

1939-40

1-4

5-7

8-11

1939-40	1473	959	753
1940-41	<u>1475</u>	887	746
1941-42	1356	901	<u>705</u>
1942-43	1386	828	<u>671</u>
1943-44	1319	821	<u>607</u>
1944-45	1357	841	<u>639</u>
1945-46	1337	836	<u>681</u>
1946-47	1408	883	<u>678</u>
1947-48	1401	902	<u>708</u>

1-4

8-11

$\frac{1940-41}{1475} - \frac{1947-48}{1401} = 764; 726$

$726 + 113 = 839$

REPORT
STUDY COMMITTEE
COUNTY, VIRGINIA
15, 1948

MR. FRANK LEGARD
MRS. WADE PALMER
MR. J. STEWART SMITH
MRS. THOMAS E. TAYLOR
MRS. CONTEE L. ADAMS, Chairman
Members of Steering Committee

REPORT
CITIZENS SCHOOL STUDY COMMITTEE
LOUDOUN COUNTY, VIRGINIA
July 15, 1948

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MRS. WADE PALMER
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Members of Steering Committee

**REPORT OF
CITIZENS SCHOOL STUDY COMMITTEE
LOUDOUN COUNTY, VIRGINIA**

PRELIMINARY STATEMENT

The Citizens School Study Committee consists of elected representatives of each of the civic organizations of Loudoun County. Activated by the appointee, Mrs. Contee L. Adams of Hamilton, of the County Parent Teachers Association, at its meeting on October 10, 1947, the Committee came into being on November 18, 1947, when the elected members met in organization and elected a steering committee of five (5) consisting of Mrs. Adams, Chairman, Mr. J. Stewart Smith of Lincoln, Vice-Chairman, Mrs. Thomas E. Taylor, Lincoln, Mr. Frank Legard, Purcellville, and Mrs. Jane Palmer, Purcellville.

Dr. Clarence A. Newell, Professor of Educational Administration at the University of Maryland, was employed as a professional consultant and the more than fifty (50) members conducted their studies in subcommittees whose reports are embraced herein.

The Committee has had the fullest cooperation of the School Board, the Superintendent of Schools, the principals and teachers, and many volunteer workers, for which grateful acknowledgement and appreciation is herewith tendered.

No attempt will be made to state the source material employed, the scope of the investigation or the number of citizens consulted. Suffice it to say that your Committee submits this report with full confidence that it represents the views and opinions of far more than a substantial majority of the citizens of Loudoun County. Although many compromises in the interest of unanimity have been made, and although some may criticize the conclusions which are herein advanced, let it be remembered by all concerned that your interest, work and cooperation have at all times been solicited. If your views and opinions are not expressed herein as you would like to have had them, nevertheless it is the considered opinion of your Committee that the educational needs of our children are such as to demand your full support of this report as a basic improvement plan for better education in our grade and high schools.

For purposes of brevity and clarity this report is divided into two parts. Part I contains the general and specific conclusions and recommendations of your Committee. Part II contains the coordinated written reports of the several subcommittees, as approved by the full committee.

Part I

A. GENERAL CONCLUSIONS AND RECOMMENDATIONS

1. The educational qualifications of many of our teachers are below present State standards and the training afforded our children can no longer be condoned. The fault is ours. The paths of correction are so apparent that to state them would be to underscore the obvious. Our pay schedule does not attract certified teachers.

2. The courses of study offered in our high schools as a whole do not meet the needs of our children in that (a) those who desire to go on to college are not equipped to compete with students coming out of private schools, certain city schools in Virginia, and from public schools in neighboring states, and (b) those who go immediately from our high schools into the great school of hard knocks are not afforded that degree of vocational training to which they, their parents and the citizens of this County are justly entitled. Recognizing the progress which is our heritage, we firmly believe that our children's educational opportunities should keep pace with the times and not be held back to the level which may have sufficed in the society in which we grew up.

3. During the 1949-50 school year there will be 150 and perhaps 250 white students more than the number now in the present overcrowded high school buildings. Loudoun County will face the worst school crisis in its history unless there is additional school construction.

4. The cost of expanding and renovating four (4) high schools in Loudoun County to accommodate the anticipated increase in enrollment and to afford adequate training is uneconomic, unnecessary and, in short, a waste of both human and financial materials, and if this were done these schools would still not qualify for certification by the State in 1952.

5. Unless improvements in our educational system are made, Loudoun County schools may lose their certification and with it the loss of the more than \$200,000 per year which the State contributes. This loss will never be countenanced by the taxpayers of this County.

6. Health and safety conditions at certain schools shock the conscience of all who investigate them.

7. No child in this County should be or need be subjected to a long bus ride to and from school and the attendant waste of time and energy involved. This is an agricultural community. Our children have home duties before and after school. Wasting their time is wasting hard-earned money. Proper location of our schools and proper integration of the transportation system will eliminate much waste.

8. Our school administration needs renovation and improvement.

B. SPECIFIC RECOMMENDATIONS AND CONCLUSIONS

1. Administration.

(a) The creation of the position of Assistant Superintendent of Schools to be filled by an individual qualified in the field of School Administration, who should have a master's degree but in any event shall have at least a bachelor's degree and three years actual teaching experience. His duties and responsibilities would include the provision of needed supervision of high school teachers, and his employment would allow for the expansion of other administrative services for the school system as a whole.

(b) The employment of an architect as needed to prepare plans and specifications and supervise major construction, remodeling or renovating of school buildings.

(c) Except in the case of standard goods on which catalog prices are available, all other supplies should be purchased from the lowest responsible bidder under a system of sealed bids available to the public for inspection after date of opening.

2. Buildings.

(a) The white grade school at Mountain Gap should be closed and consolidated with Leesburg.

(b) Immediate abandonment of the older of the two structures at Aldie, which is a fire trap and unfit for human occupancy. The remaining structure should be renovated for use as a grade school.

(c) The present high school buildings at Leesburg, Lincoln and Lovettsville should be used exclusively as grade schools.

(d) This committee believes that the taxpayers of Loudoun County should have the opportunity of resolving the question as to whether one or two high schools shall be constructed and operated. This is one of the principal questions confronting the people of Loudoun County. It must be resolved in the immediate future. Your Committee believes that it should be resolved at the time of the regular elections in the fall of 1948 and to this end submits herewith the merits of each proposition:

One high school for Loudoun County

(1) (A) According to generally accepted estimates, it would cost \$100,000 to \$200,000 more to construct two high schools than to build one.

(B) It is generally agreed that it would cost \$30,000 to \$50,000 more each year to operate and amortize two high schools than one.

(2) (A) With one high school it is economical to offer an expanded and more flexible curriculum, for example, advanced math, all shop and vocational courses, advanced business courses, corrective courses.

(B) In one high school it would be much easier to adjust curriculum to changing needs than in two high schools.

(3) In one high school it would be possible to employ specialists at a reasonable cost, e.g.—

1. Adequate physical education personnel.

2. Music and art instruction.

3. Guidance personnel.

4. Building maintenance.

(4) With one high school it would be possible to have a coordinated bus system with express buses. State experts point out that under this system the time on buses and cost of operation would not be materially increased.

