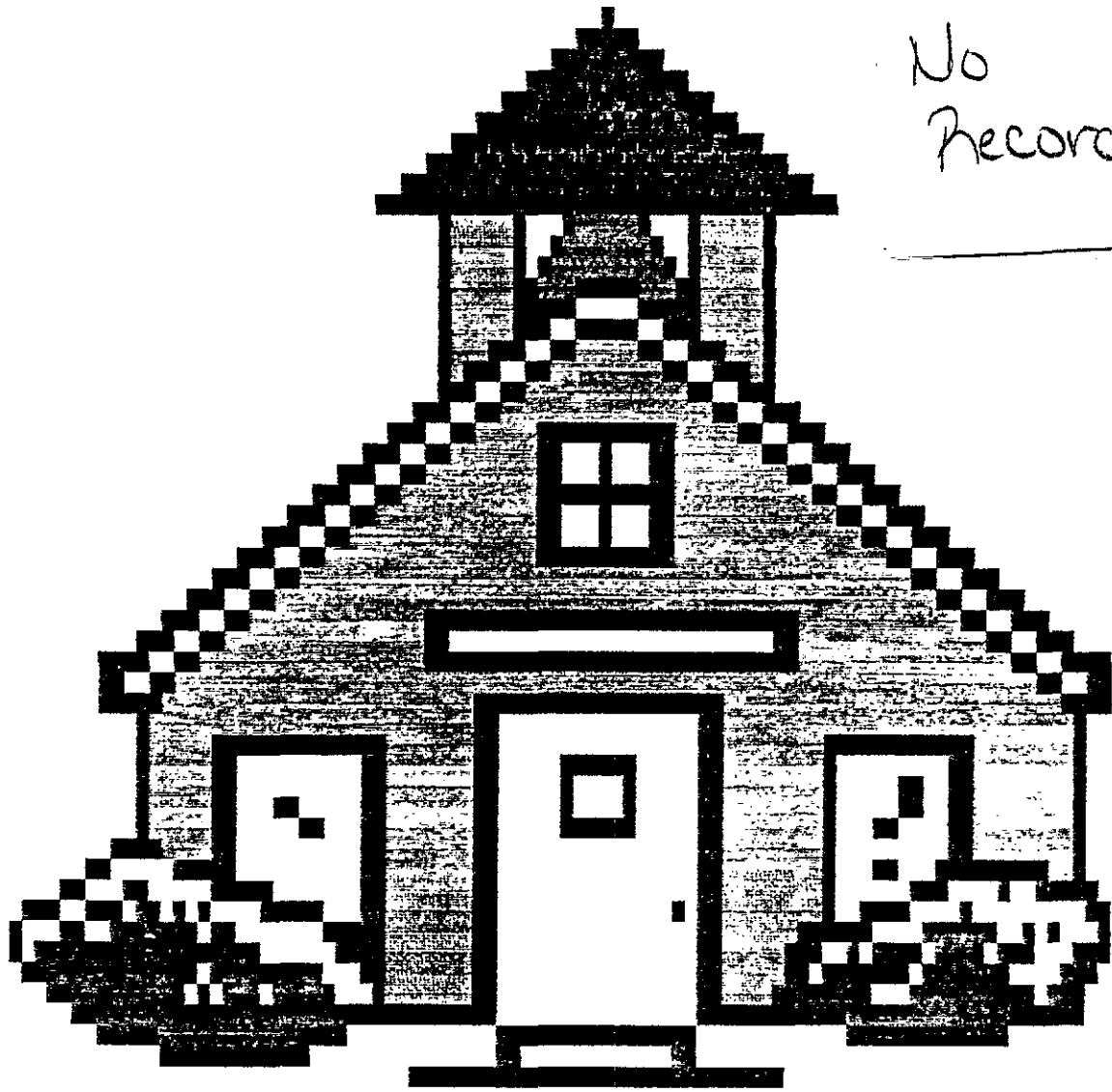


# Kosciusko County Education:



No  
Records

## Past and Present

KOSCIUSKO COUNTY EDUCATION:  
PAST AND PRESENT

BY  
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KOSCIUSKO LEADERSHIP ACADEMY  
1987-1988

## Kosciusko County Education:

### Past and Present

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## ABSTRACT

The challenge of researching our community's development in the area of education, as the educational growth process spread across the nation, interested me. The purpose of this paper is to trace the educational beginnings of our nation, back to the roots, and follow the growth of education to Indiana and eventually to Kosciusko County. A lot of research has been done on our county's history and I have just briefly touched on some of it. After education arrived in Kosciusko County, I concentrated my research basically on the growth of the four major school corporations. A lot of the different townships had developed educational processes before the development of the corporations but I have concentrated mainly on the corporations.

The method of study has centered basically on hours of research and discussions with county historian, Waldo Adams. He directed me to the sources I would need for my research. I also wrote letters and/or contacted by phone each of the four major corporations and surveyed them to obtain present day information.

KOSCIUSKO COUNTY EDUCATION:  
PAST AND PRESENT

"He that ne'er learns his A, B, C,  
For ever will a Blockhead be;  
But he that learns the Letters fair  
Shall have a Coach to take the Air."<sup>1</sup>

It was with this and other rhyming phrases, out of a New England Primer, that the seed of education was planted in our early American colonies. The student of the early 1600's had two basic goals to accomplish in education:

- 1.) Learn your A, B, C's, so you can learn to read.
- 2.) Learn to read so you can read the scriptures and praise God.

Education in America emerged out of the need to save the souls of our youth. "Being naturally depraved, the child needed to be educated to seek a religious conversion which would bring him into the fold of God's elect and make him an acceptable member of colonial society. Since the "plan of salvation" was recorded in Scripture, the paramount goal of education was to teach children to read the Bible."<sup>2</sup> In going along with this main objective, the colonies stipulated that since the Bible was the "chief source of

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<sup>1</sup> W. Richard Stephens and William Van Til, Education in American Life (Boston: Houghton Mifflin Company, 1972), cover page.

