

THE PRESENT STATUS OF THE LUTHERAN  
ELEMENTARY SCHOOLS  
OF  
THE EVANGELICAL LUTHERAN SYNOD  
OF  
MISSOURI, OHIO, AND OTHER STATES

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By

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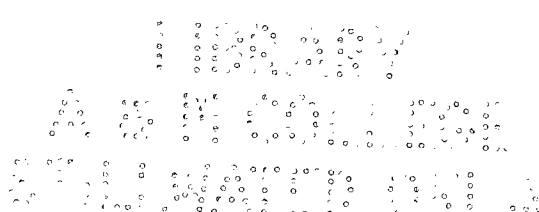
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### Preface

The author of the following thesis is indebted to many persons. Direct obligations have been acknowledged by the usual citations.

The author is especially indebted to Dr. Reed in charge of the thesis study for many valuable suggestions before and while the thesis was in progress. The data were secured from the statistician of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States, and from Mr. A. C. Stelhorn, secretary of schools of this church body.

It would not be invidious to mention also the counsel of Dr. Lackey who first suggested the study. Many other obligations too numerous to mention here appear in the body of the thesis.

Martin J. Maehr

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## CHAPTER I

## INTRODUCTION

The writer of this thesis endeavors to present the present status of an elementary school system which often carries on its work and renders a service to its country in an unassuming way.

The Lutheran Church does not maintain its schools in order to separate itself from the public schools. The members of the Lutheran Church are anxious to see the achievement of an ever higher standard of democratic education in our own country. For it is in a democracy like ours where their system of private schools can be maintained most efficiently.

The dominant idea behind the Lutheran school system is the ingrained principle that a very close and definite relation exists between education and religion, between church and school. If the Church intends to educate its children in spiritual matters, it could do so only by undertaking also their general education. The development of the personal character through inculcation of the Christian faith and its high personal virtues is the best guarantee of personal as well as civic righteousness, of respect for authority, of patriotism and loyalty, of high regard for stability of the home and other social institutions. Consequently, the Lutheran Church is concerned about the child, the home, the church, and the state.

It is the school system that rests upon this philosophy, which the writer, in his limited way, presents to establish some phases of its present status.

### The Purpose of the Study

The purpose of the study was to ascertain the present status of the Lutheran elementary school system as revealed by the annual reports requested by Synod's Statistician and the Secretary of Schools. Wherever possible, trends were pointed out and comparisons made with available statistics of the public school system.

This study was guided by the following specific purposes:

(1) To examine the professional status of the Lutheran elementary school teacher, including teaching experience, tenure of office, their academic and professional training.

(2) To present the philosophy of the Lutheran Church which prompts it to foster its own system of schools.

(3) To ascertain the trend in the enrolments of the Lutheran elementary schools.

(4) To determine the types of schools operated.

(5) To obtain and present information on the type of personnel teaching in the Lutheran elementary schools.

(6) To discover what provisions had been made for retirement in the profession.

(7) To study how well the Lutheran elementary educational system serves the children of the Lutheran Church.

(8) To give information on the administration and supervision of the Lutheran elementary schools.

(9) To present the quality of teaching in the Lutheran schools.

### The Method of the Study

The method of the study was primarily statistical, being an analysis, interpretation, and evaluation of existing statistics, compiled by

the official statistician and secretary of schools of the particular denomination under consideration. An effort was made to use the most recent data reported. References to past status and tables over periods of times were used when it was felt that the present situation was thus clarified.

A brief history of the Lutheran Church and the simultaneous development of its school system was presented in the introduction in order to make the thesis intelligible to those who are not acquainted with the history and policy of the Lutheran Parochial School System. Previous studies were consulted and quoted wherever such findings were pertinent to this study.

The writer has also embodied some of his own knowledge and experience gained through contact with the system under consideration.

#### Limitation of the Study

In common with all studies which use statistics based upon questionnaires and reports from individual schools, the validity of this study depends upon the accuracy of the reports delivered to the office of the statistician and secretary of schools. Discrepancies in total figures are often due to variations in individual reports, general reports, and reports from different sources. At times the data which applies to the schools in the United States had to be separated from data compiled for the entire system in America and foreign countries.

The writer was limited to information available and consequently was not in a position to present the present status of the Lutheran elementary schools from every angle.



## The Lutheran Church and Its System of Schools

To make this study intelligible to those who are not acquainted with the Lutheran Church in America necessitates an analysis of the various Lutheran bodies and a brief history of the Denomination under consideration.

The history of the Lutheran Church in America is largely the story of migration from the Lutheran countries; for wars, religious persecutions, and distressing economic conditions prevailing over a period of four centuries induced ever-increasing numbers of people to seek religious liberty, political freedom, economic and social opportunities in the New World. Lutherans came to settle in the American Colonies and States in large numbers and thus gave the Lutheran Church an early beginning and an important place in the history of the nation.<sup>1</sup>

There have been Lutherans in our country from the time it was first settled by white people. Lutherans came from Denmark as early as 1619 and lived on the shores of Hudson Bay. Dutch Lutherans settled New Netherland in 1623. Many others came from Sweden, Holland, Germany, and Austria. These were among the first colonists to organize congregations and build churches.

A great leader among the Lutherans of the 18th century was H. H. Muhlenberg. He helped organize the first Lutheran synod in America, 1748, the Pennsylvania Ministerium. Other synods were organized, and in 1820 many of these united in a larger body, called the General Synod. In 1847 the Evangelical Lutheran Synod of Missouri, Ohio, and Other States was organized in Chicago. In 1872 this Synod united with several

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<sup>1</sup>Walter H. Beck, Lutheran Elementary Schools in the United States, p. 1

other orthodox Lutheran synods of our country and formed the Evangelical Lutheran Synodical Conference of North America.

The origin of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States can be traced to the emigration of Saxon Lutherans which took place in the year 1838. The reason why these Saxons sought a new home in America was not the desire for riches or the love of adventure, but their love of the Gospel, and the hope of finding a country in which they could establish a church on the basis of its pure teachings. This they were unable to do in Germany.<sup>2</sup>

Under the leadership of Pastor Martin Stephan of Dresden, a plan was worked out for the establishment of a Lutheran Colony in the state of Missouri. There were 668 persons in the company of emigrants. Most of them had pleasant homes and a profitable business, and to leave Germany was a great sacrifice for them.

The colonists departed from Bremen, Germany, in November, 1838, for the New World in five sailing vessels. These Saxon Lutherans settled in Missouri and organized congregations in St. Louis, and in Perry County, one-hundred miles south of St. Louis.<sup>3</sup>

During the voyage the children of these Saxon Lutheran Immigrants received daily instruction in religion from their pastors or teachers. There were several teachers among the group. Only a few days after the immigrants had arrived in St. Louis a regular parochial school was opened in the basement of Christ Church Cathedral (Episcopal) in which church the Saxons also worshipped for a time. The school in St. Louis was first taught by the theological candidate L. Geyer, later pastor in

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<sup>2</sup>Theo. Graebner, The Story of Our Church in America, p. 6

<sup>3</sup>Ibid.

Texas. Schools were just as promptly opened when the majority of the immigrants later settled in Perry County. They were first housed in rude log buildings. In this vicinity at Altenburg, Missouri, a log college was built and dedicated December 9, 1939. It is this group of Lutherans which formed the nucleus and impetus which lead to the organization of the Missouri Synod.<sup>4</sup>

TABLE I

Growth of the Elementary Lutheran School System in the Evangelical Lutheran Synod of Missouri, Ohio and Other States.<sup>5</sup>

| Year | Number<br>of Schools | Enrolment |           |        |
|------|----------------------|-----------|-----------|--------|
|      |                      | Members   | Strangers | Total  |
| 1847 | 14                   | 238       | 247       | 764    |
| 1848 | 48                   | 709       | 407       | 1,424  |
| 1849 | 30                   | 750       | 392       | 1,255  |
| 1850 | 52                   | 1,147     | 441       | 1,734  |
| 1851 | 59                   | 1,553     | 343       | 1,960  |
| 1852 | 66                   | 1,924     | 657       | 2,581  |
| 1853 | 71                   | 1,667     | 789       | 2,875  |
| 1854 | 85                   | 2,098     | 1,071     | 3,068  |
| 1855 | 124                  | 2,467     | 847       | 3,708  |
| 1856 | 109                  | 2,319     | 1,350     | 4,646  |
| 1857 | 114                  | 3,106     | 1,831     | 5,561  |
| 1858 | 131                  | 3,696     | 1,954     | 6,566  |
| 1859 | 129                  | 3,356     | 1,668     | 6,783  |
| 1860 | 163                  | 4,928     | 2,635     | 9,728  |
| 1861 | 178                  | 5,162     | 2,305     | 10,223 |
| 1862 | 179                  | 5,668     | 2,669     | 11,053 |
| 1863 | ---                  | ---       | ---       | ---    |
| 1864 | 220                  | 6,565     | 3,713     | 13,854 |
| 1865 | 243                  | 9,427     | 4,859     | 16,883 |

<sup>4</sup>A.C. Stelhorn, A Century of Lutheran Schools in America.

<sup>5</sup>Statistical Year-Book of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States for the year 1937.