(5) COUNTY UNITY. (A) Broad Run and Jefferson have no high schools. Lovettsville and Mercer will surely lose theirs within a few years. It is not reasonable to expect these districts to support the additional costs and curtailed facilities of a 2-high school program.

(B) One high school would promote county unity and decrease sectionalism as it now exists.

Two high schools for Loudoun County

Advantages of having the two high schools located at Purcellville and Leesburg:

(1) Two schools located at Purcellville and Leesburg would simplify the transportation problem and make it more economical and easily handled. Loudoun County is fundamentally an agricultural county and our farm boys and girls have very definite and worth-while responsibilities in these farm homes and on these farms. Pupils would ride buses shorter distances and hours and thereby have more

time to help out at home if the two schools are used. Transportation costs would be several thousand dollars less each year with two schools. From 125 to 150 students living in Leesburg and Purcellville would not need to be transported. All buses should have shorter runs to two schools than to one. Children are being hauled further today in some instances with four high schools than anyone would need to be hauled to the two high schools. There would be less bus transfers with undesirable waits for students unchaperoned.

(2) Two high schools would receive better support from our patrons than one school because they would be located at our two largest centers of population and would be easily accessible to a large percent of our patrons. Our schools, like our Government, are never any better than the interest our people take in them.

(3) Two schools would be more useful to our adults as active community centers than one central school. We would have better participation of adults in adult education and recreational activities. One school centrally located out of a normal center of population would not be as accessible and would be used far less as a community center for any great number of adults. Why pay for something we will not share in the use of to any great extent.

(4) Two schools would develop leadership among our students to a much greater extent than one school because you would have almost twice the number of group activities where leadership training is stressed such as clubs, athletics, student government, Future Farmers of America and Future Homemakers of America, and other activities.

(5) Two schools could offer economically a sufficiently broad curriculum to meet the practical needs of all of our students.

(6) Two high schools would probably be able to utilize the Town Water and Sewerage system already in use, thereby saving approximately \$30,000 in the construction and upkeep and bother in their operation.

(7) Two schools would be able to handle the additional growth which is apt to come into Loudoun County from Washington, better than one school.

3. CURRICULUM (COURSES OF STUDY).

(a) Each high school should be required to make available to each and every child those courses of study which are required by accredited colleges for admittance.

(b) Complete courses in vocational training should be made available to all students and, in particular, to those who do not intend to go to college.

(c) The child study program should be extended and consultative service be secured to service this program.

(d) Particular attention should be given by the Assistant Superintendent to the working out of a curriculum which will enable those children who ordinarily drop out after the sixth grade to obtain practical training to meet the ordinary day-to-day problems they will face in life.

4. HEALTH AND SAFETY

(a) Our schools are not properly lighted. Alighting engineer should be employed, minimum lighting standards established, and the necessary equipment installed immediately.

(b) Sanitation is deplorable at certain schools. Immediate steps should and must be taken to bring sanitation conditions up to the minimum requirements of the Loudoun Health Department. No school should be permitted to open until approved by the Health Department.

(c) An engineer from the Board of Fire Underwriters should be asked to inspect each structure and his recommendations followed out to the letter before schools open this fall.

(d) Complete First Aid equipment should be provided for each school, including a cot for the temporary care of sick children.

(e) All hot lunch programs should be under the supervision and direction of a Loudoun County dietician, who should have charge of all personnel handling these programs. Hot lunches should be served at cost and free lunches afforded the underprivileged. The lunches should be planned in advance to use to the greatest extent possible surplus goods produced in Loudoun County, and any deficiencies should be paid for by the School Board and not left to Parent-Teacher Associations.

(f) Every teacher and every handler of food under the hot lunch program should be required to have an annual physical examination, including an X-ray examination of the chest.

(g) There should be a thermostat in each room for the control of heat.

5. TEACHERS' QUALIFICATIONS

(a) Loudoun County is unable under its present salary schedule to compete with nearby communities and obtain sufficient qualified teachers to meet its needs.

(b) 61% of the teachers in Loudoun County have not qualified to receive Collegiate-Professional Certificates. Only three Loudoun County teachers hold master's degrees. 30.7% of the white teachers in Loudoun County schools in 1947-48 reported teaching experience of two years or less. Obviously, Loudoun is losing ground in the field of qualified teachers.

(c) The establishment of the following salary schedule beginning in 1949 for public school teachers in Loudoun County:

Step	Normal-Professional Certificates	Collegiate Certificate	Coll.-Prof. Certificate	Master's Degree
1	\$1800	\$2100	\$2400	\$2700
2	1900	2200	2500	2800
3	2000	2300	2600	2900
4	2100	2400	2700	3000
5	2200	2500	2800	3100
6	2300	2600	2900	3200
7	2400	2700	3000	3300
8	2500	2800	3100	3400
9	2600	2900	3200	3500
10	2700	3000	3300	3600
11		3100	3400	3700
12		3200	3500	3800
13		3300	3600	3900
14		3400	3700	4000
15 or more		3500	3800	4100

(d) A maximum of 35 children in any grade school class, and, where possible, not more than 25 in the first three grades.

(4) No salary increases should be given teachers with local permits, emergency licenses or elementary certificates.

(f) Only teachers holding Collegiate-Professional Certificates should be hired to replace retiring teachers.

6. TRANSPORTATION

(a) Salaries of bus operators should be sufficient to attract experienced and competent operators.

(b) No operator shall be employed who has had less than three consecutive years of driving experience and whose application is not recommended by at least three responsible citizens. Operators having previous experience as a bus operator should be preferred.

(c) Operators should be required to take any training recommended by State or County authorities when and if available.

(d) No operator shall delegate his duties and responsibilities to another without prior approval by the Superintendent of Schools.

(4) The proposed transportation system should be checked annually with the transportation engineer of the Virginia State Board of Education.

Part II

1. Administration.

The Committee on General Administration has given consideration to the work of the Loudoun County Board of Education and Superintendent of Schools.

The County Board of Education is empowered by law to control the schools within the limits of appropriations and State requirements. In a democracy it is appropriate that the ultimate control over education be vested in a lay board. The public schools are of fundamental importance in a democracy, and control over the schools should be kept close to the people.

SELECTION OF BOARD OF EDUCATION

The Committee on Administration has studied and discussed the various methods of selecting boards of education. The Committee believes that the method of selecting the county board of education should be given consideration by the people of the county, but is not prepared to recommend a change at this time.

The members of the Loudoun County Board of Education are at present appointed by an electoral board. The electoral board is appointed by the judge of the Circuit Court, who in turn is appointed by the Governor. The Loudoun County board is thus appointed in the same manner as the other Virginia boards of education, except for Arlington County where the board is selected by direct vote of the people.

In the United States as a whole, approximately 85 percent of the school boards are elected by popular vote. Furthermore, there is a trend in the United States toward election by direct vote of the people.

On the other hand, the committee is reluctant to recommend a change in board selection. There are other educational problems which appear to be of more pressing urgency in Loudoun County.

Accordingly, the committee recommends that the method of selecting board members be given further consideration by the people of the County at some later date. It may be that the County Council

of the Parent-Teachers Association should at a later date appoint a representative committee of citizens in the County to study the question.

