CHAPTER V

SUMMARY

The history of America is really the history of the new world education.

Waterford with its rich farm lands, wooded areas and its proximity to such cities as Milwaukee, Racine, and Waukesha is not too different from other areas of the United States, and is similar to many communities in the Louisiana Purchase.

From the scanty records of Waterford numerous private schools were held in the village from 1837 through the 1840's.

In 1840 the first public graded school opened in the Waterford District known as the Webster School. This type of education was called in common parlance, the grade school, and had its origin in the New England States and was frequently referred to as the "common school". From this date through the war between the states the grade school records in the Waterford District are at best scanty, incomplete, and frequently poorly recorded; yet youngsters were educated.

By the late 1860's things, educationally speaking, started to look up in the Waterford area. One room schools were being built and their importance to the district was formidable can be testified by the fact that the Webster
School operated for 113 years and Pleasant View for 97 years.

The turn of the century with its easy living, the horse and buggy days were to be reflected by the casualness in living and the seemingly steadiness of the Waterford district schools. Change apparently was not the motto of the school boards. Local control was revered. There was no central control except for the State Superintendent of Public Instruction.

Things remained somewhat static until the close of World War I. This was the case all across America, including Waterford.

During the years of the Great Depression seldom was the question heard about where and when to build schoolhouses, but how can teachers be paid, how can schools be maintained, and education be continued without suffering setbacks.

Thus for a half-century no visible change was to take place in the Waterford School District. In fact as late as 1949 there was not a telephone. Soon; however, this was all to change.

The word consolidation began to creep into the vocabulary of the rank and file, although State department officials, superintendents, principals, and educators knew that such a movement was inevitable. Thus crashing in view of all those who wanted to observe, and falling on those who did not want to hear, was the passing of one of the most strong, single units of American democracy--the school district board.
Thus in 1949, four years after World War II, events were to take a rapid, drastic turn with six rapid building programs in twenty years, versus three building programs in over one hundred years. The last single building cost was over a million dollars. With this expenditure one would think that building of schools in the Waterford district would come to a close for a considerable length of time.

Indications are, however, that in the next few years the school board and administrator will be making recommendations for an erection of another elementary school probably in an easterly direction.

In conclusion this writer would like to point out that the people of the Waterford community fostered the cause of education and excellent training for the children of this district.