TABLE I (cont'd)

| Year | Number<br>of Schools | Enrolment |           |        | Teachers  |         |                    |
|------|----------------------|-----------|-----------|--------|-----------|---------|--------------------|
|      |                      | Members   | Strangers | Total  | Installed | Pastors | Ladies<br>Teachers |
| 1866 | 315                  | 10,065    | 5,895     | 20,765 |           |         |                    |
| 1867 | 344                  | 10,755    | 4,696     | 22,853 |           |         |                    |
| 1868 | 363                  | 11,649    | 4,464     | 23,697 |           |         |                    |
| 1869 | 334                  | 11,133    | 3,473     | 22,324 |           |         |                    |
| 1870 | 424                  | 12,978    | 4,495     | 26,902 |           |         |                    |
| 1871 | 408                  | 12,629    | 4,091     | 26,465 |           |         |                    |
| 1872 | 472                  | 15,344    | 4,746     | 30,320 |           |         | 263                |
| 1873 | 622                  | 20,602    | 5,957     | 39,474 |           |         | 297                |
| 1874 | 638                  | 20,869    | 5,569     | 39,284 |           |         | 299                |
| 1875 | 635                  | 21,546    | 6,535     | 39,005 |           |         | 323                |
| 1876 | 684                  | 21,448    | 5,394     | 38,693 |           |         | 336                |
| 1877 | 642                  | 15,728    | 4,251     | 37,818 |           |         |                    |
| 1878 | 773                  | 23,160    | 4,900     | 43,874 |           |         |                    |
| 1879 | 780                  | 25,714    | 6,433     | 45,412 |           |         |                    |
| 1880 | 684                  | 21,289    | 4,683     | 44,404 |           |         |                    |
| 1881 | 873                  | 23,764    | 5,446     | 51,204 |           |         |                    |
| 1882 | 924                  | 26,099    | 5,621     | 53,330 |           |         |                    |
| 1883 | 995                  | 25,996    | 6,174     | 57,340 |           |         |                    |
| 1884 | 897                  |           |           | 62,772 | 573       |         | 13                 |
| 1885 | 937                  |           |           | 64,623 | 595       |         | 23                 |
| 1886 | 1,010                |           |           | 68,546 | 609       |         | 43                 |
| 1887 | 1,090                |           |           | 71,504 | 620       |         | 43                 |
| 1888 | 1,106                |           |           | 72,825 | 617       |         | 79                 |
| 1889 | 1,153                |           |           | 74,006 | 637       |         | 97                 |
| 1890 | 1,226                |           |           | 78,061 | 642       | 579     | 105                |
| 1891 | 1,360                |           |           | 80,712 | 672       | 625     | 113                |
| 1892 | 1,328                |           |           | 83,514 | 701       | 695     | 112                |
| 1893 | 1,391                |           |           | 88,345 | 719       | 754     | 136                |
| 1894 | 1,425                |           |           | 85,679 | 725       | 783     | 138                |
| 1895 | 1,469                |           |           | 86,461 | 762       | 801     | 128                |
| 1896 | 1,527                |           |           | 87,908 | 756       | 830     | 128                |
| 1897 | 1,603                |           |           | 89,202 | 781       | 894     | 115                |
| 1898 | 1,671                |           |           | 89,775 | 794       | 943     | 109                |
| 1899 | 1,725                |           |           | 91,301 | 815       | 959     | 109                |
| 1900 | 1,767                |           |           | 92,042 | 832       | 982     | 117                |
| 1901 | 1,844                |           |           | 94,121 | 839       | 1,004   | 127                |
| 1902 | 1,836                |           |           | 95,967 | 863       | 1,026   | 128                |
| 1903 | 1,888                |           |           | 96,193 | 857       | 1,061   | 176                |
| 1904 | 1,931                |           |           | 96,888 | 874       | 1,082   | 187                |
| 1905 | 1,983                |           |           | 96,723 | 904       | 1,083   | 194                |
| 1906 | 2,018                |           |           | 96,964 | 933       | 1,085   | 215                |
| 1907 | 2,089                |           |           | 96,913 | 966       | 1,088   | 218                |

TABLE I (cont'd)

| Year | Number | Enrollment | Teachers  |         |        | Candidates,<br>Students |
|------|--------|------------|-----------|---------|--------|-------------------------|
|      |        |            | Installed | Pastors | Ladies |                         |
| 1908 | 2,108  | 96,035     | 924       | 1,107   | 229    |                         |
| 1909 | 2,108  | 95,024     | 1,009     | 1,109   | 222    |                         |
| 1910 | 2,130  | 93,890     | 1,026     | 1,116   | 218    |                         |
| 1911 | 2,201  | 94,065     | 1,045     | 1,155   | 238    |                         |
| 1912 | 2,216  | 94,167     | 1,069     | 1,166   | 252    |                         |
| 1913 | 2,250  | 96,287     | 1,097     | 1,192   | 274    |                         |
| 1914 |        |            |           |         |        |                         |
| 1915 |        |            |           |         |        |                         |
| 1916 | 2,313  | 96,737     | 1,121     | 1,228   | 303    |                         |
| 1917 | 3,306  | 95,708     | 1,136     | 1,173   | 324    |                         |
| 1918 | 1,846  | 84,832     | 1,050     | 973     | 320    |                         |
| 1919 | 1,517  | 71,561     | 1,075     | 452     | 262    |                         |
| 1920 | 1,510  | 73,063     | 1,053     | 489     | 279    | 133                     |
| 1921 | 1,277  | 73,190     | 1,062     | 473     | 320    | 103                     |
| 1922 | 1,345  | 76,317     | 1,138     | 460     | 343    | 77                      |
| 1923 | 1,376  | 78,610     | 1,166     | 480     | 380    | 79                      |
| 1924 | 1,356  | 79,326     | 1,208     | 462     | 405    | 93                      |
| 1925 | 1,388  | 80,173     | 1,262     | 401     | 447    | 97                      |
| 1926 | 1,390  | 81,082     | 1,270     | 383     | 513    | 85                      |
| 1927 | 1,370  | 81,457     | 1,309     | 368     | 494    | 100                     |
| 1928 | 1,362  | 81,049     | 1,344     | 359     | 483    | 117                     |
| 1929 | 1,371  | 81,038     | 1,390     | 335     | 490    | 114                     |
| 1930 | 1,339  | 79,956     | 1,393     | 326     | 482    | 134                     |
| 1931 | 1,358  | 80,263     | 1,416     | 345     | 499    | 128                     |
| 1932 | 1,377  | 79,204     | 1,362     | 349     | 392    | 180                     |
| 1933 | 1,347  | 73,598     | 1,289     | 341     | 348    | 250                     |
| 1934 | 1,361  | 78,681     | 1,289     | 341     | 330    | 285                     |
| 1935 | 1,368  | 77,667     | 1,297     | 319     | 327    | 274                     |
| 1936 | 1,380  | 76,811     | 1,285     | 329     | 349    | 282                     |

Founding of the Missouri Synod

To the Lutheraner, a German Lutheran church paper, belongs the credit and glory of having paved the way for organization of the Missouri Synod. The Lutheraner was launched by Pastor C. F. W. Walther of Trinity Lutheran church, St. Louis, Missouri, on September 7, 1844 in conjunction

with several pastors in Missouri and Illinois.<sup>6</sup>

From the very beginning the Lutheran spoke very plainly on Christian doctrine. The purpose of the paper was to rally the Lutherans in America around the banner of sound Lutheranism.<sup>7</sup>

After a preliminary meeting in Cleveland (1845) and a conference (1846) in Ft. Wayne, the Missouri Synod was organized in Chicago in 1847. On April 26, 1847, the constitution was adopted and signed, and the Evangelical Lutheran Synod of Missouri, Ohio and Other States was ready to begin its blessed work under the leadership of Walther, who was chosen its first president.

Table I gives a clear statistical picture of the growth of the Lutheran Elementary school system in the Missouri Synod mentioned above from the year of its organization to 1936. It is apparent that the number of schools grew from 14 in 1847 to the high mark of 2,313 in 1916. The number of schools experienced a definite decline in 1919 when the number of schools within one year dropped from 1,846 to 1,317. The World War, no doubt, caused this decided trend. Since that time there is no definite trend discernable, unless lack of definite increase can be termed as a decline.

The enrolment presents a simultaneous increase from 385 in 1847 to 96,737 in 1916. However, the decrease in enrolment came earlier. Again this is self-explanatory. Schools were forced to discontinue after the enrolment declined. The drop in enrolment was not as definite as the number of schools lost. Enrolment decreased from 96,737 in 1916 to 71,361 in 1919. This seems to indicate that a large number of small

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<sup>6</sup>W. H. T. Dau, Ebenezer, p. 95

<sup>7</sup>Theo. Graebner, The Story of Our Church in America, p. 9

schools were closed in 1919. From 1919 to the present there seems to be a trend in evidence. The enrolment showed a slight, but a gradual increase which reached its zenith in 1927. From this time the enrolment of the Lutheran elementary schools showed a constant small decrease. The population trend in our country does not explain this situation. The population peak for elementary pupils was reached in 1935 in our country.<sup>8</sup> Consequently, the decrease in the Lutheran elementary schools is not a natural one. It came eight years before the normal time.

Statistics on religious denominations reveal that there were almost five million Lutherans in America in 1939. These belong to many different synods; but most of these synods are now members of one of the three major bodies: (a) the United Lutheran Church, (b) the Synodical Conference, (c) the American Lutheran Conference. The United Lutheran reported a total membership of 1,644,325, the Synodical Conference a total membership of 1,574,198, the American Lutheran Conference a total membership of 1,506,820.<sup>9</sup> According to this report the Synodical Conference ranks second in size in the major Lutheran bodies in America.

The Synodical Conference is composed of the Missouri Synod, the Joint Synod of Wisconsin, the Norwegian Synod of the American Lutheran church, and the Slovak Synod. Among the synods constituting the Synodical Conference, the Missouri Synod is by far the major body, having a total membership of 1,277,097.<sup>10</sup> It is the elementary school system of the Missouri Synod which is placed in the scope of this study. It should be further noted that it is the Missouri Synod which has developed the largest system of parochial schools among the Lutheran denominations.

