunity to proclaim the gospel to both children and adults of many ethnic groups, races and cultures—it qualifies as a vehicle for mission and ministry." ("Christian Day Schools: God at the Center," **Lutheran Standard**, 1980).

In a companion piece, **How About a Christian Day School**, published by ALEA, Muedeking comments, "The aspersion



Muedeking

cast against the Christian day school as a threat to democracy is misplaced. The American concept is really the freedom to choose a church, a school, or a job, rather than the typically totalitarian, single, forced way for

doing things. At the moment the one place where 'no choice' is somehow deemed 'more American', is attending the public school."

He adds, "Without question the most striking characteristic of the Christian day school is its pervasive atmosphere of warm Christian forgiveness, healing and sustaining love. There is strong evidence that the elementary schools are the best tool of evangelical outreach of the congregation to its community. They also represent the church's most significant commitment to a social ministry in the center city, because of their quality education with its offered opportunity for upward mobility."

In recent years ALEA has stressed quality education through helping sponsor "Project Serve." This is a five year

program, for four Lutheran church bodies, underwritten by Aid Association for Lutherans. Leadership growth for principals and preschool directors is its goal. It holds annual workshops in 10 centers across the U.S. The intention of the workshop is to identify and suggest appropriate resources to help schools develop and operate effective programs of education and ministry.



Vetter, Bracht, Selle, Scheig

One goal adopted by the 1981 triennial convention was to revise the personnel certification standards, and to ask certification of all principals by 1983, and of all teachers by 1985. Certification by the ALC is the church's official recognition that a person has met educational and theological criteria, and has the confidence of the church for ministry in Christian day schools. Conversely, certification upgrades and gives added recognition to the day school ministry of The American Lutheran Church.

During this triennium ALEA was instrumental in the development, testing and publication of a full-scale religion curriculum, **Teaching the Christian Faith**. It utilizes seven programs for religious education now used by the ALC.

During these years, significant personnel changes occurred also. In 1983 the ALEA board elected Dr. Glenn Bracht, principal of St. Paul's Lutheran School, Waverly, Iowa, as national president. In October 1984, upon the retirement of Dr. Don Vetter as Director for Christian Day Schools of The American Lutheran Church, Bracht was



Bracht

called as Vetter's successor to this staff position of the Division for Life and Mission in the Congregation. Vetter continued as executive secretary of ALEA, however.

Two ALEA teachers won national recognition during the years before the 1985 convention. The Rev. Sherman Korshavn received the "Silver Beaver" scouting award from President Gerald Ford for his guiding of 18 boys into the Eagle Scout rank.



Eastvold, Orth, Kuck

Honors from the National Association of Elementary School Principals came to the principal of Sacramento's Gloria Dei Lutheran School, Carl Eastvold. One of three private school principals to be recognized nationally by the U.S. Secretary of Education, in October 1985, his citation focused on Eastvold's programs to develop cooperation between faculty, students and the school's supporting constituency, toward Gloria Dei's educational goals.

Of high significance during these years was the adoption of the statement, "The Mission of the School in the Mission of the Church," by the 1984 convention of The American Lutheran Church. It defined the present official stance of the ALC on Christian elementary and pre-schools, namely, to aid congregations to think and plan about the feasibility of engaging in the Christian day school ministry.

More on the Regionals

Much of the effective service of ALEA was given through its annual regional meetings. They dealt primarily with the meeting of teacher and pupil in the classroom—the proving ground for Christian education. They brought more people together than the national triennials. Their work over these 25 years should not be slighted.

We shall therefore take the reader through two representative years' regional conventions, both East and West.

The Eastern Regional for 1982 met in Fort Wayne, with the theme, "Faithful Teachers Teaching the Faith." Because the boundaries of this region extend to the Rockies, educators came from eleven states, Texas to New York, Florida to Minnesota. Geographically scattered in so marked a fashion, these schools and teachers benefit deeply from the moral support they give each other, as well as from the exchange of ideas they share.

Of interest at this meeting was the introduction of ALC's new religion curriculum. Four theological essays were heard from Dr. Roland Martinson of Luther-Northwestern Seminary, and from Dr. Harold Jansen, Bishop of the ALC's Eastern District.