WORK OF THE BOARD OF EDUCATION AND SUPERINTENDENT

The Loudoun County Board of Education meets on the second Tuesday of each month at 10:00 a.m. in the board offices. The board follows accepted practice in holding all meetings open to the public except for an occasional executive session to consider some confidential matters. About the only matters which should be handled in executive session are the dismissals of employees, questions involving the morality of pupils, and selection of specific school sites to be purchased.

Perhaps the biggest problem in procedure for any board of education is determining which functions properly belong to the Board of Education and which should be performed by the Superintendent of Schools and the employed staff.

The function of the board is to adopt basic policies whereas the Superintendent is responsible for the performance of the details in carrying out such policies and for giving professional advice to the board.

The board should adopt policies broad enough to indicate a line of action to be taken by the Superintendent in meeting a number of problems and jobs. Application of such policies to individual problems and jobs is an administrative detail to be performed by the Superintendent. The board must not allow itself to become involved in administrative detail or it will neglect the larger aspects of policy making.

On the whole, the Loudoun County Board of Education seems to be following acceptable procedure. Especially commendable is the fact that all employees of the school system are nominated by the Superintendent, who as the professional head responsible for the over-all success of the enterprise, is the only person qualified to select prospective employees for nomination to the board.

The administration of the schools will be improved if board members will consider themselves to have official power only when meeting as a board or when discharging a specific assignment given them by the board.

In the past, teachers and other school employees have occasionally gone to board members to discuss school problems. Board members would do well to refer such employees to the Superintendent. The use of school buildings is also an administrative matter which should be handled by the Superintendent in accordance with policies established by the board.

The board is responsible for establishing policies to govern all aspects of the school system. Through the establishment of policies, the board retains control over the schools. The administration of the policies should be delegated to the Superintendent, who can then be held responsible for the success with which the policies are carried out.

SCHOOL BUILDINGS

The school building needs are discussed elsewhere in the survey report. This phase of the report concerns administrative policy including its relationship to the school building program.

The committee recommends that an architect be employed for each case of future school construction. An architect is employed not only to secure PLANS, but in order to secure SERVICES also. One would not go into court having purchased only a brief from a lawyer, but he would need the services of the lawyer as well. Likewise, a school system needs not only the plans for a new school but also the services of an architect to help assure sound construction of a building designed to meet the needs. The Virginia State Department of Education now requires that each building be planned for the locality in which it is to be constructed, apparently with the intent of requiring that an architect be employed.

Along with the architect, the retention of an educational consultant on school buildings should be considered whenever a new school is constructed. In many communities, an educational consultant has been found beneficial in helping to assure that a new building is designed appropriately for use as a school. There are only two or three competent educational consultants for school buildings in the whole nation. However, the educational consultant has in some instances been paid by the architect, so that his services have represented no additional cost to the taxpayer.

When a new school building is constructed, the school system ought by all means to employ a construction inspector. A completion bond should be required to assure that the building will not be left incomplete because of the financial insolvency of the contractor.

The expenditure of relatively modest sums to safeguard the County's investment in the construction of new school buildings is in the long run an economical procedure.

BUSINESS AFFAIRS

The committee examined the Loudoun County School Budget for the Fiscal year beginning July 1, 1948. The budget document, prepared by the Superintendent, sets forth in a business-like manner the proposed expenditures and receipts for the next fiscal year. The budget document is well above average in showing detailed justification of appropriations requested. It is suggested, however, that in the SYN-

OPIS of the budget, the "Receipts" and the "Disbursements" be grouped under the same major headings as are employed on the Annual Budget Form of the State Department of Education.

In administering the budget, the Superintendent is responsible for purchasing goods as economically as possible. All coal, for example, should be purchased from reputable dealers and weights carefully checked. Preference should be given local dealers except when savings result from purchasing elsewhere. It is important that quotations be secured whenever possible. Such quotations need not be secured, however, for standard goods on which catalog prices are available.

Specifications should accompany all requests for bids on major items except those of an emergency nature. When the bids are received, the order should be placed with the lowest responsible bidder. The time and place for opening of bids should be announced so that all bidders who desire to be present may do so. Bids should be kept sealed until opened in public. After the bids have been opened, the successful bid should be selected by the Board of Education. All bids should then be available in the Superintendent's office for inspection by the public.

ASSISTANT SUPERINTENDENT OF SCHOOLS

The professional head of the school system is the Superintendent of Schools. The professional head of each school is the school principal. In addition, the administrative and supervisory staff in the Loudoun County schools includes one supervisor for white schools and one for colored schools, and one visiting teacher.

The survey committee believes that the present administrative staff in Loudoun County is too small in number to perform effectively all the work that needs to be done. In particular, the committee believes that more supervision is needed in the high schools, and that other professional administrative services would be expanded for the school system as a whole.

All of the present high school principals do some teaching in addition to their administrative duties, and the load carried by the principals is thus too heavy to allow them to provide the necessary supervision. The load carried by the Superintendent is also too heavy to allow an expansion of county-wide administrative service. Additional help is needed if the service is to be given. Accordingly the committee recommends the creation of the position of Assistant Superintendent of Schools.

The person employed to fill this position should be qualified in the field of school administration. He should have a master's degree in education and not less than a bachelor's degree in education, and should have at least three years of teaching education. The salary for the position should not be less than \$4,000 a year.

2. BUILDINGS

GENERAL APPROACH TO THE PROBLEM

In studying the present and future needs of the school children of Loudoun County the Survey Committee has considered the following factors in an effort to arrive at recommendations which would serve the best interests of the children and future citizens of Loudoun County:

- (1) The number of children to be educated in the future.
- (2) The Virginia standards for accrediting high schools as a factor in receiving state funds for these schools and for qualifying graduates for entrance into standard colleges.
- (3) Centers of population with a spot map showing the present location of every white student above the seventh grade.
- (4) The present school housing facilities available today.
- (5) The recent highway systems of Loudoun County as related to school transportation.
- (6) Costs of construction of new buildings.
- (7) Costs of operation of our school system under different plans.
- (8) The advantages of a more comprehensive curriculum resulting from greater consolidation than we have today.
- (9) The possibility of being able to attract better qualified teachers through greater consolidation.
- (10) The effect of consolidation on the children from a sociological standpoint.
- (11) The effect of consolidation upon the patron support of our schools.
- (12) The effect of consolidation upon the community centers of our county.
- (13) The trend of consolidation in other areas and the results.
- (14) The acceptability of the various proposals to the people of the county.

PROCEDURE FOLLOWED AND FACTS DETERMINED IN THE STUDY

(1) The committee secured the latest census figures available on population trends in Loudoun County. From these we find that, generally speaking, the population of Loudoun County is now and has been for nearly one hundred years practically static. However, we are forced to anticipate an unknown growth in the population of our country which is beginning to become evident in lower Loudoun and may well spread over the entire county very quickly as an overflow from Washington, D. C. This condition has

already seriously affected the school systems of Fairfax and Arlington Counties in Virginia, and Prince George and Montgomery Counties in Maryland. The enrollment in Loudoun County for 1949-50 will be between 900 and 1000 students in grades 8 to 12.

(2) With regard to the Virginia standards for accrediting high schools, the Virginia State Board of Education just recently made a ruling which, if enforced, will require all white schools in Virginia to have a minimum enrollment of 250 students by 1952 in order to be accredited so that State aid for schools may be received and high school graduates be accepted by standard colleges. Not a single one of our present four white high schools can meet this requirement today.