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<sup>8</sup>National Educational Association Research Bulletin, Vol. XVI, No.1, p. 34

<sup>9</sup>Lutheran Annual 1941, p. 44

<sup>10</sup>Ibid

"The dominant Lutheran elementary school system of the present day is that of the Missouri Synod. No other synodical body within the Lutheran church has carried on the development of schools more zealously and vigorously; its schools became a passion from the day the Saxon forefathers established themselves in Missouri, Ohio, Illinois, Michigan, in 1838 and 1839, and particularly after the organization of the Synod in 1847 initiated official direction of this work. The Missouri Synod early in the past century assumed the leadership in this educational endeavor and carried on a consistent and persistent program of promotion and development, so that at this time (1938) when it is privileged to observe the centennial of the emigration of the Saxon fathers, its congregations are still maintaining a total of 1,354 schools with an enrolment of 75,721 pupils, taught by 1307 installed male parochial teachers, in addition to 347 women engaged as teachers. Considering the parochial school an agency for ideal Christian training, a bulwark for church, home, and state, a necessity to preserve true confessionalism and orthodoxy as well as to harmonize profession and practice, the Missouri Synod made its schools a matter of conscience with laity and clergy alike and thus succeeded in developing and preserving against great odds a system unique in American educational history.<sup>11</sup>

TABLE II

State Distribution of Schools  
Within the Synodical Conference for 1937<sup>12</sup>

| States      | Totals | Synods and Missions |      |         |       |        |
|-------------|--------|---------------------|------|---------|-------|--------|
|             |        | Mo.                 | Wis. | Col. M. | Norw. | Slovak |
| Alabama     | 32     | 1                   | -    | 31      | -     | -      |
| Arizona     | 4      | -                   | 4    | -       | -     | -      |
| Arkansas    | 8      | 8                   | -    | -       | -     | -      |
| California  | 23     | 23                  | -    | -       | -     | -      |
| Colorado    | 12     | 12                  | -    | -       | -     | -      |
| Connecticut | 5      | -                   | -    | -       | 4     | 1      |
| Florida     | 2      | -                   | 1    | 1       | -     | -      |
| Idaho       | 2      | 2                   | -    | -       | -     | -      |
| Illinois    | 213    | 212                 | -    | 1       | -     | -      |
| Indiana     | 75     | 75                  | -    | -       | -     | -      |
| Iowa        | 68     | 63                  | -    | -       | 5     | -      |
| Kansas      | 58     | 58                  | -    | -       | -     | -      |
| Kentucky    | 4      | 4                   | -    | -       | -     | -      |
| Louisiana   | 12     | 6                   | -    | 6       | -     | -      |
| Maryland    | 1      | 1                   | -    | -       | -     | -      |
| Michigan    | 112    | 98                  | 14   | -       | -     | -      |

<sup>11</sup>Walther H. Beck, Lutheran Elementary Schools in the United States, p. 101

<sup>12</sup>Data for Missouri Synod compiled by A. C. Stellhorn, Secretary of Schools. News Bulletin, June, 1938, p.9. Other data by Walther Beck.



TABLE II (cont'd)

| States         | Totals | Synods and Missions |      |         |       |        |
|----------------|--------|---------------------|------|---------|-------|--------|
|                |        | Mo.                 | Wis. | Col. M. | Norw. | Slovak |
| Minnesota      | 119    | 90                  | 24   | -       | -     | -      |
| Mississippi    | 1      | -                   | -    | 1       | -     | -      |
| Missouri       | 123    | 121                 | -    | 1       | -     | 1      |
| Nebraska       | 118    | 111                 | 7    | -       | -     | -      |
| New Jersey     | 2      | 1                   | -    | -       | -     | 1      |
| New Mexico     | 2      | 2                   | -    | -       | -     | -      |
| New York       | 13     | 13                  | -    | -       | -     | -      |
| North Carolina | 4      | -                   | -    | 4       | -     | -      |
| North Dakota   | 2      | 2                   | -    | -       | -     | -      |
| Ohio           | 43     | 40                  | 2    | -       | -     | 1      |
| Oklahoma       | 16     | 16                  | -    | -       | -     | -      |
| Oregon         | 8      | 8                   | -    | -       | -     | -      |
| Pennsylvania   | 4      | 4                   | -    | -       | -     | -      |
| South Carolina | 1      | -                   | -    | 1       | -     | -      |
| South Dakota   | 10     | 8                   | 2    | -       | -     | -      |
| Tennessee      | 2      | 2                   | -    | -       | -     | -      |
| Texas          | 62     | 62                  | -    | -       | -     | -      |
| Utah           | 1      | 1                   | -    | -       | -     | -      |
| Virginia       | 3      | 2                   | -    | 1       | -     | -      |
| Washington     | 8      | 7                   | -    | -       | 1     | -      |
| Wisconsin      | 208    | 104                 | 102  | -       | 2     | -      |
| Wyoming        | 3      | 3                   | -    | -       | -     | -      |
| Totals         | 1,384  | 1,166               | 155  | 47      | 12    | 4      |

Table II shows how the number of schools in the Missouri Synod compares with the number of schools in other synods which are members of the Synodical Conference. Eighty-four per cent of the schools in Synodical Conference are maintained by the Missouri Synod. This table presents the additional information how the schools are distributed among the states of our country. The states of Illinois and Missouri rank highest as stronghold for the Lutheran elementary school system.

#### Philosophy of the Lutheran Elementary School System

The Lutheran church throughout the period of its history in the United States has concerned itself with elementary education through the agency of congregational, or parochial schools. The primary

objectives of Lutheran parochial schools has at all times and in all synods been the inculcation of Christian doctrines and principles of life and their coordination with the entire curriculum of the school. It is the long established conviction of the Lutheran church that education and religion must go hand in hand, that a nation cannot make the right kind of citizens by a secular education and bringing in religion afterward. Most Lutheran bodies have held that this can be achieved only by means of the full-time parochial school, and they accordingly at some time in their history fostered schools and promoted the movement. Those synods which have discontinued the schools still adhere to the principle, however, by maintaining part-time week-day, Saturday, or vacation religious schools.<sup>13</sup>

The language problems of the Lutheran church were important factors in the early development of the school systems, since the membership of the various bodies included immigrant peoples who spoke principally German, Norwegian, Swedish, Danish, Finnish, and Slovak. The conduct of the affairs and the public services of these bodies in their respective mother tongues virtually compelled the maintenance of a school system in which emphasis could be placed upon instruction in these languages, in accordance with the privileges guaranteed them by the Federal Constitution. Such language functions, however, have always been of a secondary character and at present are practically non-existent, since the majority of the existing Lutheran schools do little, if any, work in either of these tongues. The Christian day-school, as the Lutheran school of today has come to be known, well expresses the fundamental character which both in the past and in the present it endeavors to preserve.<sup>14</sup>

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<sup>13</sup>Walther H. Beck, Lutheran Elementary School System, p. 408

<sup>14</sup>Ibid

The Missouri Synod has laid much stress on a Christian education for all its children. Christian parents have the responsibility of bringing up their children "in the nurture and admonition of the Lord." The church must help the parents to give the youth the "one thing needful." The best place for children to receive instruction and training is a school taught by Christian teachers, where all branches of knowledge are taught in the light of God's Word and where children learn to love and fear God. The state cannot give such schools. For this reason, Christian day-schools (elementary parochial schools) were established by the first congregations of the Synod and provisions were made to train teachers with a Christian philosophy of life. The organization of the Missouri Synod had as one of its major objectives the furtherance of Christian parochial schools and of a thorough instruction for confirmation.<sup>15</sup>

The philosophy underlying the parochial schools takes the Scriptural view of things; it begins with man as a sinner; it shows him his Savior; it leads children to God as their Creator and Lord to whom honor and obedience is due; it insists on eternal values and on fixed moral values laid down by God Himself; it shows man why he is in the world--to serve God and man; it points children to the eternal mansions above instead of fixing their eyes and hearts on the material; it shows man as the dwelling place of God's Holy Spirit; it makes for order and decency in the world on the basis of divine authority.<sup>16</sup>

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<sup>15</sup>Constitution of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States, p. 3

<sup>16</sup>News Service, September, 1940, p. 3

The true Lutheran Christian is obedient and loyal to his government, because His God demands of him such service. He lives to serve mankind in appreciation to his God who has redeemed him. Christian training of the children is a matter of conscience with Lutheran parents. The Lutheran Church and its members realize that it is difficult to make a child believe that he must seek first the kingdom of God and His righteousness when the Word of God is pushed into the once-a-week background, while the wisdom of the world is advanced, sought and drilled every day. This philosophy, however, does not exclude the requirements of the state, the schools, and society. The seven cardinal aims of education are definitely in harmony with the philosophy of the Lutheran school and can be attained efficiently from a Christian's point of view. Consequently, many Lutheran Christians bring a great sacrifice in order that their children may receive a thorough religious training in addition to the entire curriculum required by the state and community.

## CHAPTER II

## TEACHING PERSONNEL OF THE LUTHERAN ELEMENTARY SCHOOLS

The Lutheran church is continuing its long-established policy of keeping its schools chiefly in the hands of male teachers, who are not only well trained for their work but who also make this their life profession. The status of the woman teacher remains therefore a secondary one. This section with the help of Table III and Table IV attempts to present an objective analysis of the teaching force of the Lutheran Schools in order to discover the present status of the teaching personnel.