An orientation to the 500 page guide for the new religion curriculum was presented. Work sessions showed the relation between the new curriculum's goals, objectives and activities. Workshops on resources, methods, and innovative ideas for teaching went all the way from "Gross Motor Activities for Young Children," to "Who's Doing the Thinking in Your Classroom?"

With two of its schools over a century old, the Eastern Region's members have more firmly grounded traditions than those in the West. Congregations see their teachers as having more or less permanent careers in education. These schools also are more closely linked to

their sponsoring congregations. Consequently the pastors consider the entire school group—teachers and students—as part of the flock they must shepherd. For the older schools, this is often a relationship with strong emotional overtones; the past is always in the present.

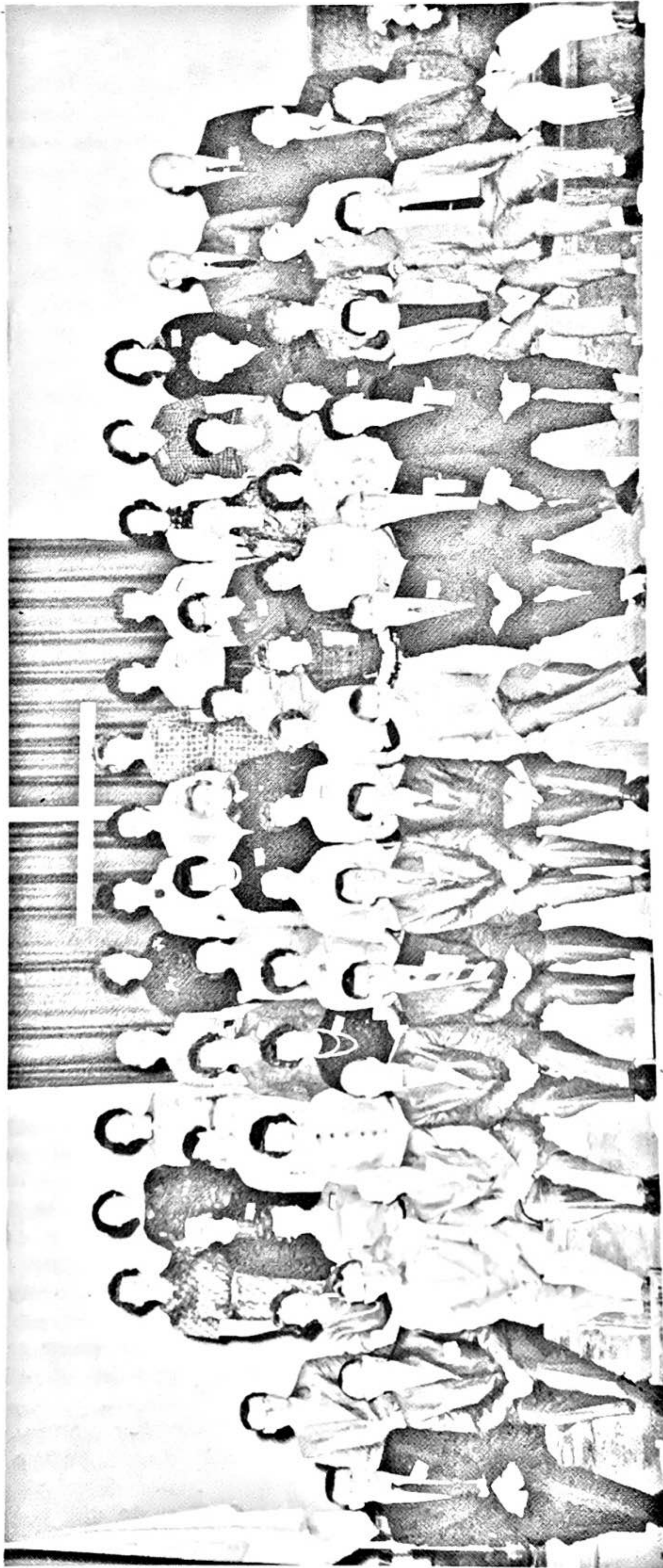
We turn now to the Western Regional of January, 1983, at California Lutheran College (CLC). One must first be astonished at the fruitfulness of this tree that was planted 36 years earlier, at the first meeting of what was then called "The National Lutheran Council Teachers' Association," held in December 1947. Convening in Inglewood, those first 22 teachers have multiplied into hundreds.