(3) The committee next made a spot map showing the present location of every white child in school above the seventh grade today, and determined the number of these students located within the various limits of each town in Loudoun County. We also determined the enrollment and general location of all white children in our elementary schools.

(4) We visited each white school and several of the colored schools of Loudoun County and made a study of the buildings in use today. Some of the things we found in this study are as follows: four out of the five present high school buildings are overcrowded today with children seated so close together that in many instances dishonest work is made easy at a time when life's habits are being moulded. We found classes being taught in damp basement rooms poorly lighted in three out of four of the present white high schools. We found fire escapes inadequate on several of the two-story buildings.

With the present overcrowded condition in our high schools and some of our elementary schools, we must face the fact that, regardless of any growth which may come to us from Washington, we are confronted with the problem of housing from 150 to 175 additional high school students in 1949-50 due to the addition of the 12th grade in our high schools.

(5) We have studied the highway system of our county to determine the practicability of transportation of pupils in order to utilize existing buildings and locate new ones from the standpoint of most economical transportation and lessening the time pupils will have to ride buses.

RECOMMENDATIONS RELATIVE TO SCHOOL BUILDINGS

The Survey Committee makes the following recommendations relative to the school buildings of Loudoun County:

2. BUILDINGS

- (a) The white grade school at Mountain Gap should be closed and consolidated with Leesburg.
- (b) Immediate abandonment of the older of the two structures at Aldie, which is a fire trap and unfit for human occupancy. The remaining structure should be renovated for use as a grade school.
- (c) The present high school buildings at Leesburg, Lincoln and Lovettsville should be used exclusively as grade schools.
- (d) This Committee believes that the taxpayers of Loudoun County should have the opportunity of resolving the question as to whether one or two high schools shall be constructed and operated. This is one of the principal questions confronting the people of Loudoun County. It must be resolved in the immediate future. Your Committee believes that it should be resolved at the time of the regular elections in the fall of 1948 and to this end submits herewith the merits of each proposition:

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(B) It is generally agreed that it would cost \$30,000 to \$50,000 more each year to operate and amortize two high schools than one.

(2) (A) With one high school it is economical to offer an expanded and more flexible curriculum, for example, advanced math, all shop and vocational courses, advanced business courses, corrective courses.

(B) In one high school it would be much easier to adjust curriculum to changing needs than in two high schools.

(3) In one high school it would be possible to employ specialists at a reasonable cost, e.g.—

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(1) Two schools located at Purcellville and Leesburg would simplify the transportation problem and make it more economical and easily handled. Loudoun County is fundamentally an agricultural county and our farm boys and girls have very definite and worth-while responsibilities in these farm homes and on these farms. Pupils would ride buses shorter distances and hours and thereby have more time to help out at home if the two schools are used. Transportation costs would be several thousand dollars less each year with two schools. From 125 to 150 students living in Leesburg and Purcellville would not need to be transported. All buses should have shorter runs to two schools than to one. Children are being hauled further today in some instances with four high schools than anyone would need to be hauled to the two schools. There would be less bus transfers with undesirable waits for students unchaperoned.

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(7) Two schools would be able to handle the additional growth which is apt to come into Loudoun County from Washington, better than one school.

3. CURRICULUM (COURSES OF STUDY)

The committee on curriculum has considered what Loudoun County Schools offer our boys and girls and whether they fill the needs of nearly all the children or only the ablest 20 to 25 percent. A democracy needs well-trained and educated leaders but it must also have literate and balanced average citizens which constitute the other 75 percent.

Until recent years we have rather taken the democratic way of life for granted, but now that democracy is being challenged by communism, we are forced to consider whether we are truly democratic.

The ideal back of the public schools is that of equal opportunity for each boy and girl to develop into the best citizen he or she is capable of becoming. However, many of our educational concepts are inherited from the European pattern of government controlled by and for a selected few.

Democracy, like religion, must be lived. Talking about it is relatively ineffective unless the teacher lives with the children in a democratic way. Such a teacher considers her results good if her methods develop a child's best efforts, interests and progress.

PLANNING

Every teacher should attempt to learn how to plan more effectively with the children in her room. The children must actively participate in planning if they are to learn to live effectively. In every-day life, even our simplest actions usually involve planning. Furthermore, many of our plans are worked out cooperatively with others.

If the children are to be able to live effectively, they must participate in the planning. The teacher is indispensable as a guide. But her responsibility can best be discharged by giving children learning opportunities which are not only appropriate to their own maturity levels but also afford experiences such as they will meet in life outside the school.

INDIVIDUAL DIFFERENCES

Education is meaningful only as it helps each child develop. Each child is different from every other child. Ninety percent of us are above average in at least one trait. Each child must have the educational opportunities which are best for him. The teacher should therefore seek to meet the unique needs

of each child. Many classes are now too large in Loudoun County schools for the teacher to effectively meet the needs of each individual child.

STANDARDS

The committee believes that the school should help each child achieve high standards of workmanship. Although practically all teachers profess to insist upon high standards, many teachers use standards which are altogether unrealistic. The committee believes the standards of work in Loudoun County schools should meet criteria:

- (a) A standard should be meaningful and important to the child who is to meet the standard.
- (b) A standard should be such that the child can meet it only if he exerts effort.
- (c) A standard should be such that if a child does exert effort, he will be able to meet the standard.

Teachers who really believe in high standards would do well to note the foregoing criteria.

PROMOTIONS

Closely related to standards is the matter of promotions from one grade to another. The only acceptable criteria for determining whether a child is to pass or fail is what is best for that child.

In the majority of cases, a child will be better off when promoted with children of his own age group. The committee believes that a child who lacks the basic skills should not be promoted, however, unless there is reason to believe that in the higher grade he will be given remedial work, or that vocational education or other offerings of special benefit to him will be made available through the promotion.

GRADES AND REPORT CARDS

The committee has discussed grades and report cards at considerable length. The grades and report cards are supposed to inform parents of the process of the child. Actually, such reports are often misleading. The grades of different teachers represent different things. One teacher will grade solely on the basis of achievement, another teacher weighs effort in determining the grade, while another teacher considers discipline problems in grading. Thus, grades from different teachers often mean different things. The committee believes that the staff should work out a statement of philosophy so that grades given by teachers will more nearly represent the same factors. The committee recommends also that conferences with the parents as to the progress of the child be used to supplement the report card.

ABILITY OF LOUDOUN COUNTY CHILDREN

An unusually large number of children were rated below average on recent intelligence tests. The committee is not sure that the results of these tests should be taken at face value. The committee recommends that the school officials conduct studies to determine why the children in Loudoun County did so poorly on the tests. The tests were designed to measure native intelligence rather than the effects of the school or other aspects of the environment. However, possible reasons for the low scores may be as follows: a low native intelligence on the average among Loudoun county children; insufficient time for sleep; uncorrected physical ailments; or homes lacking in intellectual stimuli such as books, music, art, and family discussions. Whatever may be the reason for the low scores, it is probable that some modification of the school program will be indicated once the reason for the low score has been discovered.

SUBJECT MATTER

Certain knowledge should be taught to all children while certain other knowledge should be taught only to those who need it.

All children need an understanding of health and personal problems, a command of the basic skills, worthy home-membership, civic education and ethical training.