<sup>2</sup> Ibid., p. 2.

knowledge of God's plan,"<sup>3</sup> then it must be the "most essential subject matter to be studied by young and old alike."<sup>4</sup> Thus the Scriptures were used as the main ingredient in their curriculum in order to teach the sacred values.

The role of the early colonial teacher, in attempting to meet the objective cited earlier, was to convey and recite God's truths while the pupil, being an obedient listener, listened and memorized. "Dame" schools were established for this purpose. These schools were taught in the home of a teacher while she went about her daily chores. The lessons in the "Dame" schools centered around reading and ciphering. These schools planted the early seed for our elementary reading and writing schools. "Grammar" schools followed the "Dame" school concept. "Grammar" schools were the first colonial public schools to be supported by taxes and tuition. They had as their chief goal to provide young males, seven to thirteen years old, with sufficient knowledge of Latin and Greek to gain admission to a colonial college."<sup>5</sup>

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<sup>3</sup>  
Ibid., p. 3.

<sup>4</sup>  
Ibid., p. 4.

<sup>5</sup>  
Ibid., p. 6.

After approximately 15 years of this type of early education, one colony, the Massachusetts Bay Colony, decided that more needed to be accomplished in preparing the older children for the ministry, thus they created Harvard College. By now one would think that the early colonies would begin teaching more vocational skills for survival in the wilderness but this was not so. Reasons for this Puritan educational ideal is discussed by one Puritan in the following excerpt taken from, "New England's First Fruits, In Respect...of the Progress of Learning in the College at Cambridge in Massachusetts Bay."

"After God had carried us safe to New England, and we had builded our houses, provided necessaries for our livelihood, reared convenient places for God's worship, and settled the civil government: one of the next things we longed for, and looked after, was to advance learning and perpetuate it to posterity; dreading to leave an illiterate ministry to the churches, when our present ministers shall lie in the dust. And as we were thinking and consulting how to effect this great work, it pleased God to stir up the heart of one Mr. Harvard (a godly gentleman, and a lover of learning, there living amongst us) to give the one half of his estate (it being in all about 1700 pounds) towards the erecting of a college, and all his library; after him another gave 300 pounds, others after them cast in more, and the public hand of the state added the rest: the college was, by common consent, appointed to be at Cambridge, (a place very pleasant and accommodate) and is called (according to the name of the first founder) Harvard College...."<sup>6</sup>

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<sup>6</sup>

Ibid., p. 10, 11.

The founders of Harvard and other "Dame" and "Grammar" schools continued this same process of educating the youth up until approximately 1640. It was at this time that the states felt they had to require education for all children. They passed the Law of 1642 which was our nation's first Compulsory Education Act. They used this law to guarantee a minimum level of education for all children. Five years later the states developed the Law of 1647 which sought to create the Compulsory Schools. The law of 1647 stated:

"The number of 50 householders, shall then forthwith appoint one within their town to teach all such children as shall resort to him to write and read, whose wages shall be paid either by the parents or masters of such children, or by the inhabitants in general, by way of supply, as the major part of those that order the prudentials of the town shall appoint; provided, those that send their children be not oppressed by paying much more than they [who] can have them taught for in other towns; and it is further ordered, that where any town shall increase to the number of 100 families or householders, they shall set up a grammar school, the master thereof being able to instruct youth so far as they may be fitted for the university, provided, that if any town neglect the performance hereof above one year, that every such town shall pay five pounds to the next school till they shall perform this order."<sup>7</sup>

These were the first educational laws that our nation established that developed the principle, "that when parents either cannot or will not educate their young, the state can assume that responsibility."<sup>8</sup>

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<sup>7</sup>

Ibid., p. 17.

<sup>8</sup>

Ibid., p. 16.



American education progressed at a slow pace over the next 130 years. It wasn't until 1776 that our nation's educational direction was changed. During these latter years of the 1700's, a lot was going on in our nation, "the westward expansion, the War for Independence, and the establishment of a new government claimed the energies of colonists more than did religious matters."<sup>9</sup> In this new America, educators wanted the schools to continue to aim at moral perfection but also self-improvement in the fields of language, arithmetic, reading, writing, and spelling. Because of this new need, they created what they called the "Common" school. Besides this added new curriculum, the "Common" school was also responsible for teaching the youth to have a "common reverence for American patriots, places and wars, and a common commitment to libertarian principles."<sup>10</sup> The seed had been planted for this new type of school and the new curriculum but progress again was very slow. The students of that time felt that this new curriculum lacked interest and during planting and harvesting time there was more important things to do.

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<sup>9</sup> Ibid., p. 42.

<sup>10</sup> Ibid., p. 44.

During the early progress of American education in the eastern states, pioneer schooling was taking place in the unsettled wilderness of Indiana. Few pioneer children received a formal education because of the chores at home but we still owe a lot of the prestige of our educational system today to those early pioneer men and women of Indiana. Indiana became a state in 1816 but as early as 1793 a school was established within the present day borders. The school was a French school established by a French missionary. As more and more pioneers settled in Indiana, more and more schools were established. As the years went by, the territory and soon to be state of Indiana, developed their methods of building "Common" schools and then organizing them.

"Each able-bodied male person of the age of twenty-one or upwards, being a freeholder or householder residing in the school district, shall be liable equally to work one day in each week until such building may be completed, or pay the sum of thirty-seven and one-half cents for every day he may so fail to work. And provided, moreover, that 'the said trustee shall always be bound to receive at cash price, in lieu of any such labor or money as aforesaid, any plank, nails, glass or other materials which may be needed about such building.' Section seven provided that 'in cases school houses shall be eight feet between the floors, and at least one foot from the surface of the ground to the first floor, and finished in a manner calculated to render comfortable the teacher and pupils, with a suitable number of seats, tables, light, and everything necessary for the convenience of such school, which shall be forever

open for education of all the children within the the district without distinction.' Section ten provided that, 'when finished, the house should be examined by the trustees, numbered and named and that such subsequent needful repairs should be made.'