One factor in this phenomenal growth was surely the convention host itself, CLC. In the '70s it became interested in training day school teachers, and subsequently enlarged its offerings to the graduate school level (see Chapter 8). It provides space for ALEA conventions and theological conferences. It sponsors Southland-wide music festivals for day school pupils. Its "Center for Theological Study" gives in-service enrichment for pastors and laity, and combines with the ALEA's Western Region to sponsor joint lectures by noted religious leaders.

CLC's faculty staffs many workshops at the two-day regional convention. This is a valued assistance when one totals up the 49 learning centers and workshops that were scheduled for this single meeting.

Under the convention theme, "Stop and Let Me Tell You the Difference You Can Make," two lecturers were presented at this meeting: George Muedeking and Martin Marty.

At the convention banquet Delbert Schulz was introduced as the director of the Christian Day School Project, a program intended to be a resource to schools as well as being an agent for



The final convention of the Christian Day School Association, October, 1960, at St. Peter Lutheran School of Sanborn, N.Y.

recruiting students into the Lutheran schools teacher training program at CLC. Also at the banquet Don Vetter was honored at this his final visit as ALC Director for Christian Day Schools.

In the fall of 1985, both regions convened under the theme, "The Lutheran School: an Amazing Place." At the Eastern Regional at Techny, Illinois, Dr. Glenn Bracht was installed as director for Christian day schools of the ALC. The participants heard Dr. Kent Hunter, church growth analyst from Indiana, lecture on "Church Growth through Christian Day Schools." He pointed out that "Lutheran schools are on the cutting edge of the greatest evangelistic opportunity in the church." His observations underlined that Lutherans should be starting thousands of schools. God can use these to build the church.

Dr. Elinor R. Ford, director of Fordham University's Institute for Non-Public

School Education, presented topics on the teacher as minister, and on "giving youth a hunger for the Kingdom."

The Western Regional at Emmanuel Church and Laurel Hall School in North Hollywood in October 1985, presented 60 workshops. It heard Bishop Nelson Trout and Dr. George H. Muedeking. In his keynote address the latter said that what makes the Lutheran School an amazing place is that it is led by amazing teachers who are both willing to teach God's truth and willing to be taught God's truth. He also gave three theological lectures, as part of the in-service training ALEA offers in conjunction with the Center for Theological Study. He dealt with the proper distinction between Law and Gospel, the primacy of the Gospel in structuring school interactions, and the accountabilities of human social systems such as the school under the theological principle of "The Two Kingdoms."

The School as Evangelizing Community

Minneapolis was the venue for the ninth national convention of ALEA, July 29-August 1, 1985. Twenty-five years of ALEA history were summed up on the first page of the convention program:

"The past quarter century has brought about great changes in the matter of Lutheran schools within The American Lutheran Church. There has been fantastic growth in both number of schools and enrollments. We have gone from a quarter time director to a leadership team of four persons. A well-designed religion curriculum has been laid out. A long list of services by our association has been developed: accreditation, testing program, school extension fund, inter-school activities, and a broad range of conferences and workshops, to mention just a few. There is even an official stance statement by the ALC on schools. Most of these developments were hard to imagine in 1961 when we organized. But God has blessed our efforts and ALEA has been key to these changes."

The mission outreach potential of Lutheran schools was the focus of attention; hence the theme, "The School as Evangelizing Community." The eucharistic sermon by Dr. George H. Muedeking emphasized the opportunity of the Christian day school. "With our day schools," he said, "we can put evangelism back on the front burner again!"

Dr. Peter Benson, president of Search Institute, offered the statistical evidence that day schools are increasingly sought after for quality education, both for their high academic standards and for their effective discipline.

Dr. Foster McCurley, a Lutheran Church in America staff member, offered the "Theological Basis for Evangelism." He said that evangelism is not a result of

human effort—it is God reaching down to us. Using the mountain motif as the meeting place of heaven and earth, McCurley led the participants through the biblical mountain encounters between God and man. We rendezvous with God in the Lutheran school classroom, he said.