TABLE III

Teaching Personnel of the Lutheran Elementary Schools<sup>17</sup>

| Districts                | Teachers  |       |         |            |            |            |            |
|--------------------------|-----------|-------|---------|------------|------------|------------|------------|
|                          | Installed | Women | Pastors | Nor. Cand. | Min. Cand. | Nor. Stud. | Min. Stud. |
| Atlantic                 | 16        | 13    | -       | -          | -          | -          | -          |
| California and Nevada    | 10        | 3     | 5       | -          | -          | -          | -          |
| Central                  | 191       | 20    | 5       | 17         | 1          | 1          | 2          |
| Central Illinois         | 40        | 15    | 2       | 2          | 1          | 1          | 3          |
| Colorado                 | 12        | 6     | 1       | 4          | 1          | 1          | -          |
| Eastern                  | 14        | 4     | 2       | -          | -          | -          | -          |
| English                  | 8         | 3     | 1       | 1          | -          | -          | -          |
| Iowa East                | 23        | 11    | 3       | 5          | -          | 1          | 4          |
| Iowa West                | 19        | 11    | 5       | 7          | -          | 2          | 1          |
| Kansas                   | 36        | 14    | 13      | 6          | 1          | 1          | 5          |
| Michigan                 | 143       | 15    | 12      | 8          | 2          | 2          | 4          |
| Minnesota                | 73        | 27    | 7       | 13         | 4          | -          | 3          |
| North Dakota and Montana | 1         | -     | -       | -          | -          | -          | -          |
| Northern Illinois        | 239       | 47    | 16      | 7          | 3          | 2          | 1          |
| Northern Nebraska        | 32        | 12    | 3       | 3          | 3          | 2          | 1          |

<sup>17</sup> Statistical Year-Book of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States for the Year 1939, p. 173

TABLE III (cont'd)

| Districts             | Teachers  |       |         |            |            |            |            |
|-----------------------|-----------|-------|---------|------------|------------|------------|------------|
|                       | Installed | Women | Pastors | Nor. Cand. | Min. Cand. | Nor. Stud. | Min. Stud. |
| North Wisconsin       | 25        | 14    | 4       | 10         | 1          | 1          | 3          |
| Oklahoma              | 8         | 2     | 5       | -          | 1          | -          | 1          |
| Oregon and Washington | 15        | 2     | 5       | 1          | 1          | -          | 1          |
| South Dakota          | 2         | 1     | 2       | 2          | -          | 1          | -          |
| Southeastern          | 2         | 2     | -       | 1          | 1          | -          | -          |
| Southern              | 8         | 7     | 3       | 2          | -          | -          | -          |
| Southern California   | 19        | 4     | 2       | 3          | 1          | -          | -          |
| Southern Illinois     | 30        | 10    | 23      | 8          | 3          | -          | 1          |
| Southern Nebraska     | 50        | 7     | 10      | 10         | 3          | 6          | 4          |
| South Wisconsin       | 111       | 48    | 7       | 8          | 2          | -          | 3          |
| Texas                 | 48        | 6     | 23      | 2          | 7          | 1          | 6          |
| Western               | 101       | 36    | 51      | 13         | 3          | -          | 11         |
| Totals                | 1276      | 340   | 212     | 135        | 39         | 22         | 54         |

Table III is a tabulation of the teaching personnel as reported by the various districts. The seven classifications noted are: installed teachers, women teachers, pastors, normal candidates, ministerial candidates, normal students, and ministerial students.

The data reveals a total teaching force of 2078 in all districts of the United States in 1939. Of this number 1738, or 83.7 per cent, were male teachers. Regular or installed teachers numbered 1276, or 61.8 per cent, of the entire teaching personnel; 340, or 16.3 per cent, of the classroom teachers were women; 212, or 10.2 per cent, were pastors; 135, or 6.7 per cent, were men teaching who had completed their training at one of the Lutheran Normal Colleges but had not yet received a permanent call; 39, or 1.4 per cent, were ministerial graduates teaching who had not received a call into the ministry by a congregation; 22, or 1.0 per cent, were students from one of the Normal

schools who had not completed the required training for a permanent call; 54, or 2.1 per cent, were undergraduate ministerial students teaching.

Further analysis and interpretation of the data under consideration points to a very high percentage of male teachers. Male teachers constitute 83.7 per cent of the teaching force, whereas 79 per cent of the public elementary and secondary teachers of today are women.<sup>18</sup> This would definitely point to a greater stability in the teaching personnel of the Lutheran elementary school instructor as compared with the teaching force of the public school system. The large percentage of male teachers would also point to the commendable fact that the pupil would receive a more proportionate share of its training from men. Since much of the pre-school training of a child is performed by the mother, the influence of a male teacher can balance the training of the child.

Since six classifications of the male teacher are designated in the Table III, an analysis is in order. Installed teachers are male instructors who are called permanently by the "voting body" of the individual congregations and inducted into office. The installed teacher, however, is free, with the approval of his congregation, to accept other calls. Faithful performance of duty, proper ability, and exemplary life, however, conditions the permanency of the installed teacher.<sup>19</sup>

The minimum training of an installed teacher at present is three years with more training offered and urged. The tenure of office is usually lifelong.

The Missouri Synod maintains two normal schools for the training of teachers. Both institutions at Seward, Nebraska, and at River Forest,

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<sup>18</sup> National Educational Association Research Bulletin for March, 1940, p. 55

<sup>19</sup> Walther H. Beck, Lutheran Elementary Schools in United States, p. 411

Illinois, provide opportunity for post-graduate study in summer sessions. Both normal schools are recognized by their own state department and their own state university. They have the same rating as the Oklahoma A. & M. School of Education.<sup>20</sup>

Normal students are undergraduate teachers who have been called into temporary service because the supply of graduates have been exhausted for the term. This group, although low in percentage, is an index that the supply of graduates at present is not keeping pace with the demands. It also points to some opportunity for internship or inservice training before graduating.

Ministerial students are undergraduate candidates for the office of the ministry. The work assumed by the ministerial student is similar to the work of a ministerial candidate. Congregations may employ ministerial students, because graduates are not available, or a congregation may prefer a ministerial student since it entertains no hope of giving to a candidate a permanent call.

Women teachers in the Lutheran elementary school system receive no call as such, but they are usually assured a permanent position upon evidence of proper personal qualifications and training and upon condition of good behavior and satisfactory work. Only one-third of the women teachers have received their training at Lutheran institutions. Women trained at other institutions, as a rule, do not teach religious subjects, since they have not been trained for this purpose.

The table also reveals the number of pastors teaching. Pastors are trained for their ministerial office at two seminaries of the

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<sup>20</sup>Huber Wm. Hurt, College Blue Book, pp. 302, 308, 314.



Missouri Synod. The seminary at St. Louis, Missouri requires six years of college training, while four years of college is the level of training at the seminary in Springfield, Illinois. From the table it is not apparent the number of pastors who are graduates of St. Louis or Springfield. Neither can it be assumed that the average level of training is on par with the requirements of ministerial graduates at the present time, since the level of college training of both institutions has been raised during the past decade. Nevertheless, it remains true that the cultural and academic training of pastors in the Lutheran Church (Missouri Synod) rates unusually high. This situation coupled with the fact that the graduates at the ministerial seminaries also receive a pedagogical training insures at least to some degree able and qualified teaching personnel among the pastors teaching although the certification is often not in line with the state requirements.

The fourth column in Table III is designated as Normal Candidates. These are male teachers who have completed their required training at one of the Lutheran Normal Schools, but due to no demand for a regular called and installed teacher these graduates were assigned to congregations which wished to employ their teacher temporarily. This condition, however, has arisen only during the past decade, when the supply of candidates exceeded the demands. It should also be noted that these constitute the group which has received the latest training in progressive education and has attained the highest level of preparation as a group. It is also true that congregations have employed graduates temporarily in order to prove their ability, efficiency, and faithfulness before extending to them a permanent call.

Ministerial candidates are graduates of one of the ministerial seminaries who have not received a call into the office of the ministry by a congregation. There may be two purposes for employing a ministerial graduate. Some congregations may prefer to give assistance to their regular pastor by engaging a ministerial graduate. Other congregations may not have been in a position to obtain a graduate from one of the normal institutions. In either case the ministerial graduate receives an opportunity for ministerial work in addition to the teaching load.

Normal students are undergraduate teachers who have been called into temporary service, because the supply of graduates have been exhausted for the term. This group, although low in percentage, is an index that the supply of graduates at present is not keeping pace with the demands. It also points to some opportunity for internship or inservice training before graduating.

Ministerial students are undergraduate candidates for the office of the ministry. The work assumed by the ministerial student is similar to the work of a ministerial candidate. Congregations may employ ministerial students because graduates are not available or a congregation may prefer a ministerial student since it entertains no hope of giving to a candidate a permanent call.

Trends Apparent in the Teaching Personnel  
of the Lutheran Elementary Schools

In 1939 a total of 2,253 were reported engaged in the teaching profession of the Lutheran Parochial Schools.<sup>21</sup> Of this number 1,365 or 60.5 percent were installed male teachers from 1920 to 1939 was reached

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<sup>21</sup>Table IV.

during 1931 when the number 1,416 was reported. This same year also marks the apex of the total number of teachers in the service of the profession over the same period. Both figures would seem to indicate that the number of schools or school rooms are on the decline.

The economic situation in our country seems to have played its definite part since the number of installed teachers again shows an increase after the low of 1,338 in 1936. By 1939 the number of installed teachers had again increased to 1,565. This would suggest that congregations waited until economic prosperity was safely on the return before calling regular or permanent teachers. However, the increase in the number of installed teachers does not point to a rise in the number of schools, since the total number is on the decline.

A significant trend is apparent in the number of women teachers. In 1920, 14 percent of the teaching force was comprised of female teachers. A gradual increase was in evidence up to 1926. During this year the highest percentage was reached. The high mark stands at 22 percent of the total teaching force. It may be assumed that the increase in level of preparation may have conditioned a decline. Probably an increase of male teachers available and the decline of the number of schools have tended also to crowd the number of female teachers from the system of the Lutheran elementary schools. A higher level of training placed women teachers in a position to accept jobs which paid a better salary.