In addition, schools should provide a specialized offering to meet the individual needs in academic subjects, the fine arts, the practical arts and vocational training.

At the present time few of our schools in Loudoun County have space, equipment or personnel for the teaching of an adequate curriculum.

The following curriculum was recommended for Loudoun County High Schools and eighth grade pupils by the high school teachers and Superintendent of Loudoun County:

8th

English—1 year
Science—1 year
Mathematics—1 year
Social Science and Guidance—1 year
Add. Reading—all year

High School

English 1, 2, 3, 4
Business English
Practical English

Algebra Review ½ year
Vocational Civics
World History

Short Story Writing
 General Mathematics
 Algebra 1, 2
 Plane Geometry
 Solid Geometry
 Trigonometry
 Business Arithmetic
 Arithmetic ½ year
 Biology
 Chemistry
 Physics
 Agriculture 1, 2, 3, 4
 Vocational Home economics 1, 2, 3, 4
 General Home Economics
 Industrial Arts 1, 2, 3, 4
 Accounting 1, 2
 Typing 1, 2
 Shorthand 1, 2
 Office Practice
 Auto Mechanics 1, 2

U. S. History
 Civics and Social Problems
 Economic Geography
 Bible
 French 1 and 2
 Spanish 1 and 2
 Latin 1 and 2, 3
 General Science
 General Music
 General Art
 Dramatics
 Journalism
 Public Speaking
 Diversified Occupations I
 Diversified Occupations II
 Distributive Education I
 Distributive Education II
 Mechanical Drawing
 Physical Education
 Home Making and Marriage

On the whole, the survey committee agrees with the foregoing list of courses as being acceptable for Loudoun County high schools. It is suggested, however, that as part of the planning for new school construction, there be a detailed study to determine what courses are to be offered in the high schools. Such a study might well be undertaken by a committee consisting of school staff and lay citizens of the county.

RECOMMENDATIONS

1. Greater emphasis placed on better teaching of the basic skills through all the grades.
2. Gymnasium facilities available for the use of all children with a physical education instructor for high school pupils.
3. Science laboratory equipment adequate for effective teaching.
4. Enlargement of libraries to meet the needs of the children with special attention to the selection of reading materials on all levels that will be interesting to every age group.
5. A full time high school librarian.
6. A greater variety of course offerings for high school students so that those who do not go to college may find something to fit their needs.
7. An activity program providing opportunity for pupils in many different areas.

GUIDANCE

Many pupils are faced with educational, vocational and social problems that they alone cannot solve. The committee recommends a strong guidance program with the regular teacher as guidance counselor in the elementary grades. A trained counselor should head the guidance program of the high school. This program should fit the educational, vocational and personal needs of each individual child and help him to find and pursue a program in which he can find happiness and profit.

It might be wise to offer exploratory courses in the eighth and ninth grades to students who have ability along several lines and who are undecided as to what courses to pursue.

IN SERVICE EDUCATION

The committee believes that the professional staff of the school system is of critical importance in determining the type of educational opportunities available. Some of the present teachers in Loudoun County are indeed able, and it may be possible in years to come to bring more teachers of ability into Loudoun schools. However, there is not a single teacher in Loudoun County or elsewhere who cannot learn how to do a better job.

The committee recognizes the valuable work now being done by the supervisors, and believes that the program of education for the teachers now in service in the county should be extended.

The committee recommends that the various curriculum problems of the school system be studied by groups of teachers working with qualified leadership, and that such groups of teachers develop curriculum materials for use throughout the school system.

The committee recommends also that the child study program be extended and that consultative service be secured to service this program. Such service can be secured for \$400 to \$500 a year and will do much to strengthen the program.

Finally, the committee recommends that courses in the teaching of reading be given for Loudoun County teachers at some central point in the county. The teaching of reading is a problem faced by

every teacher in the county who uses books. Much has been learned about the teaching of reading, and this information should be made available to the teachers of Loudoun County.

4. HEALTH

The committee studied the following factors which affect the health of children:

LIGHT

Most of the schools in Loudoun County fall below acceptable standards of lighting.

The committee recommends that the artificial lighting in the schools be improved so that there will be a minimum intensity of light of 25 feet of candles on each desk. The sources of light should be arranged and should be protected by appropriate shades in order to minimize glare.

The committee cannot believe that the people of Loudoun County would knowingly jeopardize the eyesight of the children in order to avoid the expenditure of a modest sum of money. The improvement of artificial light in the Loudoun County schools is urgent.

FIRE PROTECTION

Many of the children in Loudoun County schools are housed on the second floor of buildings which are of frame interior or exterior. These buildings present a fire hazard. All possible steps should be taken to protect against fire. A major catastrophe from a school fire in Loudoun County is a very definite possibility.

As new buildings are constructed, consideration should be given to fire protection. In the meanwhile, every precaution should be given. The lives of Loudoun County children are precious. The children could never be replaced.

The committee recommends that fire escapes be placed on all buildings with second floors. The fire escapes should be accessible from every second-floor classroom and should be safe so that children will not be knocked off in times of excitement. The fire escapes should be located so that they are not exposed to flames. The exits to the fire escapes should be clearly marked and easily opened. It is especially important that fire drills in these buildings be held monthly.

Each building should be provided with fire extinguishers or fire hose. These should be tested annually. The use of fire extinguishers should be demonstrated annually, preferably by a member of a fire department. The committee feels an added protection could be had by an annual inspection of buildings by a fire or insurance company.

All parts of buildings should be kept free of an accumulation of combustible materials. Defects in chimneys and in walls, which lead to exposure to framework, should be eliminated. All electric wirings should be inspected at intervals by a person qualified to determine whether a fire hazard is present.

WATER SUPPLY

An adequate supply of pure water is essential in a modern school. Sufficient water supply should be secured for schools where the supply has been inadequate in the past.

The school administration should be responsible for seeing to it that all drinking water for schools is tested at least once each year. Drinking fountains in all schools should be of a type approved by the State Health Department.

HOT LUNCH PROGRAM

A number of the schools now provide hot lunch at noon for the children. There is a reason for believing that this hot lunch at noon is the only nutritious meal each day for some of the children.

The hot lunch program is at present financed by federal funds, fees paid by the children and funds raised by the individual schools. The committee endorses the hot lunch program as a contribution to the welfare of the school and community, and recommends that it be actively supported, both financially and otherwise, by the County Board of Health.

SUPPLEMENTATION OF STAFF

Children are very susceptible to certain diseases, and all possible measures should be taken to protect them. Studies show that children who have associated with staff members having tuberculosis have often contracted the disease. The committee recommends that each teacher and food handler be required to have an annual physical examination, including an X-ray examination of the chest.

CLASSROOM CONDITIONS

Satisfactory heating and ventilation are essential in every classroom if the health of the children is to be protected. Heating and ventilation are not satisfactory at present in many school rooms in Loudoun County. Although the heating and ventilation will never be satisfactory in some of the present school buildings, each teacher should recognize her responsibility for seeing to it that the most healthful conditions possible prevail in her room. New school buildings should provide adequate ventilation and a thermostat to control the heat in each room.

NEED FOR ADDITIONAL FACILITIES

The committee found overcrowded classrooms in a number of Loudoun County schools. Such conditions are conducive to ill health and should be relieved as soon as additional classrooms can be made available.