Dr. Kent Hunter, director of the Church Growth Analysis and Learning Center, lectured on "Christian Growth through Day Schools." He said that Lutheran schools attract the unchurched because they answer to the needs for children's quality and caring education.

Dr. Al Senske, former U.S. Department of Education staffer, brought the closing message on "Building Self and Team Morale."

A uniquely inspiring evening was provided with the "Celebration of Johann Sebastian Bach's Living Legacy to God, Church and Mankind." Charles Krutz portrayed Bach at various stations of life, by playing his music on Central Lutheran's organ, as well as on some of the smaller baroque instruments for which Bach's music was written.

At the convention it was announced that Holy Family Lutheran School, Chicago, would be the seventh recipient of the ALEA's School Extension Fund, the monies for which are contributed by ALEA children. This school opened for K-4th grade, with 55 students, in September 1985.

A major concern at the convention was the support and direction the new Lutheran Church will give to the Christian day school movement. The Commission for the New Lutheran Church has outlined its expectations in this regard: the day schools are to be housed in the Division of Education, "which shall be responsible for the educational activities of this church

through its colleges and universities, campus ministries, and preschool, elementary and secondary schools. It shall be the advocate to the church for these educational enterprises."

With 22 Lutheran Churches in America, and eight Association of Evangelical Lutheran Churches schools already counted in the membership of ALEA, it is clear that, in accord with its 25 year history, this association is prepared to assist the Division of Education of the new Lutheran Church in its further stated responsibility to "articulate the role and purpose of the schools of the church as an integral part of the church's mission."

A Living Legend

The American Lutheran Church's day school movement can be described as the lengthened shadow of Donald Vetter. His is the case of a life-time commitment to a single objective.

It all began in St. John's Lutheran School in Fort Wayne, where he went through the elementary grades.



Vetter

"The things I learned in that school left an indelible impression, inspired by wonderful teachers," Vetter explained when giving account for his lifelong labors in this profession. "My years at Capital University where I went to prepare for a career in Lutheran schools, added to my determination to work for the improvement of the schools of the church. In retrospect, I can see that God was at work in my life."

Don Vetter's first assignment was to Trinity Lutheran School, Marysville, Ohio, in 1939. In 1946 he accepted the triple task of teacher, principal and church musician at Zion Lutheran School in Appleton, Wisconsin.

This move became strategic for ALC day school history. The 1946 ALC national convention was hosted by Zion Church. The visibility granted Vetter as convention organist and parish education floor committee member, enabled him to have a resolution carried by the delegates to rescind two negative appraisals of the parochial schools made by a previous ALC convention (1936), and to ask the Board of Parish Education "to present a definite workable plan to the 1948 district convention of the ALC to help and encourage day schools and to establish new ones." In addition, Vetter was elected to serve on that same Board of Parish Education, a post he dispatched for 15 years thereafter.

From Appleton, Vetter went on in 1947 to First Lutheran School in Blue Island. At the time it was the ALC's largest day school. From this base where he served

for 20 years, he worked to form and to guide the American Lutheran Education Association, while serving as consultant for the ALC.

Vetter's churchwide influence was acknowledged by California Lutheran College when in 1981 it granted him the LL.D. Included in the citation were these observations: "The granting of this degree is intended as a commendation for Mr. Vetter's outstanding leadership in Christian education. Since the formation of the ALC, he has been the one person most responsible for the quality, promotion and development of the Christian day schools and preschools. He spearheaded the movement long before it became popular to do so, gaining the reputation as 'Mr. Christian Day School.' The growth of these schools attests to his vision, industry and unflagging devotion to a belief in the value of education with a Christian dimension."

As leader in the day school movement, Vetter traveled widely and often, encouraging ALEA schools. The present cohesion among them, the many services rendered to them, and the excellence of their program bear a strong relationship to Vetter's faithfulness in making school visits.

He has also produced extensively as a writer, first with the monthly **School Service Bulletin**, then with the annual **ALEA Yearbooks**, whose series began in 1970. Of these, **Lutheran Schools on the Move**, the first, has become an historical landmark.