As soon as the house was in readiness, the inhabitants were called together by the trustees, at such school house to determine whether they would support a school, and what time the school should continue in session. If any part of the tax was to be in money, the proposition was determined, and a report was made to the township trustees, who kept the records of the proceedings, attended to collections, and, if needful, brought suit against delinquents. The above duties having been performed, the district trustees selected the teacher, and they, being required by law to employ him in 'the most advantageous terms,' entered in the contract, or 'article of agreement,' what produce would be paid him and where it should be delivered, and what part of the payment should be made in money; and said 'article' also stated whether he would 'board' round' among the employers or not. A copy of said contract was required to go upon the record of the township trustees. The (township) trustees were required to examine teachers before they could enter upon duty 'touching their qualifications, and particularly as respects their knowledge of the English language, writing, and arithmetic."<sup>11</sup>

Once these schools were organized, the next step was to find able-bodied people to teach. These early teachers ranged from pioneer teachers from overseas and so-called teachers who were unsuccessful in an earlier trade.

After the building and organizational process of the new school was complete, the learning process was supposed to become a reality but there was one major problem. In the

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<sup>11</sup>

Farrett A. Cotton, Education in Indiana (Bluffton, Indiana: Progress Publishing Company, 1934), p. 33-35.

In the state of Indiana, between the years of 1816 and 1850, very few books were published to be used in the classroom.

"Every pupil was kept busy with the spelling book as long as he went to school. As the old school masters placed great stress on that subject, it was the universal custom in the country schools for every one to stand up and 'spell for head' twice a day. 'A half day in every week, usually Friday afternoon, was given to a spelling match; and night spelling schools were of frequent occurrence which all the people in the neighborhood attended.' On nearly every page in the old elementary spelling book, were reading lessons made up of moral sentences, in each of which was usually found one or more words belonging to the annexed spelling lesson. After the pupils had learned to spell sufficiently well, some teachers required them to pronounce the words in the book 'at sight.' When they could do this sufficiently well, they were formally assigned to reading. After all the reading in the spelling book had been read 'through and through, say half a dozen times,' and maybe more, another reader was used provided it could be had. But there were few school readers in those days, so that those secured were read and reread many times."<sup>12</sup>

During this 34 year period, there was a lot of growth in education even though books were not available. Many "Common" schools were built. Many "Universities" were established. Growth was taking place but quality education was not. The quality of teachers was very low. The buildings were taking the look of rude, badly lighted homes. The lack of materials to read and learn from was an increasing problem. Because of these problems;

"In 1840 there were 273,784 children in the state

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<sup>12</sup>

Ibid., p. 59.

of school age, of whom only 48,180 attended the common schools. One-seventh of the adult population could not read, and a large proportion of those who could read did so imperfectly.

'In spite of the constitutional provision of the state and the famous 'sixteenth section,' the common schools of Indiana were in a bad condition. As late as 1846 the state rated lowest among the free states as to its popular intelligence and means of popular education. Even the capital of the state did not have a free school until 1853, and then one was kept open only two months during the year. And this was in spite of some noble educators in different parts of the state, working for a change. At Salem, Hanover, Indianapolis, Crawfordsville, and other places were men who were seeking to awaken public sentiment in favor of public schools, but with little apparent effect."<sup>13</sup>

As anyone could see, by 1840 the educational situation in the state of Indiana was anything but successful.

Because of these problems, more and more private schools were developed and churches were following their lead by developing academies for their own. The public school was in deep trouble and was close to complete failure.

"The state had reached its lowest level in illiteracy, having the highest per cent of the population who could neither read nor write of any state north of Mason and Dixon's line. The minority who opposed the effort to organize a strong system of public common schools had gotten in their deadly work and it looked as if it would be necessary for the state to depend upon the church and private enterprise to build schools for those who could afford to pay tuition. The children of the poor would be compelled to do without an education or to attend the 'pauper public schools' which were rapidly growing in disfavor as the result of the feeling of prejudice created by the enemies of free schools."<sup>14</sup>

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Ibid., p. 184-185.

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Ibid., p. 178.

Things looked hopeless until a gentleman by the name of Caleb Mills arrived on the scene as the savior of public common schools in Indiana. Caleb was born in New Hampshire and as a native of this New England territory, he had a lot of sympathy for this failure of public education in Indiana, so he went to work. Caleb Mills had served for forty-five years as part of the faculty of Wabash College so he knew the workings of this system. He decided to undertake this fight by writing a series of papers.

"By a series of masterful papers running through six years, he presented the matter of education to the members of the state legislature in such convincing terms that his recommendations were embodied, in part, in Governor Whitcomb's message to the legislature, 1846, and in the new state constitution, 1851, and the school law of the time. The author of the six messages, who signed as 'One of the People' was Professor Caleb Mills of Wabash College. His secret was known only to enough friends to secure their publication and circulation, and was not divulged until some years later. In this first message and the five that followed it, Mr. Mills presented a remarkable array of facts, suggested plans, answered objections, and presented arguments all bearing on the one objective point, the free common schools for all the children of Indiana."<sup>15</sup>

Mr. Mills and his associates ran into a lot of opposition during this time by those that were labeled enemies of education but with his weapon of speech and the pen, he was successful in waking the people up to their sense of responsibility to their youth.

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<sup>15</sup>

Ibid., p. 185.