In some of the schools children are housed in basements. Basement space is not suitable for children. It is often cold and damp, and the light is usually inadequate. For the most part, the adults in the county do not live in basements, and the children should not be required to do so.

With one exception, that in the Purcellville School, first-aid rooms are entirely lacking or inadequate in the Loudoun County Schools. There should be a first-aid room, with supplies and a cot, in every school.

The schools of the county are also either entirely lacking or insufficiently provided with space for special facilities such as storage, gymnasium facilities, auditoriums, office space, library facilities be provided as new schools are constructed.

JANITOR SERVICE

Janitor service was found in most schools to be totally inadequate. The committee recommends that adequate janitor service be made available. Additional funds will doubtless be necessary. In the opinion of the committee, the use of bus drivers as janitors will not solve the problem.

5. TEACHER QUALIFICATIONS

The committee has considered various aspects of the teacher personnel problem and has divided its study into seven principal divisions, namely, Certification, Supply and Demand, Selection, Salaries, Teacher Load, Tenure, Retirement and Sick Leave, and a Teacher Personnel Policy. The detailed findings and recommendations are grouped below.

CERTIFICATION

Certification of teachers in Virginia is controlled by the Virginia State Board of Education and it appears that a very definite attempt is being made to issue teacher's certificates only to those individuals who are properly qualified by training and experience to perform their job. In the past a certificate was issued to an individual who has completed two years of college or state normal training as a minimum. This type of certificate has been discontinued several years ago. The minimum requirement for certification by the State Board of Education at the present time is graduation from an approved college or university, upon which basis a Collegiate Certificate can be issued. If, in addition to the required minimum work for the Collegiate Certificate, the applicant has taken certain specified work in the field of education, a Collegiate Professional Certificate will be issued.

During the period of the recent war, when large numbers of those who otherwise would have been engaged in the teaching profession were drawn into the armed forces or various types of defense work, it became necessary to certificate teachers who did not meet the above-mentioned minimum requirement. Those teachers were issued Emergency Certificates or Local License. At the present time, of the 125 teachers in Loudoun County, exclusive of principals and supervisors, 47 hold Collegiate Professional Certificates, 4 hold Collegiate Certificates, 39 hold Normal Professional Certificates, and the remaining 35 hold Emergency License or Local Permits.

The C. S. S. C. recognizes that a great many of the teachers now employed in the required type of certificate are prevented from obtaining the same because of some technicality, and that included in that group are some of the most efficient and effective teachers we have. However, it is our considered opinion that in the long run better qualified and more able teachers will be secured from the ranks of applicants who possess the desired qualifications rather than from the group who do not possess them. It is recommended that in the future no new applicants for teaching positions in Loudoun County be accepted who do not possess a Collegiate Certificate or a Collegiate Professional Certificate. It is recommended, further, that the existing teachers who do not possess the Collegiate or Collegiate Professional Certificate be urged to qualify for one or the other types of certificates as quickly as possible and, failing to do so after the lapse of a reasonable period of time, say five years, they not be reappointed as teachers. It is recognized that there should be and will be some exceptions to this policy and it is believed that the Superintendent of Schools and the School Board should exercise their discretion in the making of such exceptions.

SUPPLY AND DEMAND

As shown by the figures above, the demand for qualified teachers in Loudoun County far exceeds the number available. This condition prevails not only in our county but throughout the State and the entire nation. There are approximately 9000 elementary school teachers in the State of Virginia, and experience has shown that the average turnover will vary from 10 to 25 percent. With the minimum figure, this shows a replacement requirement of 900 to 2250 teachers per annum. At present approximately 100 elementary teachers are being graduated from our teacher training institutes each year. Obviously, a considerable effort must be made to attract more qualified persons to the teaching profession than are now preparing for it in Virginia. There are many factors which must be considered in achieving a solution to this pressing problem. The consensus is the one single factor which has more bearing upon this problem

is inadequate compensation for teachers. Other factors entering into this problem include tenure of position and working conditions. These factors are considered in succeeding paragraphs of this report.

SELECTION OF TEACHERS

Nominations of teachers for employment in Loudoun County schools are made by the Superintendent of Schools to the School Board. This practice is followed throughout the United States and is considered to be sound. The Superintendent of Schools is the administrative agent of the School Board and is best qualified by experience and training to pass upon the professional qualities of an applicant for a teaching position.

For many years past it has been the trend in this county to give preference to applicants who are local residents. This trend is indicated by the fact that of the 149 principals and teachers now employed in our school system, 86 were residents of Loudoun County immediately preceding their first year of such employment, and an additional 37 were residents of other counties in Virginia, whereas only 26 residents of other states. It is believed that it would be beneficial to the entire school system if a larger percentage of the teachers in our local school system were brought in from other states. In this way the other teachers, as well as pupils, would enjoy the advantage of meeting and knowing a larger number of people from other parts of the country and their education and entire outlook would be considerably broadened thereby. It is recommended that at least one-third of the teachers in our schools system be from states other than Virginia. It is not intended that this recommendation be put into effect immediately, but, rather, that it be accomplished gradually.

The C. S. S. C. has no definite opinion as to whether married teachers or single teachers perform the better job. It is believed that a judicious admixture of the two should be achieved. It is recommended that a strenuous effort be made to attract more male teachers to Loudoun County. This should be done especially as far as high school teaching positions are concerned. At present the number of male teachers is disappointingly low.

SALARIES

A new salary schedule is proposed to help Loudoun County attract and hold competent teachers during the years to come. Only by paying adequate compensation can we hope to secure teachers of the type we want for our girls and boys.

The present salary schedule does not include adequate monetary return for the teachers, but it does include some commendable features. The recognition of the type of teaching certificate held, in determining the salary range for teachers, appears to be a sound policy. Likewise, the gradual increase in salaries over a period of years indicates that some thought has been given to long-range as well as to immediate considerations. These and other desirable features in the present schedule have been incorporated into the proposed salary schedule.

The proposed schedule represents a considered plan for paying teachers. It was arrived at through careful study of the salary schedules of nearby communities with which Loudoun County is in competition for teachers.

More emphasis has been placed upon long-term considerations than on those of an immediate nature. The new schedule would be put into effect gradually. The committee does not propose a sudden increase, but, rather, suggests that appropriate increments be granted so that all qualified teachers will be at the appropriate salary on the proposed schedule by the 1952-53 school year.

PROPOSED SALARY SCHEDULE FOR PUBLIC SCHOOL TEACHERS OF LOUDOUN COUNTY, VIRGINIA

Step	Normal-Professional Certificates	Collegiate Certificate	Coll.-Prof. Certificate	Master's Degree
1	\$1800	\$2100	\$2400	\$2700
2	1900	2200	2500	2800
3	2000	2300	2600	2900
4	2100	2400	2700	3000
5	2200	2500	2800	3100
6	2300	2600	2900	3200
7	2400	2700	3000	3300
8	2500	2800	3100	3400
9	2600	2900	3200	3500
10	2700	3000	3300	3600
11		3100	3400	3700
12		3200	3500	3800
13		3300	3600	3900
14		3400	3700	4000
15 or more		3500	3800	4100

The salary rates proposed are designed to enable Loudoun County to compete with neighboring communities for well-qualified teachers. The salaries proposed are graduated in accordance with quali-

cations. The more liberal salaries would be granted only to teachers with superior qualifications. No salary increase of any type is proposed for teachers holding Elementary Certificates, Emergency Licenses of Local Permits.