It appears from further analysis of the teaching personnel that the number of pastors teaching is on a steady decline since 1920. In 1939 there were 268 pastors teaching or 11 percent of the entire personnel. Two factors may be responsible for this change, the lack of proper certification and the recognized load of ministerial duties.

Although the professional training of pastors in the denomination

under consideration is two years higher than required for Lutheran parochial teachers, yet the proportionate number of educational courses are not offered in the ministerial seminaries in order to provide for proper certification with state requirements. This situation coupled with the fact that the graduates at the ministerial seminaries receive some pedagogical training insures, to some degree, an able and qualified personnel among the pastors teaching although the certification is often not in line with state requirements.

Table IV. Teaching Personnel of the Lutheran Elementary Schools<sup>22</sup>

| Year | Installed Teachers | Women Teachers | Pastors | Students | Candidates | Total  |
|------|--------------------|----------------|---------|----------|------------|--------|
| 1920 | 1,053              | 279 (14%)      | 489*    | 133      | -          | 1,954  |
| 1921 | 1,062              | 320 (16%)      | 473     | 103      | -          | 1,958  |
| 1922 | 1,133              | 343 (17%)      | 460     | 77       | -          | 2,018  |
| 1923 | 1,166              | 380 (18%)      | 480     | 79       | -          | 2,105  |
| 1924 | 1,208              | 405 (18%)      | 462     | 95       | -          | 2,168  |
| 1925 | 1,272              | 401 (18%)      | 447     | 97       | -          | 2,217  |
| 1926 | 1,270              | 513*(22%)      | 382     | 85       | -          | 2,250  |
| 1927 | 1,309              | 494 (20%)      | 368     | 100      | -          | 2,271  |
| 1928 | 1,344              | 483 (20%)      | 359     | 117      | -          | 2,303  |
| 1929 | 1,390              | 490 (21%)      | 335     | 114      | -          | 2,329  |
| 1930 | 1,393              | 482 (20%)      | 326     | 134      | -          | 2,335  |
| 1931 | 1,416*             | 469 (19%)      | 345     | 128      | -          | 2,358* |
| 1932 | 1,362              | 392 (17%)      | 349     | 128      | 52         | 2,283  |
| 1933 | 1,342              | 348 (14%)      | 341     | 77       | 173        | 2,281  |
| 1934 | 1,346              | 330 (14%)      | 341     | 63       | 222*       | 2,302  |
| 1935 | 1,350              | 327 (14%)      | 319     | 58       | 216        | 2,270  |
| 1936 | 1,338              | 349 (15%)      | 329     | 68       | 214        | 2,298  |
| 1937 | 1,360              | 347 (14%)      | 311     | 138*     | 196        | 2,352  |
| 1938 | 1,361              | 363 (16%)      | 285     | 100      | 188        | 2,296  |
| 1939 | 1,365              | 365 (16%)      | 268     | 78       | 177        | 2,253  |

<sup>22</sup>Data compiled by A. C. Stellhorn, Secretary of Schools, News Service June, 1940, p. 5.

\*The peak number in each column.

Tenure of Office

The teaching profession in the Lutheran elementary schools is not a transient calling. The regular installed male teacher is not appointed on a yearly basis. He receives a call from a congregation. Such calls are permanent conditioned upon faithful performance of duty, proper ability, and exemplary life. A regular called and installed teacher, however, is free, with the approval of his congregation, to accept a call to another congregation. The student who is preparing for the teaching profession in the Lutheran elementary schools is aware of the fact that he is preparing for life's work to serve his church. The dominant motive for entering the profession is not to receive a worthwhile remuneration, but to render a definite service to his God and fellowman by having an opportunity to offer a Christian training to the pupils in his care in addition to the secular studies required by the state courses of study. This philosophy of life has certainly played a major roll in insuring a long tenure of office and stability for the teaching profession. The average length of the Lutheran elementary school teacher is much longer than that of the public school teacher of the elementary grades.

"The tenure of office among male teachers in Lutheran schools is consequently long. The majority of men remain in office as long as they are physically able to teach. The annual turnover of male teachers in the Missouri Synod schools was about 1/50 in 1933, as compared with 1/8 in the public schools, owing chiefly to deaths and old-age retirements. An official compilation of the age of teachers and their service in the same system, made in 1931, reveals that the period of service of retiring teachers averaged 35 years, whereas their average age at retirement or death was about 62 years. It is apparent that such long tenure within an elementary school makes for experience and ability and enables these schools to do thorough work."<sup>23</sup>

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<sup>23</sup>Beck, Lutheran Elementary Schools, p. 394.

The comment that "teaching is not a profession but a procession" loses its point so far as the Lutheran elementary schools are concerned. The average length of service of city elementary public school teachers in 1939 was 14.4.<sup>24</sup> Since the average length of service of the Lutheran elementary school teacher is 35 years, the average experience of the teachers in service is definitely far more representative of a stabilized teaching staff than the public school teachers. The average length of service of the teacher in the Lutheran school is high enough to be representative of a life career service.

TABLE V

Number of Teachers Entering and Leaving the Profession from 1926-1939<sup>25</sup>

| Year | Teachers |           |           |                  |
|------|----------|-----------|-----------|------------------|
|      | Entered  | Reentered | Dismissed | Deaths in Office |
| 1926 | 38       | 5         | 21        | 7                |
| 1927 | 53       | 1         | 10        | 5                |
| 1928 | 61       | 4         | 27        | 4                |
| 1929 | 64       | 5         | 28        | 6                |
| 1930 | 51       | 6         | 21        | 7                |
| 1931 | 61       | 4         | 25        | 12               |
| 1932 | 20       | 4         | 16        | 9                |
| 1933 | 16       | 2         | 19        | 7                |
| 1934 | 30       | 2         | 17        | 9                |
| 1935 | 30       | 3         | 27        | 6                |
| 1936 | 44       | -         | 18        | 3                |
| 1937 | 49       | 4         | 22        | 8                |
| 1938 | 35       | 2         | 21        | 5                |
| 1939 | 42       | 4         | 31        | 10               |

<sup>24</sup>National Educational Association Research Bulletin, January, 1940, p. 18

<sup>25</sup>Statistical Yearbook of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States for the Year 1939, p. 171

Table V presents an additional picture of the stability of the teaching profession of the Lutheran parochial schools. Over a period of the past fourteen years the number leaving the profession has fluctuated from sixteen to sixty-four. There is no particular trend discernible in entering the profession, except that the peak of 65 was reached during economic prosperity. The low of 16 recorded in 1933 also corresponds with the economic status in our country at that time.

The average number leaving the profession over this period is 42+. The year 1939 conforms almost exactly to the number leaving the profession by retirement or death in 1939. Placing these figures on percentage basis shows that only 3.08 per cent of the installed teachers left the profession in 1939. Since this is also an average over a period of 14 years, it is direct testimony for the great stability of the Lutheran elementary school teacher.

#### Provisions for Retirement

The Evangelical Lutheran Church of Missouri, Ohio, and Other States has made provisions for proper retirement of its christian day school teachers by adopting a pension system. The pension plan or retirement system is a business plan to help its men in service because of age or disability to retire from active service with a modest but assured income for life.

Before the adoption of the pension plan disabled and retired workers received an allowance from synod's board of support. In 1917 a fund of \$3,000,000 was solicited from the members of the Lutheran church to provide for a permanent fund, the interest of which was to provide for the support of its workers. Although the fund proved inadequate, it served as a transition for a proper pension system.

Since 1917 synod had been memorialized repeatedly by conferences and districts to adopt a pension system for its workers. By resolution of the 1917 convention a complete plan was submitted in 1920, but not adopted. The demand for a "systematic support" continued, however, and in 1932 a committee of three was created, which in 1935 submitted the outline on which the present plan is based. The synod decided by a practically unanimous vote that the Board of Support, together with an advisory committee of five members, should complete the plan and institute it after it had been approved by the College of Presidents and the Board of Directors.<sup>26</sup> After careful study and discussion this approval was at River Forest in September, 1936. The plan was now ready and was put into operation October 1, 1937.

The pension plan is very simple. An annual contribution by the worker based on his salary (four per cent) plus an annual contribution of like amount by his congregation or salary-paying board is invested in a savings fund (pension fund) until the time of the workers retirement at which time the entire accumulated amount standing to his credit, including compound interest, is used to provide an annuity for the worker and his widow.<sup>27</sup>

Under this plan the amount received as pension will depend upon the number of years spent in service and the amount of salary received during the term of office. The teacher who has spent 40 years in service, based upon \$1,250 annual salary, would receive a yearly income of \$819.00.

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<sup>26</sup>Proceedings, 1935, pp. 285, 289

<sup>27</sup>F. G. Kuehnert, Pension Plan, pp. 9-26



According to the latest information compiled (March 15, 1941) 647 teachers have adopted the pension plan. This would constitute approximately 50 per cent of the installed teaching force of the Missouri Synod.<sup>28</sup>

According to unpublished data of the United States Office of Education on number of classroom teachers, 1937 and 1938, fifty per cent of the classroom teachers can retire on actuarial annuity based upon insurance principles.<sup>29</sup>

Fifty per cent of the Lutheran elementary teachers have adopted the pension plan. The other 50 per cent have the same opportunity to make this provision for retirement. Consequently, the Lutheran school teacher is at an advantage in the matter of retirement over the public school teacher since at present practically one-fourth of the teachers in the country can look forward to no retirement or disability security whatsoever.<sup>30</sup>

The reason that more teachers of the Lutheran schools have not availed themselves is self-explanatory. The plan has only been in operation four years. Some may have remained aloof because of the novelty. Others may not have been in a position to convince their congregation of suitability of the plan. While others may have individual saving plans which seem to offer them sufficient financial security. Thus the Lutheran church has launched upon an adequate program of retirement for its teachers. In case the annuities are not sufficient for reasonable needs, or the teacher may have completed

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<sup>28</sup> National Educational Association Research Bulletin, Vol. XVII, No. 2, p. 66

<sup>29</sup> F. G. Kuehnert, Unpublished Data

<sup>30</sup> NEA Research Bulletin, Vol. XVIII, No. 2, p. 67

many years of service before this plan was placed into operation, he has the assurance of additional protection by the subsidies of the support fund.