Vetter's private conferences with school personnel will remain among his most appreciated activities, giving encouragement to a troubled brother or sister, helping to solve problems, or imparting needed information. He has reported that the most gratifying aspect of his work has been that of "being the catalyst between some need and its solution."

The legend of Donald Vetter will go on as long as there are Lutheran schools and teachers in our church and in our land.

Epilogue: The Unknown Day School Teachers

Their names do not appear in this historical sketch. No writer could list them all. Yet in the hearts of their former students a spark of the eternal flame still glows. It is the memory of that faithful day school teacher who was for them the herald of the gospel of redeeming love.

And they are not unknown to God. They hear his commendation, "Well done, thou good and faithful servant."

Perhaps the greatest wonder of all is this faithful servant of God, the unknown Christian day school teacher.

A more complete edition of this history is available in limited supply from the ALEA office / Wartburg College / Waverly, Iowa 50677.

Appendix A:

ALEA National Officers

1961	President Vice President Secretary Treasurer	Ray Knitt Ruth Laabs Helen Weber William Hampton	1972	President Vice President Secretary Treasurer	Phillip C. Hiller Richard P. Jebson Marjorie Adams Esther Olson
1962	President Vice President Secretary Treasurer	Ray Knitt Ruth Laabs Helen Weber William Hampton	1973	President Vice President Secretary Treasurer	Phillip C. Hiller Richard P. Jebson Duane Pries Harold Hoppe
1963	President Vice President Secretary Treasurer	Ray Knitt Ruth Laabs Helen Weber William Hampton	1974	President Vice President Secretary Treasurer	Phillip C. Hiller Richard P. Jebson Ronald Fiebig Harold Hoppe
1964	President Vice President Secretary Treasurer	Phillip C. Hiller Ray Knitt Ruth Laabs William Hampton	1975	President Vice President Secretary Treasurer	Richard P. Jebson Paul Gravrock Ronald Fiebig Harold Hoppe
1965	President Vice President Secretary Treasurer	Phillip C. Hiller Ray Knitt Ruth Laabs Thorval Evenson	1976	President Vice President Secretary Treasurer	Richard P. Jebson Bruce Borrud Marilyn Kumm Harold Hoppe
1966	President Vice President Secretary Treasurer	Phillip C. Hiller Ray Knitt Roger Damrow Thorval Evenson	1977	President Vice President Secretary Treasurer	Richard P. Jebson Bruce Borrud Ronald Fiebig Harold Hoppe
1967	President Vice President Secretary Treasurer	Phillip C. Hiller Ray Knitt Roger Damrow Esther Olson	1978	President Vice President Secretary Treasurer	John Kober Gerald Dament Ronald Fiebig Cleo Bernards
1968	President Vice President Secretary Treasurer	Phillip C. Hiller Ray Knitt Roger Damrow Esther Olson	1979	President Vice President Secretary Treasurer	John Kober Margaret Behrens Sherman Korshavn Cleo Bernards
1969	President Vice President Secretary Treasurer	Phillip C. Hiller Richard P. Jebson Marjorie Adams Esther Olson	1980	President Vice President Secretary Treasurer	John Kober Margaret Behrens Sherman Korshavn Cleo Bernards
1970	President Vice President Secretary Treasurer	Phillip C. Hiller Richard P. Jebson Marjorie Adams Esther Olson	1981	President Vice President Secretary Treasurer	John Kober Miriam Sikora Thomas Blevins Cleo Bernards
1971	President Vice President Secretary Treasurer	Phillip C. Hiller Richard P. Jebson Marjorie Adams Esther Olson	1982	President Vice President Secretary Treasurer	John Kober Miriam Sikora Thomas Blevins Cleo Bernards

1983	President	Glenn Bracht
	Vice President	Miriam Sikora
	Secretary	Helen Aaseng
	Treasurer	Les Simons
1984	President	Cynthia Kuck
	Vice President	Sue McDuell
	Secretary	Helen Aaseng
1985	President	Cynthia Kuck
	Vice President	Carl Eastvold
	Secretary	Raymond Orth

Anniversary Year National Officers



Cynthia Kuck,
president
Chicago, IL
(Prince of Peace)