The committee proposes a transitional period during which teachers' salaries would gradually be raised to the appropriate amount on the proposed salary schedule.

The appropriations for the 1948-1949 school year have already been made. The proposed schedule would thus be gradually put into effect beginning with the 1949-1950 school year.

Beginning in 1949-1950 each teacher now on the staff would be classified and placed in the appropriate group on the schedule in accordance with his training. He would then receive an adjustment increment equal to one-fourth the difference between his present salary and the appropriate salary for his qualifications of the new salary scale, provided that no teacher would be paid less in 1949-1950 than the appropriate minimum salary on the new schedule. After 1949-1950 each teacher would receive his adjustment increment plus the regular increment on the salary scale. All teachers would thus be at the appropriate salary on the schedule by 1952-53, and would then proceed by \$100 increments to the appropriate maximum salary.

The new schedule would be completely in effect for inexperienced teachers new to the school system beginning with the 1949-50 school year. The experienced teachers would thus be paid salaries commensurate with teachers of experience in the county.

The committee recommends that the School Board follow a policy of employing new teachers at a salary at or near the minimum salary rates indicated on the scale. Such a policy tends to maintain morale, whereas morale may be lowered if new comers are paid salaries considerably higher than the present teaching staff. In addition, such a policy is more economical and makes it possible for Loudoun County to finance the proposed schedule at a cost which is not unreasonable.

New teachers would be placed on the salary schedule by vote of the School Board upon recommendation of the Superintendent of Schools, who should make his recommendations in accordance with the qualifications of the individual. If it were ever impossible to fill a particular position with a qualified person at the salary indicated on the schedule, an exception could be made by the Board upon recommendation of the Superintendent.

Annual increments would be granted to all members of the staff except those whose work is deemed inefficient. Increment should be withheld in the latter case upon recommendation of the Superintendent of Schools.

Teachers who have qualified for a change in classification should be moved to the new classification on September 1st. Any teacher thus moved should receive at the time of transfer to the new classification an increment of \$300 in addition to the increment to which he would have been entitled in the previous classification.

The Assistant Superintendent of Schools should be in charge of appraising the qualifications of all teachers. In general, state certificates and programs of work completed in accredited institutions should be accepted at face value.

The committee believes that an adequate basic salary schedule is urgently needed. Such a schedule should help to attract qualified men teachers as well as women. Although a family differential is included in some salary schedules for the purpose of attracting men teachers, such a differential is not proposed for adoption at this time by Loudoun County.

The committee recognizes that single women teachers can and often do render great service. The committee believes that a school staff is strengthened, however, when it includes also some men who are heads of families. In the event that the proposed schedule does not attract some men of the type desired, the School Board may want to consider the advisability of granting a family differential. Such a differential would be allowed for a head of a family with a dependent wife or husband or dependent children.

The proposed salary schedule has been devised for teachers only. The committee recommends that for all other regular employees the School Board adopt salary schedules which bear a proper relationship to the proposed teacher's salary schedule.

The committee has considered the cost implications of their proposals and has prepared a careful estimate of the annual salary budget required under the proposed schedule for 125 teachers during the period from 1949-50 to 1959-60. In order to prepare such estimates it was necessary to make certain assumptions. The assumptions which were made are as follows:

1. That the number of teachers employed will not change substantially. The estimates are based upon a teaching staff of 125 persons, exclusive of principals and supervisors.
2. That the transition to the new schedule would be gradual and would finally be completed by the 1952-53 school year.
3. That one-fourth of the teachers with local permits and emergency licenses will be replaced each year by teachers holding Collegiate-Professional Certificates; that all teachers will possess valid State certificates by the 1952-53 school year.
4. That no salary increments will be given to teachers with local permits, emergency licenses, or Elementary Certificates.
5. That teachers will retire at the age of 65, and that those who reach the age of 65 during a school year will be allowed to continue to teach until the end of the school year.

6. That teachers retiring will be replaced by teachers holding Collegiate-Professional Certificates.
 7. That the teachers in Loudoun County will qualify for advancement in classification on the salary schedule as follows:

- (a) Of the teachers with the Normal Professional Certificate, two out of four will complete the Collegiate-Professional Certificate in eight years.
- (b) Of the teachers with the Collegiate Certificate, three out of four will complete the Collegiate-Professional Certificate in five years.
- (c) Of the teachers with the Collegiate-Professional Certificate, three out of four will complete the Master's Degree in five years.

The following estimates are based on the foregoing assumptions:

**ESTIMATED COST OF PROPOSED SALARY SCHEDULE
 For 125 Teachers (Excluding Principals and Supervisors)
 Loudoun County, Virginia**

School Year	Estimated Salary Costs for the Regular Year	Change from Previous Year
1947-48	\$245,419.00 (a)	\$31,801.00 (c)
1948-49	277,220.00 (b)	22,135.00
1949-50	299,355.00	22,767.00
1950-51	322,122.00	22,881.00
1951-52	345,003.00	19,937.00
1952-53	364,940.00	13,600.00
1953-54	378,540.00	

(a) Salaries of Present Teaching staff.

(b) Salaries approved for present teaching staff for 1948-49.

(c) Increase already approved for 1948-49.

TEACHER LOAD

The Committee on curriculum has recommended 35 as the maximum number of pupils in elementary classes and believes the maximum number in the first three grades should be 25. This committee recommends that the maximum number of pupils which any teacher should have the responsibility of instructing in one week be set at 150. Also, this committee recommends that care be taken to insure that the number of extra-curricular activities assigned to the teachers not reach the point where too much of the teacher's time is diverted thereto with a considerable decrease in efficiency in the performance of the principal job involved.

TENURE AND RETIREMENT

Virginia is one of twelve states in the Union which has no Teacher Tenure Law. There are an additional four states which have state or local tenure laws which apply to limited areas. While it is recognized that any action on this matter must be instituted by the State Legislature, it is recommended that some such action should very definitely be taken. A measure of progress could be achieved locally by the granting of contracts to teachers initially for a term of two years, which said contract could be extended each year for additional year.

REPRESENTATIVES OF P. T. A.'s

- Mr. D. H. Tyler, Aldie P. T. A.
- Mrs. Collier, Alternate for Aldie
- Mr. Theodore Shultz, Ashburn P. T. A.
- Reverend Paul Shultz, Hamilton P. T. A.
- Mr. Otho Wenner, Hillsboro P. T. A.
- Dr. J. T. Jackson, Leesburg P. T. A.
- Mr. Howard Vesey, Alternate Leesburg P. T. A.
- Mr. Howard Brown, Lincoln Grade School P. T. A.
- Mr. Jennings Potts, Lincoln High School P. T. A.
- Mr. G. B. King, Lovettsville P. T. A.
- Mr. Lloyd Frye, Lucketts P. T. A.
- Mr. Preston Luck, Middleburg P. T. A.
- Mr. Edward C. Norman, Purcellville P. T. A.
- Mrs. J. S. Patterson, Round Hill P. T. A.
- Mrs. John Divine, Waterford P. T. A.
- Mrs. Contee Adams, Loudoun County P. T. A.