"The first fruit of their labors came in the law of 1849, the most significant provisions of which were the consolidation of schools and a state tax for the support of schools. It is an interesting fact that before the middle of the nineteenth century, Caleb Mills had seen the real solution of the problem of rural education in a democracy, and had named consolidation as the key.

Out of this thought came the idea of 'centers of learning' in districts, townships, and towns, with combinations possible in districts and townships; and finally with combinations between two or more townships for high school purposes, and between townships and towns for both grade and high school organization. Caleb Mills in his messages to the legislature in the forties, and later in his reports as state superintendent of public instruction, went over all these arguments for the consolidation and centralization of schools; and so far as I know, his arguments have never been improved upon nor added to unless we except the coming of better roads and better conveyances, for the use of schools."<sup>16</sup>

During this successful process by Mr. Mills, education was taking place in Kosciusko County. Today we have three different corporations that exist in our county, Tippecanoe Valley School Corporation, Warsaw Community School Corporation, and Wawasee Community Schools (formerly Lakeland Community Schools), and one partially within the county lines, Whitko Community Schools. But before we discuss these as they are today, let's review each of their history. Tippecanoe had the earliest start of the four since Beaver Dam School started approximately 1838. Around 1852, the new Constitution, developed out of the work of

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<sup>16</sup>

Ibid., p. 195-196.

Caleb Mills and his associates, gave the "Trustees power to tax the patrons for the support of the one room district schools."<sup>17</sup>

"Patrons of each district school elected school directors at the annual meeting of each district.

In 1859, the three township trustees were reduced to one by the State General Assembly. In 1865, power was given to the Trustee to levy taxes to erect school buildings. It was from 1865 to 1890 that the red brick schoolhouses were built. Beaver Dam had one such school carrying the name of District #10.

In 1881, a three room brick school was constructed on the site of the old Beaver Dam School. This building was used until 1909 when it was demolished and a new consolidated school (other district schools had been abandoned and had merged with Beaver Dam) was erected. Because the new building was not completed by September, 1909, the school was housed for part of the school year in the old brick Petry Saw Mill building. The school building with a 1928 addition was used until it was destroyed by fire in 1968.

When the 1881 building was erected, grades were introduced. The district schools had been ungraded to that date. Later, high school courses were offered. The school had no high school graduates until 1914."<sup>18</sup>

"Akron High School was first organized in the mid 1890's and the first class was graduated in 1897. There were 8 members in the class. There is no record of a class in 1898. The class of 1899 had 3 members and in 1900 there was one graduate. From then on the numbers gradually increased and by 1909 there were 17 graduates in the class. Up until the new High School Building was constructed in 1912, the entire school, both grade and high school, occupied one building which was located about 3 blocks south and east from the center of town. The new building, which was a 3 story structure, including a small basement gymnasium, was first occupied in 1913. The building was enlarged in 1926 with one story wings added to either side and a new gymnasium at the back. The gym

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Steering Committee, Kosciusko County (Indiana: Kosciusko County Historical Society, 1986), p. 20.

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Ibid., p. 20



was later enlarged in the late 1940's".<sup>19</sup>

"The story of Talma School in New Castle Township begins in the nineteenth century. Roy Jones was Assistant Principal of the old school about 1894 to 1904. The old building burned in the night, November, 1915. The rest of the year was completed in the old Gleaner's hall above the Hatfield Store which was heated by a stove in the front of the hall. The new school was built in 1916."<sup>20</sup>

A history of Harrison Township and Franklin Township comes from the Tri-County Gazette, April 30, 1903.

"Like all other organizations, our public schools have a history. Up till 1883, the school building of this immediate vicinity was located on the present site of Marion Heighway's residence. In appearance the building resembled the rural district school house of that time. As far as I am able to learn, Miss Dora Gochenour and Mary Uplinger were the last teachers of that school.

In the spring of '83', since Mentone had increased in population, the old building was no longer large enough to accomodate the pupils, so after some discussion, Mr. Rickel and Mr. Everly, the trustees, decided to build a larger building where the school house now stands.

The construction was soon begun and in the fall was finished. It was a large frame building, heated by stoves, and unlike our present building, it was surrounded on the north and east by woods and a rail fence."<sup>21</sup>

"In 1893, our present school building was built by the architect A.L. Kramer, under the supervision of the trustees, A.G. Wertenberger, L.P. Jefferies and C.F. Doane. It consists of six rooms, well lighted, heated and ventilated. It also has all of the latest

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19

Ibid., p. 20.

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Ibid.

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Ibid.

improvements for the comfort of the pupils."22

"Around the turn of the century, a school for grades 1 to 12 was built at Burket. For several years, due to lack of transportation, high school students in the southern part of the township could go to either Silver Lake High School or Beaver Dam High School and some elementary students went to one room schools and later to Franklin School and Seward Central. As transportation with school buses was established, all Seward students came to Burket."23

"In 1960, a new Burket Grade School was built and the high school students were sent to Mentone. The old building was demolished in 1964."24

The Tippecanoe Valley School Corporation was created in July of 1962.

"This reorganized school corporation consisted of Henry Township in Fulton County and Seward, Franklin and Harrison Townships in Kosciusko County. At this time, the following schools were established: Grades K through 6 and 9 through 12 at Akron and Mentone, 7 and 8 at Beaver Dam, and K through 8 at Burket. Discussion also began at this time concerning a new centralized high school.

New Castle Township was annexed and merged into the Tippecanoe Valley School Corporation on August 26, 1963. This annexation included the school at Talma. The old Burket school building was sold and dismantled in 1964 and extensive repair was done on the Akron, Beaver Dam and Talma buildings. Grade levels were set at K through 5 and 9 through 12 at Akron and Mentone, K through 5 at Burket and 6, 7 and 8 at Beaver Dam and Talma."25

There were other changes within the corporation between

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22

Ibid.

23

Ibid.