## CHAPTER III

## ENROLMENT OF LUTHERAN ELEMENTARY SCHOOLS

To obtain the following information on the enrolment of the Lutheran schools, questionnaires are mailed annually to each congregation operating a school. The data obtained is quite complete since the district president is informed if a congregation fails to make its report.

Table VI is an analysis of the pupils of the Lutheran elementary schools according to grades. It presents the following picture; 11.7 per cent are enrolled in the eighth grade; 13.7 per cent in the seventh grade; 14.7 per cent in the sixth grade; 13.5 per cent in the fifth grade; 12.3 per cent in the fourth grade; 11.7 per cent in the third grade; 11.5 per cent in the second grade; and, 10.8 per cent in the first grade.

The peak of the enrolment is definitely at the sixth grade level, where 14.7 per cent of the elementary pupils are placed by the 1939 report. There is a gradual decline in evidence from the sixth to the first grade. The decrease from the sixth to the fifth grade is .7 per cent; from the fifth to the fourth 1.2 per cent; from the fourth to the third .6 per cent; from the third to the second .2 per cent; and, from the second to the first 17 per cent.

The decrease may be attributed to the steady decrease in the child population which has been apparent in our country due to a decline in birth rate. Between 1930 and 1932 the public elementary school enrolment decreased. In this two year period the total elementary school enrolment declined by 143,173 children. By 1934 there were 370,383

TABLE VI

Enrolment According to Grades<sup>31</sup>

| Districts              | Enrolment According to Grades |       |       |       |       |       |       |       |       |
|------------------------|-------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|
|                        | Kinder-                       |       |       |       |       |       |       |       |       |
|                        | garten                        | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     |
| Atlantic               | 18                            | 91    | 94    | 91    | 76    | 98    | 97    | 119   | 115   |
| California and Nevada  | 9                             | 72    | 56    | 52    | 57    | 53    | 58    | 54    | 55    |
| Central                | 16                            | 825   | 826   | 949   | 1,003 | 972   | 1,021 | 1,061 | 928   |
| Central Illinois       | -                             | 212   | 245   | 245   | 281   | 252   | 273   | 277   | 258   |
| Colorado               | 2                             | 92    | 85    | 100   | 93    | 98    | 99    | 123   | 84    |
| Eastern                | -                             | 38    | 47    | 54    | 58    | 76    | 63    | 89    | 52    |
| English                | 9                             | 52    | 65    | 64    | 50    | 67    | 63    | 61    | 52    |
| Iowa East              | 12                            | 106   | 117   | 122   | 143   | 174   | 155   | 200   | 169   |
| Iowa West              | 26                            | 113   | 138   | 125   | 131   | 156   | 157   | 192   | 178   |
| Kansas                 | 16                            | 215   | 201   | 207   | 212   | 225   | 264   | 268   | 287   |
| Michigan               | 27                            | 544   | 578   | 646   | 693   | 762   | 758   | 832   | 730   |
| Minnesota              | 31                            | 314   | 304   | 350   | 341   | 410   | 503   | 574   | 531   |
| North Dakota & Montana | -                             | -     | -     | -     | -     | 3     | 7     | 5     | 13    |
| Northern Illinois      | 439                           | 1,141 | 1,259 | 1,226 | 1,286 | 1,377 | 1,300 | 1,379 | 1,312 |
| Northern Nebraska      | 43                            | 140   | 140   | 175   | 150   | 169   | 203   | 208   | 229   |
| North Wisconsin        | -                             | 174   | 227   | 197   | 164   | 280   | 253   | 367   | 267   |
| Oklahoma               | 3                             | 68    | 51    | 59    | 56    | 65    | 55    | 52    | 58    |
| Oregon and Washington  | 13                            | 90    | 91    | 90    | 87    | 81    | 88    | 81    | 86    |
| South Dakota           | -                             | 16    | 16    | 18    | 23    | 27    | 29    | 24    | 28    |
| Southeastern           | -                             | 21    | 18    | 21    | 18    | 29    | 27    | 55    | -     |
| Southern               | 32                            | 50    | 48    | 36    | 32    | 45    | 35    | 30    | 12    |
| Southern California    | -                             | 81    | 104   | 99    | 103   | 109   | 104   | 99    | 85    |
| Southern Illinois      | -                             | 200   | 195   | 213   | 253   | 267   | 290   | 301   | 212   |
| Southern Nebraska      | 15                            | 165   | 194   | 218   | 228   | 254   | 232   | 322   | 319   |
| South Wisconsin        | 105                           | 527   | 534   | 571   | 643   | 662   | 677   | 708   | 636   |
| Texas                  | 30                            | 347   | 323   | 341   | 347   | 331   | 333   | 238   | 18    |
| Western                | 214                           | 743   | 772   | 775   | 780   | 838   | 863   | 364   | 647   |
| Totals                 | 1,059                         | 6,307 | 6,708 | 6,744 | 7,294 | 7,890 | 8,307 | 8,073 | 6,863 |

<sup>31</sup>Statistical Yearbook of the Evangelical Lutheran Synod of Missouri, Ohio and Other States, 1939, p. 179

fewer than in 1934. The decrease from 1930 to 1932 was .7 per cent; from 1932 to 1934 1.8 per cent; from 1934 to 1936, 1.8 per cent; and, from 1930 to 1936, 4.2 per cent.<sup>32</sup>

Over the same period of time according to the total figures of Table I presented in an earlier section of this study, the Lutheran school enrolment declined 3.9 per cent over the same period of time. This would seem to indicate that the decrease in the enrolment corresponds rather closely to the decline in the public elementary school enrolment. However, this condition cannot be recognized as the sole contributing factor since the decline of the Lutheran school enrolment was in evidence already in 1928. Furthermore, the total membership of the Lutheran church has been on a pronounced and steady increase. The total decline in the enrolment of the Lutheran school from 1938 to 1939 was 1.9 per cent according to the Statistical Yearbook. Figures for the public school system over this period were not available to the author.

It can be assumed that a fraction of the decrease in the Lutheran schools can be attributed perhaps to the lack of interest or the unwillingness on the part of some of the members to bring the necessary sacrifice in order to maintain a private school.

Enrolment in the kindergarten department increased from 811 to 1,059 in 1939. This is an increase of 30.5 per cent from the three year period, or an average increase of ten per cent per year since 1936. Kindergarten departments are being operated especially by the larger school systems in cities. This accounts for the increase.

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<sup>32</sup> NEA Research Bulletin, Vol. XVI, No. 1, p. 35

TABLE VII

The Status of the Lutheran Elementary School System  
(Missouri Synod) in 1939. Analysis of Enrolment by Districts

33  
JUN 27 1941

| Districts                | Number of Schools | Enrolment       |                   |                           |                     |       | No Church Affiliation |
|--------------------------|-------------------|-----------------|-------------------|---------------------------|---------------------|-------|-----------------------|
|                          |                   | Total Enrolment | From Congregation | From Sister Congregations | From Other Churches |       |                       |
| Atlantic                 | 10                | 821             | 555               | 25                        | 104                 | 273   |                       |
| California and Nevada    | 10                | 466             | 267               | 14                        | 50                  | 135   |                       |
| Central                  | 115               | 8,307           | 6,457             | 446                       | 477                 | 644   |                       |
| Central Illinois         | 33                | 2,074           | 1,702             | 44                        | 53                  | 161   |                       |
| Colorado                 | 15                | 818             | 527               | 56                        | 107                 | 116   |                       |
| Eastern                  | 13                | 535             | 466               | 14                        | 21                  | 10    |                       |
| English                  | 5                 | 493             | 287               | 42                        | 44                  | 120   |                       |
| Iowa East                | 31                | 1,293           | 1,063             | 24                        | 8                   | 73    |                       |
| Iowa West                | 32                | 1,279           | 1,115             | 10                        | 30                  | 31    |                       |
| Kansas                   | 58                | 2,082           | 1,678             | 27                        | 60                  | 88    |                       |
| Michigan                 | 95                | 6,765           | 5,328             | 206                       | 188                 | 236   |                       |
| Minnesota                | 86                | 4,053           | 3,352             | 76                        | 33                  | 61    |                       |
| North Dakota and Montana | 1                 | 28              | -                 | -                         | -                   | -     |                       |
| Northern Illinois        | 124               | 11,308          | 7,691             | 563                       | 901                 | 1,260 |                       |
| Northern Nebraska        | 41                | 1,656           | 1,243             | 14                        | 4                   | 218   |                       |
| North Wisconsin          | 30                | 2,146           | 1,972             | 75                        | 30                  | 58    |                       |
| Oklahoma                 | 13                | 457             | 354               | 3                         | 20                  | 80    |                       |
| Oregon and Washington    | 17                | 722             | 528               | 5                         | 46                  | 108   |                       |
| South Dakota             | 6                 | 180             | 167               | 6                         | 7                   | -     |                       |
| Southeastern             | 3                 | 139             | 52                | 7                         | 44                  | 36    |                       |
| Southern                 | 10                | 568             | 247               | 35                        | 104                 | 22    |                       |
| Southern California      | 12                | 904             | 438               | 65                        | 172                 | 131   |                       |
| Southern Illinois        | 51                | 2,125           | 1,731             | 63                        | 56                  | 65    |                       |
| Southern Nebraska        | 76                | 2,226           | 1,859             | 36                        | 20                  | 67    |                       |
| South Wisconsin          | 69                | 6,134           | 3,989             | 652                       | 218                 | 478   |                       |
| Texas                    | 61                | 2,625           | 1,915             | 44                        | 223                 | 321   |                       |
| Western                  | 125               | 6,925           | 5,030             | 213                       | 243                 | 777   |                       |
| Totals                   | 1,142             | 67,229          | 50,041            | 2,765                     | 3,283               | 5,369 |                       |