Raymond Orth,
secretary
Pigeon, MI
(Cross)

Carl Eastvold,
vice president
Sacramento, CA
(Gloria Dei)



Lorna Gumz,
office secretary and
bookkeeper
Waverly, IA
(Wartburg College)



Appendix B: Eastern Region Convention Sites and Officers

1962	First, Blue Island, IL -	President, Ray Knitt Vice president, Donald Donneman Secretary, Ruth Laabs
1963	St. John, Fort Wayne, IN -	President, Ray Knitt Vice president, Donald Donneman Secretary, Ruth Laabs
1964	At triennial convention, - Fort Collins, CO	President, Ray Knitt Vice president, Lester Happel Secretary, Ruth Laabs
1965	St. Paul's, Waverly, IA -	President, Ray Knitt Vice president, Lester Happel Secretary, Ruth Laabs
1966	St. Paul, Michigan City, IN -	President, Ray Knitt Vice president, Roger Damrow Secretary, Ruth Laabs
1967	First, Blue Island -	President, Ray Knitt Vice president, Roger Damrow Secretary, Paul Eichhorn
1968	St. John, Fort Wayne -	President, Ray Knitt Vice president, Roger Damrow Secretary, Roland Henderson
1969	Solomon, Woodville, OH -	President, Richard Jebesen Vice president, Roger Damrow Secretary, Marjorie Adams
1970	Immanuel, Watertown, WI -	President, Richard Jebesen Vice president, Roger Damrow Secretary, Marjorie Adams
1971	Trinity, Marysville, OH -	President, Richard Jebesen Vice president, Duane Pries Secretary, Marjorie Adams
1972	St. Paul's, Waverly -	President, Richard Jebesen Vice president, Duane Pries Secretary, Marjorie Adams
1973	Camp Owaissa Bauer, Miami, FL -	President, Richard Jebesen Vice president, Duane Pries Secretary, Marilyn Kumm
1974	First, Blue Island -	President, Richard Jebesen Vice president, Ronald Fiebig Secretary, Marilyn Kumm
1975	St. John, Fort Wayne -	President, Richard Jebesen Vice president, Ronald Fiebig Secretary, Marilyn Kumm
1976	St. Paul, Michigan City -	President, Richard Jebesen Vice president, Ronald Fiebig Secretary, Marilyn Kumm

1977	Wartburg Seminary, Dubuque, IA -	President, Richard Jebesen Vice president, Ronald Fiebig Secretary, Marilyn Kumm
1978	Trinity, Marysville -	President, Gerald Dament Vice president, Ronald Fiebig Secretary, Marilyn Kumm Pinkley
1979	Yahara Center, Madison WI -	President, Ronald Fiebig Secretary, Margaret Behrens
1980	Yahara Center, Madison -	President, Ronald Fiebig Vice president, Miriam Walen Secretary, Margaret Postweiler
1981	Crosier Ministry Center, Fort Wayne -	President, Glenn Bracht Vice president, Miriam Walen Sikora Secretary, Margaret Postweiler
1982	Crosier Ministry Center, Fort Wayne -	President, Glenn Bracht Vice president, Miriam Sikora Secretary, Margaret Postweiler
1983	Techny Towers, Techny, Illinois -	President, Glenn Bracht Vice president, Miriam Sikora Secretary, Cynthia Kuck
1984	Techny Towers, Chicago -	President, vacant Vice president, Miriam Sikora Secretary, Cynthia Kuck
1985	Techny Towers, Chicago -	President, Miriam Sikora Vice president, Kenneth Hebel Secretary, Cynthia Kuck
1986	Techny Towers, Chicago -	President, Miriam Sikora Vice president, Kenneth Hebel Secretary, Cynthia Kuck Member-at-large, Raymond Orth

Anniversary Year Regional Officers (East)



Miriam Sikora,
president
Michigan City, IN
(St. Paul)



Cynthia Kuck,
secretary
Chicago, IL
(Prince of Peace)

Kenneth Hebel,
vice president
Fort Wayne, IN
(St. John)



Raymond Orth,
member-at-large
Pigeon, MI
(Cross)