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Ibid., p. 21.

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Ibid.

the years of 1963 and 1975 when the new high school was formally dedicated.

The Warsaw Community School Corporation got it's first recorded start in 1840.

"While the first recorded brick schoolhouse in Kosciusko County was constructed in 1858 at Detroit and Market streets (where Schrader Automotive is now located), another school building is believed to have been located at Fort Wayne Street and Fort Wayne Avenue in the 1840's. At that time, the area surrounding Detroit and Main streets was considered the hub of the town's activity. Subscription schools were offered in 12-week sessions, when parents could pay a monthly fee to retain a teacher for a group of children.

The first brick schoolhouse, known as Union School, became Center Ward in 1872, after governmental action in the 1850's made education a public and tax-supported service. In the 1860's, schools were also located on the northeast side of Market and Bronson streets (Brown School) and the southwest corner of Indiana and South streets. Three new buildings were apparently constructed in 1872.

In areas now served by the Warsaw Community Schools, log cabin schools were recorded as far back as 1835 in Prairie Township. The first town school was located in Leesburg in 1845. Clay Township followed suit in 1840 with a pole structure. This was followed by a log cabin in 1841, a frame building in 1859 and a brick building in 1877.

The Center Ward moved to 303 E. Main Street in 1906, but not before the ninth grade class, as just one example, reached a ratio of 60 students to just one teacher. Subject specialization began in 1904, which must have adjusted the teacher burden somewhat, but old records indicate crowded classrooms have been common in Warsaw schools."<sup>26</sup>

Between the years of 1904 and 1988 several changes took place. The system had many men and women make considerable

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<sup>26</sup>

Ibid.

contributions during their time of employment.

"Superintendent Noble Harter, in 1896, was credited with several changes, including a redistricting, the use of a coded grading system (on a scale of one to 10, a mark of '4' would indicate a misspelling, for example), and a method of diagramming sentences by placing each word in an oval. Historic records indicate Harter insisted on uniformity in the shape of the ovals, and students who mastered his technique were allowed to give demonstrations to parents. Perhaps, this started what we call 'open house' today.

Following Harter was Early in 1902, H.S. Kaufman in 1908, and James Leffel in 1917, who remained until 1943.

Leffel's successor, Carl Burt, who served until the year of his death in 1966, saw the construction of Lincoln Elementary as well as the new name for East Ward (McKinley Elementary) and a new West Ward (Madison Elementary). Burt's triumph, though, must have been the construction of the present high school, which opened in 1962 on the shore of Winona Lake.

Wilmer Bugher was superintendent 1966-1970.

Max Hobbs was superintendent from 1970 to 1976, followed by Charles Bragg, until 1979, and Larry Stinson as acting superintendent for a brief period during 1979-80.

Dr. Larry W. Crabb joined the school system in 1980, and has generally been credited with a turnaround in student test scores, teacher morale and community attitude toward the school system."<sup>27</sup>

The Metropolitan School District of Whitko dates back to approximately 1870.

"Schools prior to 1870 were called subscription schools, mostly one room facilities supervised and taught by one teacher. The first combination elementary and high school in Pierceton was built on a high area in the southwest corner of the town. Its total cost was \$9,900. By the turn of the century, according to a story in the Centennial Edition of the

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Ibid.

Pierceton Press, 'a fiery protest', was in progress over whether all schools in the township should be consolidated, and if so, where the new building should be located. At the urging of north end supporters, land had been purchased north of the railroad and south of the present Road 30. Those south of the railroad favored the present site and those north, the north location. Crowding was forcing the issue. Already three grade school classes were going to school in the old Methodist church back of the present church, completed by that time.

The wrangling became irrelevant on June 12, 1921, when the old 1870 building was levelled by a fire of unexplained origin. It was hinted that arson was the cause of the fire. Fingers were pointed but no arrests were made. With the now absolutely urgent need to get moving with a building program, dissension quieted down.

While plans were finalized, the ruins of the old building removed, and the building process completed, temporary class space had to be located. Fortunately sufficient unused space was located in the downtown area and used until January, 1924, when all twelve grades moved into the new building, just two and a half years after the fire."<sup>28</sup>

During the time span of about 44 years, more growth occurred within this system. It was time for more construction.

"Consolidation had been in the educational wind, but the community had rejected opportunities to consolidate close to home. State Consolidation Rulings of 1959 finally gave rise to the Metropolitan School District of Whitko which includes parts of Kosciusko and Whitley Counties. Kosciusko County Schools included were Monroe Township and Sidney along with Pierceton."<sup>29</sup>

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<sup>28</sup>

Ibid., p. 18.

<sup>29</sup>

Ibid.

Wawasee Community Schools, (formerly Lakeland), is the youngest of the big four corporations. They got their start in July, 1962.

"The first meeting of the newly formed Board of School Trustees of the Lakeland Community School Corporation was held at 3:00 P.M. on July 2, 1962, in Syracuse School. This corporation comprised of the former township schools of Tippecanoe, Van Buren, the East half of Jefferson Township, Plain Township and the Metropolitan School District of Turkey Creek Township was authorized by a public referendum held in May, 1962, at the time of the regular primary election. This referendum was mandated by the county re-organization plan of Kosciusko County as provided by the school re-organization law of 1959 (Chapter 202 Acts of 1959 as amended). The name Lakeland Community Schools was provided in the county plan as was the composition of the interim board comprised of the township trustees of the townships involved; a member of the board of school trustees of the Metropolitan School District of Turkey Creek Township and one member at large. These appointments were made by the judge of the Kosciusko County Circuit Court and these people were to govern until January 1, 1963."<sup>30</sup>

At this time, a new School Board was elected.