33 Statistical Yearbook of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States for the Year 1939, p. 178

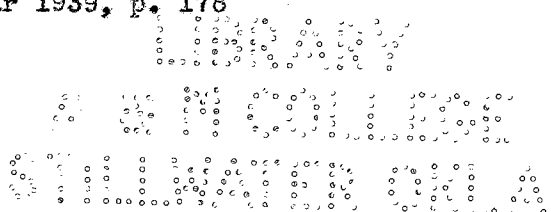


Table VII presents the enrolment by districts and classifies the pupils whether they are of Lutheran homes, parents who are members of other churches, or children whose parents are not connected with any church. The total number of schools reported for the purpose of this table were 1,142 Lutheran elementary schools of the United States; total enrolment 67,229; pupils whose parents are members of local congregations operating the school 50,041; pupils whose parents are members of a sister congregation 2,765; pupils whose parents are members of other churches 3,283; pupils whose parents are not affiliated with any church 5,369; pupils which were not listed under any classification but included in the totals 5,771. It may be assumed that the greater per cent of these are of Lutheran parentage.

According to these tabulations 4.8 per cent of the Lutheran elementary pupils are from homes whose parents are members of another church and 8.3 per cent are from homes whose parents are not affiliated with any church. These children may be attracted to the Lutheran elementary schools because of their superiority, their system of Christian training, or through the missionary efforts of the patrons.

#### Length of School Term

The amount of time that children spend in school has definite bearing upon the efficiency to which the objectives of education can be attained. The fact that religious subjects and training has been included in the curriculum of the Lutheran schools has aided in keeping a nine and ten month term in many schools of the system.

Table VIII presents an analysis of the number of days taught in the Lutheran elementary school system according to its various districts.

TABLE VIII

Length of School Term for Lutheran Elementary Schools<sup>34</sup>

| Districts                | Days Taught  |         |         |          | Textbooks<br>Furnished | Tuition |                 |
|--------------------------|--------------|---------|---------|----------|------------------------|---------|-----------------|
|                          | Below<br>150 | 151-170 | 171-180 | Over 180 |                        | Members | Non-<br>Members |
| Atlantic                 | -            | -       | 2       | 8        | 5                      | -       | 7               |
| California and Nevada    | -            | 1       | 5       | 4        | 5                      | 1       | 7               |
| Central                  | 2            | 24      | 62      | 18       | 25                     | 2       | 20              |
| Central Illinois         | 2            | 4       | 16      | 10       | 2                      | 1       | 10              |
| Colorado                 | -            | 1       | 13      | 1        | 7                      | 1       | 8               |
| Eastern                  | 1            | -       | 4       | 8        | 7                      | 3       | 8               |
| English                  | -            | -       | 3       | 2        | 2                      | -       | 1               |
| Iowa East                | -            | 5       | 21      | 3        | 3                      | -       | 2               |
| Iowa West                | 2            | 1       | 23      | 3        | 7                      | -       | 2               |
| Kansas                   | -            | 22      | 28      | 2        | 2                      | -       | 11              |
| Michigan                 | -            | 4       | 39      | 36       | 33                     | -       | 38              |
| Minnesota                | 5            | 16      | 56      | 2        | 48                     | 2       | 20              |
| North Dakota and Montana | -            | -       | 1       | -        | 1                      | -       | -               |
| Northern Illinois        | -            | 3       | 42      | 66       | 27                     | 45      | 78              |
| Northern Nebraska        | -            | 1       | 36      | -        | 18                     | 1       | 10              |
| North Wisconsin          | -            | 2       | 25      | 2        | 13                     | 1       | 10              |
| Oklahoma                 | -            | 3       | 9       | -        | 1                      | -       | 4               |
| Oregon and Washington    | -            | 4       | 11      | 2        | 8                      | 1       | 2               |
| South Dakota             | -            | 2       | 4       | -        | 5                      | -       | 1               |
| Southeastern             | -            | -       | 2       | 1        | 2                      | -       | 2               |
| Southern                 | -            | -       | 6       | 1        | 6                      | 3       | 5               |
| Southern California      | -            | -       | 7       | 4        | 7                      | -       | 1               |
| Southern Illinois        | 9            | 14      | 17      | 5        | 6                      | -       | 12              |
| Southern Nebraska        | -            | 9       | 57      | 1        | 41                     | 2       | 7               |
| South Wisconsin          | 1            | -       | 31      | 30       | 32                     | 1       | 12              |
| Texas                    | 8            | 14      | 37      | -        | 30                     | 4       | 23              |
| Western                  | 17           | 29      | 48      | 24       | 76                     | 7       | 34              |
| Totals                   | 47           | 159     | 605     | 223      | 499                    | 75      | 338             |

The data also reveals the number of schools which offer free textbooks.

The third section gives the number of schools which require tuition from members and non-members.

<sup>34</sup>

Statistical Yearbook of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States for the Year 1959, p. 179



A total of 1,034 schools are included in the data: 223 schools or 21.5 per cent have a school term of 180 actual teaching days which would indicate a ten month school term; 605 schools or 58.5 per cent report the number of days taught between 171 and 180 which is apparent that the largest percentage of the Lutheran elementary schools enjoy a nine month school term; 159 schools or 15.5 per cent fall into the bracket of from 150 to 171 actual teaching days which seems to point to a seven month term; only 47 schools or 4.5 per cent have listed teaching days below 150.

Using this table as a basis, the average length of the school term of the Lutheran elementary school would be 174.2 days. The latest statistics of length of term of public schools (1935-36) is 163.9 days for rural schools and 181.6 days for urban schools.<sup>35</sup> From the table under consideration it could not be determined the number of rural and urban schools in the Lutheran system. Since over 50 per cent of the public schools are rural, a conservative estimate average length of school term for both rural and urban public schools would be below the length of the school term of the Lutheran elementary school.

The fact that congregations pay their regular called teachers on a twelve month basis would also add definitely to a longer term. Consequently, the school term would not fluctuate according to appropriations made as in the case with public schools.

Table VIII presents the additional information that 499 schools out of 1,034 or 48.2 per cent furnish free textbooks to the pupils.

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NEA Research Bulletin, Vo. XVIII, No. 4, p. 155

Since the school system is almost entirely supported by the voluntary contributions of the members of the local congregation, it is but natural that the percentage should reach this mark at present time. The Lutheran elementary school system is not a synodical or district project, but a local endeavor. To provide free textbooks, therefore, is a matter of the local congregation. Legislation and politics do not enter in. It requires only a decision and an appropriation by the local members of the church in question. Local congregations are better acquainted with the needs of the children attending, therefore, the item of free textbooks is easily added, provided the finances of the church will permit such an annual appropriation. As a rule the state adopted textbooks are used in the secular subjects.

The final section presents the data on tuition. Only seventy-seven out of 1,034 or 7.6 per cent of the congregations operating a parochial school charge their own members tuition, while 338 or 32.7 per cent received tuition from children whose parents are not members of the Lutheran church. It may be stated that tuition is officially discouraged by the synod which accounts for the low percentage of congregations which employ this system for the maintenance of their schools.

The additional information may be given here that the average cost per pupil in the Lutheran elementary is lower than in the public school systems. The approximate cost of educating one child for a year in the Lutheran elementary school is \$40 to \$60.<sup>36</sup> The cost of educating one child for the year 1936 was \$74.30 in the public schools

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<sup>36</sup> News Service, July, 1940, p. 10

of the United States and \$43.33 in the public schools of Oklahoma.<sup>37</sup>

It may be assumed that the public schools, however, operate with more extensive equipment and more elaborate buildings.

Since only 32.7 per cent of the Lutheran elementary schools report tuition paid by non-members points to the fact that the Lutheran church is ready to offer its system of Christian training also to children whose parents are members of another church or especially to those children whose parents are not connected with any church.

The Lutheran elementary school is considered a missionary agency for the Lutheran congregation. A large percentage of non-Lutheran children who receive their elementary training in the Lutheran parochial schools become active members of the Lutheran church by conviction. Furthermore, many of the parents and relatives of the children attending are often brought to the Lutheran faith.