Appendix C: Western Region Convention Sites and Officers

1962	Bethel, Encino -	President, William Hampton Vice president, Barbara Bissell Secretary, Helen Weber
1963	Grace, Anaheim -	President, William Hampton Vice president, Barbara Bissell Secretary, Helen Weber
1964	At triennial convention - Fort Collins, CO	President, William Hampton Vice president, Lula Hohensee Secretary, Phillip Hiller Treasurer, Helen Weber
1965	Trinity, Hawthorne - ('65-'66 school year)	President, William Hampton Vice president, Barbara Bissell Secretary, Phillip Hiller
1967	Laurel Hall, North Hollywood - ('66-'67 school year)	President, Thorval Evenson Vice president, Esther Olson Secretary, Phillip C. Hiller
1968	Salem, Glendale -	Acting president, Esther Olson Secretary, Phillip C. Hiller
1969	St. Paul, Lynwood -	President, Phillip C. Hiller Vice president, vacant Secretary, Esther Olson
1970	Arrowhead Springs -	President, Phillip C. Hiller Vice president, Steven Myers Secretary, Esther Olson
1971	Bannockburn, Riverside -	President, Phillip C. Hiller Vice president, Steven Myers 2nd Vice president, Carol Koosmann Secretary, Esther Olson
1972	Mission Inn, Riverside -	President, Phillip C. Hiller Vice president, Harold Hoppe Secretary, Kathryn Zimpfer Treasurer, Steven Myers
1973	Mission Inn, Riverside -	President, Phillip C. Hiller Vice president, Harold Hoppe Secretary, Kathryn Zimpfer Treasurer, Steven Myers
1974	Edgewater Hyatt, Long Beach -	President, Phillip C. Hiller Vice president, Paul Gravrock Vice president, Harold Hoppe Secretary, Kathryn Zimpfer
1975	Edgewater Hyatt, Long Beach -	President, Phillip C. Hiller Vice president, Paul Gravrock Vice president, Harold Hoppe Secretary, Kathryn Zimpfer
1976	Edgewater Hyatt, Long Beach -	President, Bruce Borrud Vice president, Paul Gravrock Vice president, Harold Hoppe Secretary, William Nyheim

1977	Edgewater Hyatt, Long Beach -	President, Bruce Borrud Vice president, Paul Gravrock Vice president, Harold Hoppe Secretary, William Nyheim
1978	California Lutheran College, Thousand Oaks -	President, John Kober Vice president, Sherman Korshavn Vice president, Cleo Bernards Secretary, William Nyheim
1979	CLC, Thousand Oaks -	President, John Kober Vice president, Sherman Korshavn Vice president, Cleo Bernards Secretary, Tom Blevins
1980	CLC, Thousand Oaks -	President, John Kober Vice president, Sherman Korshavn Vice president, Cleo Bernards Secretary, Tom Blevins
1981	Anaheim Conv. Center with CAPSO	President, John Kober Vice president, Carol Otteson Vice president, Cleo Bernards Secretary, Tom Blevins
1982	CLC, Thousand Oaks -	President, John Kober Vice president, Carol Otteson Vice president, Cleo Bernards Secretary, Tom Blevins
1983	CLC, Thousand Oaks -	President, John Kober Vice presidents, Carol Eastvold Sue McDuell Les Simons
1984	Laurel Hall, N. Hollywood -	Secretary, Helen Aaseng Acting president, Cleo Bernards Vice presidents, Carl Eastvold Sue McDuell Les Simons
1985	Laurel Hall, N. Hollywood -	Secretary, Helen Aaseng President, Sue McDuell Vice president, Carl Eastvold Secretary, Helen Aaseng
1986	Burbank Airport Hilton -	Member-at-large, Margaret Smith President, Sue McDuell O'Connor Vice president, Carl Eastvold Secretary, Alyce Schuldt Member-at-large, Julia Sieger

Anniversary Year Regional Officers (West)



Sue McDuell
O'Connor
Northridge, CA
(First)



Carl Eastvold,
vice president
Sacramento, CA
(Gloria Dei)



Julia Sieger,
member-at-large
North Hollywood,
CA
(Emmanuel)

Alyce Schuldt,
preschool
representative
Thousand Oaks, CA
(Holy Trinity)