"The new Board decided that starting in the 1963-64 school year all elementary schools would have: a kindergarten program; music every day for all pupils; physical education every day for all grades and a strings program would be started in all elementary and junior high schools looking toward an orchestra in the high school."<sup>31</sup>

"It was decided in January, 1964, that we would look toward one high school for the corporation and that the organizational plan for instruction would be 6-3-3 as suggested by the county re-organization plan. This meant a three year high school and three junior

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Ibid., p. 22.

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Ibid.

high schools grades 7-8-9."<sup>32</sup>

"From the beginning there was a group who felt that Plain Township (Leesburg) belonged to Warsaw Community Schools. After considerable discussion, another school board election and a referendum, held at Leesburg school in March of 1965; Plain Township was released by the Lakeland Community School Corporation and accepted by the Warsaw Community School corporation as of January 1, 1966.

During this time--1962-66--remodeling and repair programs were going on at all the schools in the corporation.

After the release of Plain Township, the farm of Mrs. Searfoss located south of Syracuse which had been mentioned in March of 1965, became the favored site and eventually, Wawasee High School was built there."<sup>33</sup>

As the seeds of our corporations were being planted and growth was taking place in the late 1800's and early 1900's, more and more people across the nation were becoming disenchanted with the educational programs being offered to the youth. "Many people became disenchanted with schools which were insufficiently related to the needs of children and youth. They were concerned about the schools lack of attention to the problems of industrial America. Their criticisms were vigorous and intense."<sup>34</sup>

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Ibid.

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Ibid.

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W. Richard Stephens and William Van Til, Education in American Life (Boston: Houghton Mifflin company, 1972), p. 124.

The people were wanting and calling for reform in education and specifically, curriculum.

Wanting to give each an idea of what was still taking place in our schools during this time, Dr. Joseph Rice decided to spend six months visiting a random selection of schools in 36 different American cities. The following is an excerpt taken from his notes after visiting a school in Baltimore during an arithmetic lesson. This is a good example of what was going on across the nation.

"I have selected for the opening the schools of Baltimore, because they were the first of a group of schools of a certain order that came under my observation. My first illustration will be that of an arithmetic lesson which I witnessed in an 'advanced first grade' (actually the second school year) in one of Baltimore's schools. This lesson will indicate, to a great extent, in what a soul-inspiring manner from one-fourth to one-third of the time spent in the average primary school of that city during the first two years of school life.

On entering this classroom a large blackboard entirely covered with problems in addition, in endless variety, struck my eye. First there were such columns as---

1+1=	1+2=
2+1=	2+2=
3+1=	3+2=

running down to 10+1= and 10+2=, respectively.

Then there were columns with mixed figures, four lines deep, five lines deep, and ten lines deep; next, examples in horizontal lines, such as 3+6+8+4=, and columns where each succeeding figure was 5 greater than the one before: thus, 1, 6, 11, 16; 2, 7, 12, 17; and so on.

'We are just adding,' the teacher said to me. 'I am very particular with their adding. I devote from one and a half to one and three-quarter hours a day to this subject, and I will tell you,' she continued,



growing quite enthusiastic, 'my pupils can add.'

Then she faced the class and said, 'Start the column over again.'

A little boy (apparently the leader of the orchestra) then began to tap on the blackboard with a stick, beating time upon the figures, 3 and 1 are 4,' and so on, until the column was completed; next they began with 2 and 1, 2 and 2, etc. (When later they came to 5 and 8 are 13, 5 and 9 are 14, the rhythm was retained, but the effect was changed.) Next came a column of 2's, the children adding '2 and 2 are 4; 4 and 2 are 6,' and so on.

The teacher here said to me, 'Now I shall let them add that column mentally.' Upon receiving such an order, the children cried out, '2, 4, 6, 8, 10.'

I discovered, therefore, that this teacher's idea of the difference between written and mental arithmetic consisted in nothing further than that in mental arithmetic the 'and (2) are' is left out. Thus 2, 4, 6, 8, 10 is mental arithmetic, while 2 and 2 are 4, 4 and 2 are 6 is the other kind.....

I asked one of the primary principals whether she believed in the professional training of teachers.

'I do not,' she answered emphatically. 'I speak from experience. A graduate of the Maryland Normal School once taught under me, and she wasn't as good a teacher as those from the High School.'

One of the primary teachers said to me: 'I formerly taught in the higher grades, but I had an attack of nervous prostration some time ago, and the doctor recommended rest. So I now teach in the primary, because teaching primary children does not tax the mind....'35

Because of men like Dr. Rice and others, the educational leaders started to listen. The criticisms were being heard loud and clear. John Dewey was one of the leaders that sat up and listened. In 1897 he published a manifesto on education entitled, "My Pedagogic Creed." This writing was a pamphlet stating his ideas of what

education is and what the school is as well as other educational topics. He stated:

"This educational process has two sides--one psychological and one sociological-- and that neither can be subordinated to the other, or neglected without evil results following."<sup>36</sup>

"Knowledge of social conditions of the present state of civilization is necessary in order properly to interpret the child's powers."<sup>37</sup>

"In sum, I believe that the individual who is to be educated is a social individual, and that society is an organic union of individuals. If we eliminate the individual factor from society, we are left only with an inert and lifeless mass. Education, therefore, must begin with a psychological insight into a child's capacities, interests, and habits. It must be controlled at every point by reference to these same considerations."<sup>38</sup>

In stating what he believed school is he replied:

"The school is primarily a social institution. Education, being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends.

Education, therefore, is a process of living and not a preparation for future living.

The school must represent life--life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground."<sup>39</sup>

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36

Ibid., p. 142.

37

Ibid.

38

Ibid., p. 143.

39

Ibid., p. 144.