#### Types of Schools

The number of schools of various sizes in the Lutheran elementary schools from 1910 to 1940 are presented in Table IX. Many Lutheran schools, like the majority of elementary public schools, are one-teacher schools. The proportion in both systems is quite the same. There were more than 143,000 one room schools in the United States in 1930 which constituted more than 50 per cent of the total number of schools in the country.<sup>38</sup>

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<sup>37</sup>

Biennial Survey of Education, 1934-36, Vol. II, p. 35

<sup>38</sup>

Biennial Survey of Education in the United States, 1930-1932

TABLE IX

Number of Schools of Various Sizes in the  
Lutheran Elementary Schools (Missouri Synod)<sup>39</sup>

| Number of Teachers<br>per school | Number of Schools |       |       |
|----------------------------------|-------------------|-------|-------|
|                                  | 1910              | 1920  | 1930  |
| 1                                | 1,848             | 921   | 799   |
| 2                                | 173               | 241   | 358   |
| 3                                | 63                | 64    | 107   |
| 4                                | 31                | 45    | 69    |
| 5                                | 11                | 17    | 31    |
| 6                                | 2                 | 13    | 15    |
| 7                                | 2                 | 4     | 4     |
| 8                                | 1                 | 3     | 3     |
| 9                                | -                 | 2     | 3     |
| 10                               | -                 | 3     | -     |
| 11                               | -                 | -     | -     |
| 12                               | -                 | -     | 1     |
| Totals                           | 2,130             | 1,310 | 1,393 |

The number of one-teacher Lutheran schools as indicated in Table IX constitute 57.3 per cent. Comparatively few Lutheran schools have more than three teachers owing to the fact that the majority of congregations in these bodies have fewer than 400 baptized members, 260 being the average number in the Missouri Synod.<sup>40</sup>

From 1920 to 1930 the one-teacher schools have decreased 13.2 per cent; the two-teacher schools have increased 48.5 per cent; three-teacher schools have increased 67.1 per cent; four-teacher schools have increased 34.7 per cent; five-teacher schools have increased 82.5 per cent; six-teacher schools have increased 15.3 per cent. There are few

<sup>39</sup> Herbert M. Gross, "The Development of the Lutheran Parochial School System of the Missouri Synod." (M.A. Thesis, University of Chicago) Lutheran School Journal, Vol. LXXI, February to June, 1936

<sup>40</sup> Walther H. Beck, Lutheran Elementary Schools in U.S., pp. 397-398

schools larger than the six-teacher schools. The largest number of teachers in any one school is twelve.

It is apparent from the above tabulation that the one-teacher school made a noticeable decline while the two to five teacher schools made a very noted increase over the same period of time. No doubt, a large number of the one-teacher schools were augmented into a two-teacher school and not enough new schools were opened of this type to offset this condition. It may be assumed that the Lutheran schools are consolidating more and more and it may be expected that the number of one-teacher schools may continue decline.

#### Administration of the Lutheran Elementary Schools

The administration, direction, control, and maintenance of the Lutheran elementary schools have always been entirely in the hands of the individual congregations which elect school boards to direct affairs and entrust to them and to the pastors the office of supervision. The pastor, teacher, and local school boards are directly responsible to the congregation operating the school in order that a high degree of efficiency not only be reached, but also maintained in teaching the religious and secular branches.

It is often possible to compare the quality of the pupils of the Lutheran elementary schools with those of the students in the local public school. This possibility has operated as an incentive for pastors, teachers, and school boards to place the goal of achievement of the Lutheran parochial schools above that of the public schools.

In the synodical districts superintendents are elected by the pastors and lay representatives at the annual conventions. The term of

office varies. In some districts this office may be designated as the Secretary of Christian Education. It is the duty of this office to promote the best and highest interest for the achievements possible in Christian Education with the congregations in his particular district. The district superintendent visits the schools in order to advise the classroom teacher on standards and methods of progressive education and to ascertain the status of efficiency prevailing in the classrooms. It is also the duty of the district superintendent to advise and encourage congregations to open new schools wherever possible and to investigate conditions where a decline is in evidence. The district superintendent or other respective boards under this department cannot be legalistic in their action, their functions must remain of an advisory nature. District superintendents are visited by the general secretary of schools who examines the files pertaining to the status of Christian Education in the district and offers advise and encouragement to aid the district Department of Christian Education in the most efficient promotions of christian training.

The office of the secretary of schools of the Missouri Synod is located in St. Louis, Missouri. Mr. A. C. Stellhorn, who has served as executive secretary since 1920, has exerted much influence to coordinate the Lutheran elementary schools into a more uniform system. The function of the executive secretary embraces all promotional activities through which all other boards, superintendents, teachers, pastors and congregations can get information, assistance, advise, and encouragement in the interest of the Lutheran elementary schools. The general secretary of the Lutheran schools contacts the superintendents of the districts but he also keeps in touch with each local congregational school.

The elementary schools of the Lutheran church, however, do not at present have a definitely organized system. They operate on a very democratic basis, the American way of life. Yet the basic philosophy, and identical objectives, and the advisory system of synod have influenced the schools to a sufficient unity in character to make them a unique system among private and public schools in our country.

#### Qualification of the Lutheran Elementary Student

To present a purely objective study of the quality of the Lutheran elementary student is not possible at this time. There are no standards or norms by which the scholarship and character of the Lutheran elementary pupil can be ascertained and compared with the students of the state school systems.

However, it certainly can be assumed that the quality of the average student must be on par with the average pupil of the public school system in the community. The goal of the Lutheran elementary school system is to rate, not only on par, but to offer a system of training which is superior to that of the public school system.

In many localities the Lutheran schools are afforded an opportunity to rate the quality of their secular teaching by participating in city, county, or state-wide accredited tests, or by entering in academic or fine arts contests in addition to rating received in high school classes.

Although we are aware that isolated cases cannot be used for the purpose of generalization, we shall quote some incidents on record available which, in a measure, shows the quality of pupils trained in the Lutheran elementary schools.

Five members out of a senior class numbering 95 in Clarinda, Iowa, high school were elected to the National Honor Society. Three of the five had received their training in the Immanuel Lutheran school of that city.<sup>41</sup>

The Lutheran elementary school, Norman, Oklahoma, received the highest rating among all schools under county supervision by virtue of the accredited examinations. (This includes all elementary schools except the Norman city schools.) This is the second year the school has had this rating.<sup>42</sup>

Norma Beck, a Lutheran day school pupil of Hoxie, Kansas, came to Topeka, Kansas, to compete for the title as the best eighth grade speller in Kansas, but went home as the state champion high school speller. Through a mistake she was classified wrongly and placed in the room where high school pupils from all over the state of Kansas were competing for high school honors. She won the high school title over approximately one-hundred competitors.<sup>43</sup>

In Lincolnville, Kansas, the graduates constituted  $34 \frac{2}{3}$  per cent of the enrolment and  $66 \frac{2}{3}$  per cent of the honor roll in 1937.

Here is a record compiled by the principal of the Bloomington, Illinois, high school for the first six weeks of the school term.<sup>44</sup>

| A    | B    | C    | D    | F (F-failure)           |
|------|------|------|------|-------------------------|
| 10.7 | 35.7 | 39.3 | 13.1 | 1.2 Lutheran freshman   |
| 5.2  | 24.5 | 39.5 | 25.6 | 5.1 Entire student body |

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<sup>41</sup> News Service, February, 1941, p. 8

<sup>42</sup> News Service, October, 1936, p. 9

<sup>43</sup> News Service, February, 1938, p. 7

<sup>44</sup> News Service, March, 1937, p. 9



Six out of the eight pupils on the honor roll in the Okarche, Oklahoma, high school were graduates of the Lutheran parochial school.<sup>45</sup>

The children's a cappella choir of the Lutheran elementary school of Fairmont, Oklahoma, received the superior rating in a county fine arts contest.<sup>46</sup>

There are many such testimonies on record that testify to the standard of teaching done in the Lutheran elementary schools.

The Service of the Lutheran Elementary School  
Rendered To Its Own Church

The elementary school system of the Missouri Synod serves only a minor portion of its own children of grade school age. According to the Statistical Yearbook for 1939 of the Evangelical Lutheran Synod of Missouri, Ohio, and Other States, there are about 225,616 children of school age. Of this number there were 63,042 enrolled in the parochial school system of the Missouri Synod. This number was obtained by subtracting the number of non-Lutherans in these schools from the total enrolment.

Of the Lutheran children only 27.94 per cent attend the private school system of their denomination; 162,574 Lutheran children or 72.06 per cent attend the public schools. There is no primary data available which may serve as an explanation to the question, "Why does the Lutheran elementary school system not serve more of its own children?"

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<sup>45</sup> Oklahoma Lutheran, April, 1941, p. 3

<sup>46</sup> Oklahoma Lutheran, May, 1941, p. 4

We may, however, assume that the primary reason for this condition is that a major portion of the 72.06 per cent does not have the opportunity to attend the school system of its own denomination.<sup>47</sup>

Many congregations, because of their comparatively small size, have been unable to make the sacrifice of maintaining their own private school. Others who have a Lutheran elementary school in their midst do not have their children attending. This is apparent from the fact that 37.1 per cent of the Lutheran congregations maintain a parochial school while only 27.94 per cent of the children of the entire body are in attendance.

It may be assumed that free transportation, free textbooks, and other facilities offered as a service by the public school, which cannot be duplicated by the Lutheran school in the community, may have the tendency to draw some of the Lutheran pupils to the public schools. Nevertheless, one must conclude that the unique system serves slightly more than one-fourth of the Lutheran elementary pupils.

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<sup>47</sup>Lutheran Witness, Vol. LX, No. 5, p. 5

## CHAPTER IV

## SUMMARY AND CONCLUSION

The Lutheran church endeavors to maintain private schools, which in addition to offering a christian training, also attempts to offer the training in secular branches which is on par, if not superior, to the public school system.

The philosophy of the Lutheran church that religious and secular training must go hand in hand and that such training can only adequately be achieved through a full time parochial school is the dominant motive for maintaining private schools.

1. The Evangelical Lutheran Synod of Missouri, Ohio, and Other States is the dominant body of the Lutheran denomination which maintains an elementary school system.

2. The Lutheran elementary schools have a more stable teaching staff than the public schools.

3. The average length of the school term of the Lutheran elementary school equals, if not surpasses, the average length of the public school system.

4. The enrolment of the Lutheran elementary school is on a slight but steady decline while the number of school rooms is slightly on the increase.

5. The one teacher school room is diminishing while two to six teacher school rooms are showing a definite gain.

6. The length of service of the Lutheran elementary teacher is more than twice the average length of service of the elementary public school teacher.

7. The Lutheran church of the Missouri Synod operates an adequate retirement system for teaching profession.

8. The Lutheran elementary school serves 27.2 per cent of the Lutheran children of elementary school age.

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