Because of outspoken men like John Dewey and others, progress started to become a reality in education and curriculum reform. Programs were broadened and the functions of school were redefined. "New pedagogical principles were applied to classrooms, and experiments in progressive education were initiated. Schools to preserve agrarianism were founded. Vocational education and vocational guidance were fostered. Secondary education was redefined by influential commissions. The efficiency movement applied business practices to the schools. Teacher organizations developed. Educational reforms slowly got under way."<sup>40</sup> These and other changes slowly became realities through the years.

Kosciusko County education, as it exists today, has developed into an educational program with a lot to offer. Each corporation continues to grow.

Tippecanoe Valley serves approximately 2,070 students in three elementary buildings (K-5), one junior high (6-8), and one high school (9-12).

Warsaw serves approximately 5,957 students in eight elementary buildings (K-6), one middle school (7-8), one freshman high building (9), and one high school (10-12).

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<sup>40</sup>

Ibid., p. 141.

Whitko serves approximately 1,465 students in one elementary (K-5), one middle school (6-8), and one high school building (9-12).

Wawasee serves approximately 3,368 students in four buildings. Three (K-8) buildings in Milford, North Webster, and Syracuse, and one high school (Wawasee High School).

Included in this county's educational program, we have several pre-schools and Christian schools that meet the needs of some. Some of these are:

1. First Presbyterian Nursery School
2. Free Methodist Kiddie Kollege
3. Greater Warsaw Coop Pre-School Inc.
4. Leesburg-Oswego Nursery School
5. Little Tiger Pre-School
6. Redeemer Pre-School
7. Lakeland Christian Academy
8. Lighthouse Christian Academy
9. Milford Christian School
10. New Life Christian Academy
11. Redeemer Lutheran School
12. Sacred Heart School
13. Syracuse Christian School
14. Warsaw Christian School

We also have educational institutions that meet the adult needs.

1. Adult Basic Education (ABE)
2. Grace College and Seminary
3. Ivy Tech

Throughout the years, changes in educational programming, as mentioned earlier, have taken place. Today, included within the regular curriculum, the educational institutions have a diverse number of

opportunities to offer, some of which include:

1. Building Trades
2. Computer Programs
3. Elementary Libraries
4. Gifted and Talented Programs
5. Guidance Counselors
6. Prime Time Program
7. Remedial Reading Program
8. Special Education
9. Speech and Hearing
10. Summer School
11. Swimming Programs

These are just a few of the many opportunities offered within the different corporations.

In conclusion, education has come a long way; from learning your A, B, C's to prevent being a blockhead, to learning how to utilize a word processor on a computer. Growth and an open mind towards change is the key to meeting the ever-changing needs of society. Dr. Thornton, Superintendent of Wawasee Community Schools, summed this growth and change up when he said:

"The newborn children of today: What will their world be like? What comes next after computers? As science and technology expand, will their exploration stage be the moon, Mars, or where? If the 1930's, 1950's, or 1980's are not to return, what will their lives be like?

The challenge confronting our whole society is to discern how to insure that the values necessary for our system of government and our way of life to continue are passed on to our children. At the same time, today's young people must be educated in a manner that enables them to succeed and to adapt to the many changes they will face in their lifetime and in their world.

Stable home lives. Substance free environments. Mastery of the basics. Room to develop fully the abilities God has given to each. The opportunity to struggle, to sometimes fail and to often succeed must be theirs.

As a school system, it is our goal to do all that is possible to insure that every young person receives an education that enables them to meet the challenges of today and the many days ahead. We must help them not only to learn, but also, to learn how to learn. The facts they deal with as adults will change. The keys to full lives will remain as they are today. We commit ourselves to work with you and your children as they learn how to learn and, thus prepare to live in tomorrow's world."<sup>41</sup>

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41

Dr. Roger Thornton, "About the Cover...", The Wawasee Community Schools Reporter, August 1987, p. 1.

WARSAW COMMUNITY SCHOOLS  
CLAYPOOL ELEMENTARY SCHOOL

Quality Education  
Successful Students →

RANDY POLSTON  
Principal

Route 2, Box 1A, Claypool IN 46510

219/566-2758

March 21, 1988

Wawasee Community Schools  
R.R. 3, Box 662A  
Syracuse, Indiana 46567

Dear Sirs:

I am in the process of working on a creative project, a white paper for the Kosciusko Leadership Academy entitled, "Kosciusko County Education - Past and Present". At this time I am collecting information from each corporation in our county. I am asking the schools to supply me with some present day information about their schools.

I need to know the following:

- A. How many students are presently enrolled in your elementaries?
- B. How many elementary buildings exist in your corporation?
- C. How many students are presently enrolled in your middle school, freshman high, and high schools?
- D. What special programs do you offer within the curriculum?
- E. Any other information that you can supply me with to answer the question, "What's going on within your corporation today?"

I would appreciate this information no later than March 30.

Please send this to: Randy Polston  
409 N. Lake St.  
Warsaw, Indiana 46580

Thank you,



Mr. Polston  
Principal

RP:mjp

## Bibliography

- Cotton, Farrett A. Education In Indiana. Bluffton, Indiana: Progress Publishing Company, 1934.
- Steering Committee. Kosciusko County. Indiana: Kosciusko County Historical Society. 1986.
- Stephens, Richard W. and Til Van, William. Education in American Life. Boston: Houghton Mifflin Co., 1972.
- Thornton, Roger Dr. "About the Cover..." The Wawasee Community Schools Reporter, August 1987.



Kosciusko County One-Room Schoolhouses Still Standing--1879

May 12, 1988

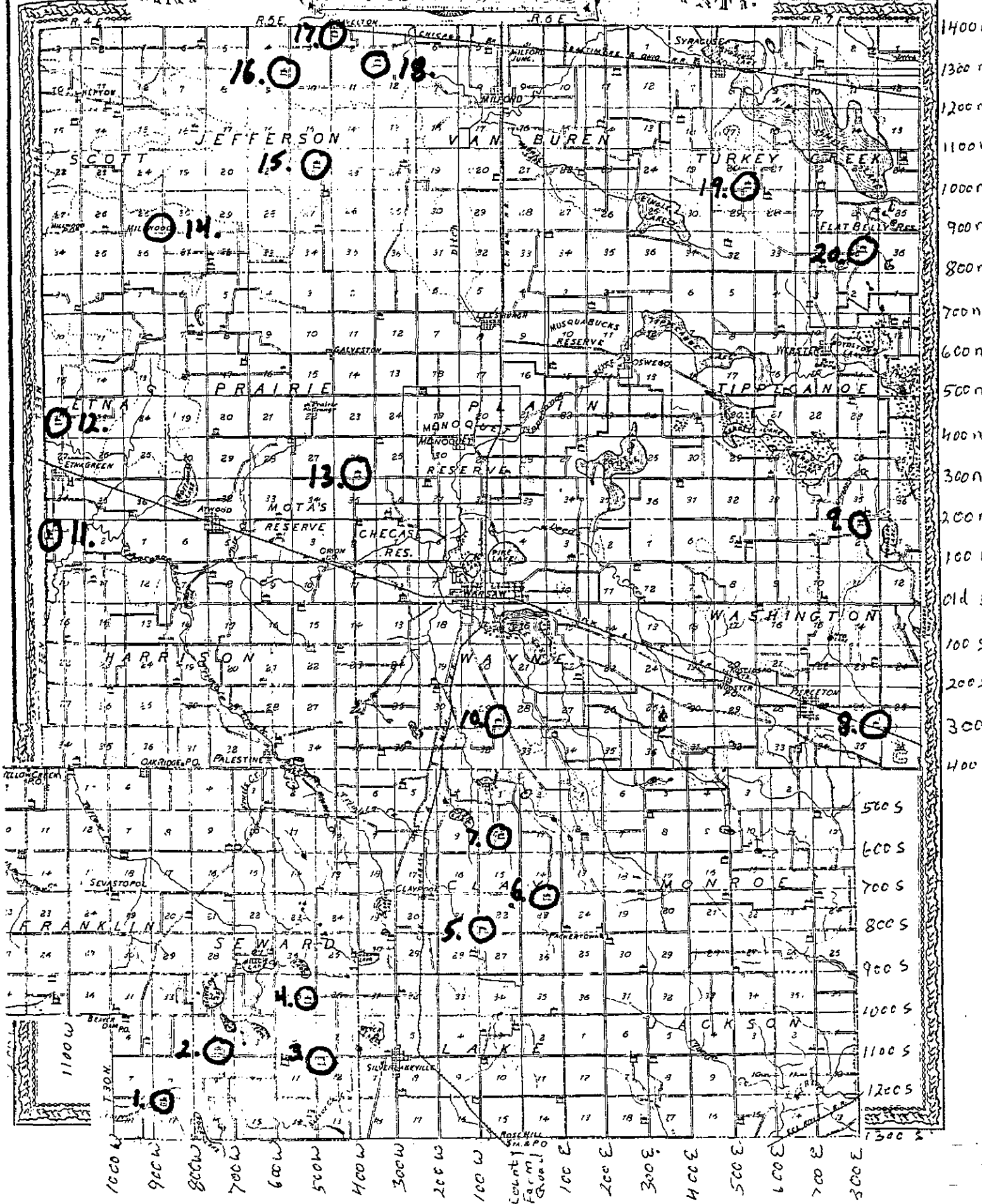
1. Franklin Township--1200 south, 900 west--Condition-Fair.
2. Seward Township--State Road 14, 700 west--Condition-Poor.
3. Seward Township--State Road 14, 500 west--Condition-Good--Occupied Home.
4. Seward Township--950 south, 500 west--Condition-Fair.
5. Clay Township--800 south, 100 west--Condition-Poor.
6. Deaton School--Clay Township--700 south, County Farm Road--Condition-Excellent.
7. Clay Township--550 south, 50 west--Condition-Fair.
8. Washington Township--300 south, 900 east--along 30 east--Condition-Good.
9. Washington Township--200 north, 850 east--Condition-Good.
10. Pleasant Valley--Wayne Township--300 south, County Farm Road--Condition-Good.
11. Frog Pond--Etna Township--South of Etna Green--State Road 19, 175 north--Condition-Poor.
12. Etna Township--North of Etna Green--State Road 19, 450 North--Condition-Excellent.
13. Prairie Township--300 north, 350 west--Condition-Poor.
14. Scott Township--900 north, 800 west--Condition-Fair.
15. Jefferson Township--1150 north, 425 west--Condition-Fair--Occupied Home.
16. Jefferson Township--1300 north, 500 west--Condition-Poor.
17. Jefferson Township--1350 north, 400 west--Condition-Fair. (Was occupied just recently.)
18. Jefferson Township--1300 north, 300 west--Condition-Poor.
19. Turkey Creek Township--Webster Road, 1000 north--

Condition-Good.

20. Turkey Creek Township--850 north, 850 east--Tri-County Game Preserve--Condition-Fair.

The map of 1879 was obtained from the, New Historical Atlas of Kosciusko County, Indiana. Kingman Brothers, 1879.

# MAP OF (KOSCIUSKO) COUNTY.



1400  
1300 n  
1200 n  
1100 n  
1000 n  
900 n  
800 n  
700 n  
600 n  
500 n  
400 n  
300 n  
200 n  
100 n  
Old 30  
100 S  
200 S  
300 S  
400 S  
500 S  
600 S  
700 S  
800 S  
900 S  
1000 S  
1100 S  
1200 S  
1300 S

1000  
900  
800  
700  
600  
500  
400  
300  
200  
100  
County Farm  
Rooseville Sta & PO  
100  
200  
300  
400  
500  
600  
700  
800  
900  
1000  
1100  
1200  
1300