Appointed or Invited To Get Representation
of All Parts of Loudoun

- Mr. Frank Legard, Purcellville
- Mr. John Lawson, Unison
- Mr. Dyer Gum, Lucketts
- Mr. Fred Tavenner, Broad Run
- Mr. Howell Brown, Purcellville
- Mrs. Howard Vesey, Leesburg

**REPRESENTATIVES OF CLUBS OR
CIVIC ORGANIZATIONS**

- Mrs. Kenneth Litton, Round Hill Woman's Club
- Mr. J. Derry Tribby, Purcellville Fire Department
- Mrs. Holmes Thomas, Woman's Business & Prof.
- Mr. R. S. McKinney, Waterford Citizens Group
- Mrs. W. T. Smith, Home Interest Club
- The Reverend Fravel, Ministerial Association
- Mr. Roger Fields, Round Hill Fire Department
- Mr. E. E. Nichols, Jr., Purcellville Chamber of Com.
- Mrs. Lewis Titus, Loudoun Woman's Club
- Mrs. George Wire, Lovettsville Home Int. Club
- Mrs. Thomas J. Hatcher, Purcellville Woman's Club
- Mr. George Hammerly, American Legion
- Mr. John Clemens, Catocin Farmers' Club
- Mr. Allen McDaniel, Alternate, Catocin Farmer's Club
- Mr. E. B. White, Leesburg Lions Club
- Mrs. W. S. Francis, Hamilton Book Club
- Mrs. Festus Foster, Waterford Book Club
- Mrs. E. E. Nichols, Jr., Purcellville Garden Club
- Mrs. Paul B. Watlington, Jr., Sesame Club
- Mr. Stewart J. Smith, Purcellville Lions Club
- Mrs. Thomas E. Taylor, League of Women Voters
- Mrs. Jane Palmer, Loudoun Educational Assoc.

**COUNTY SCHOOL BOARD
OF LOUDOUN COUNTY
LEESBURG, VIRGINIA**

BEN MIDDLETON, ARCOLA
D. N. MYERS, WATERFORD
B. A. BRANN, LEESBURG
WM. T. SMITH, LINCOLN, CHAIRMAN

O. L. EMERICK, DIVISION SUPERINTENDENT

L. P. HICKMAN, LOVETTSVILLE
NAN LIN KINCAID, LEESBURG
KARLTON MONROE, ROUND HILL
MISS RUTH M. EMERICK, CLERK

September 23, 1949

Dear

In conformity with a State-Wide Program of School Study, we have formed a committee in Loudoun county composed of the members on the inclosed sheet.

Our objective is to study school needs in our own county and to make composite recommendations to the State Board of Education at a meeting to be held at Front Royal on October 26. This meeting is one of 9 regional meetings.

A meeting of the school study committee will be held on Wednesday, September 28 at 7:30 P. M., in the library of the Leesburg School.

It will greatly facilitate our work if you have the opportunity to look over the bulletin entitled "Public Education in Virginia" before the meeting.

Very sincerely yours,

O. L. Emerick

O. L. Emerick
Division Superintendent

OLE:a

Inc. -1

SCHOOL STUDY COMMITTEE

Aldie	Mr. Frank Pearson Mr. Robert A. Myers	Aldie Aldie
Arcola	Mr. Preston Poland	Sterling
Ashburn	Mrs. I. L. Ellis	Ashburn
Bluemont		
Hamilton	Mrs. Frances Webster	Hamilton
Hillsboro	Mrs. Stanley Presgrave	Hillsboro
Leesburg	Mr. Gray Hume Mr. Charles Monroe	Leesburg Leesburg
Lincoln High	Mr. J. Stewart Smith Mr. J. Lupton Simpson	Lincoln Lincoln
Lincoln	Mrs. Margaret Cockerill	Lincoln
Lovettsville	Mr. Peter Smith Mr. L. A. Womeldorph	Lovettsville Lovettsville
Lucketts	Miss Alta Nuce	Lucketts
Middleburg	Mrs. Susan diZerega	Middleburg
Purcellville	Mrs. Contee Adams	Hamilton
Round Hill	Mrs. Kenneth Litton	Round Hill
Sterling	Mr. D. E. Willis	Sterling
Waterford	Mr. P. L. Baumgardner	Waterford
Superintendent	Mr. O. L. Emerick	Leesburg
Supervisor	Miss Adelaide Dale	Leesburg

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Lincoln	Mrs. Margaret Cockerill	Lincoln
Lovettsville	Mr. Peter Smith Mr. L. A. Womeldorph	Lovettsville Lovettsville
Lucketts	Miss Alta Nuce	Lucketts
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Purcellville	Mrs. Contee Adams	Hamilton
Round Hill	Mrs. Kenneth Litton	Round Hill
Sterling	Mr. D. E. Willis	Sterling
Waterford	Mr. P. L. Baumgardner	Waterford
Superintendent	Mr. O. L. Emerick	Leesburg
Supervisor	Miss Adelaide Dale	Leesburg

September 29, 1949

Mr. Gray Hume
Leesburg
Virginia

Dear Mr. Hume:

You will note on the inclosed sheet that the time scheduled for the Front Royal Meeting of the State Board of Education has been changed to November 16.

We could go to another center, I suppose, if the date should prove more suitable.

I want to express my appreciation of the manner in which you assumed the role we gave you on Wednesday Night. We shall all try to help you in the undertaking.

Very sincerely yours,

O. L. Emerick
Division Superintendent

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COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
Richmond 16

*Wade
Mary Hawk*

SUPTS. MEMO. NO. 2383

September 27, 1949

TO: The Division Superintendent
FROM: Dowell J. Howard, Acting Superintendent of Public Instruction
SUBJECT: Nine Regional Meetings of the State Board of Education

As stated in Supts. Memo. No. 2366, dated August 30, 1949, we are now in a position to give the exact location and time of meeting of the nine regional meetings of the State Board of Education which will be held during the latter part of October and early in November. The schedule for the meetings and locations are as follows:

October 19	Region 9	General Shelby Hotel, Bristol, Virginia, 10 A.M.
October 20	Region 8	Auditorium of Radford College, Radford, Virginia, 10 A.M.
October 21	Region 7	Auditorium of John W. Wyatt School, Corner of Court and Eleventh Streets, Lynchburg, Virginia, 10 A.M.
November 9	Region 1	Auditorium of Petersburg High School, West Washington Street, Petersburg, Virginia, 10 A.M.
November 10	Region 2	Auditorium of Matthew Whaley High School, Williamsburg, Virginia, 10 A.M.
November 11	Region 3	Community Center, Corner of Canal and Charles Streets, Fredericksburg, Virginia, 10 A.M.
*November 16	Region 4	Auditorium of Warren County High School, Front Royal, Virginia, 10 A.M.
*November 17	Region 6	Social Service Center on First Street, Woodrow Wilson Memorial High School, Fishersville, Virginia, 10 A.M.
*November 18	Region 5	Auditorium of Lane High School, Charlottesville, Virginia, 10 A.M.

Further details as to the plans for these meetings will be sent forward as they develop.

*Persons in Regions 4, 5, and 6 will please note the change in dates for these meetings. These dates were changed due to a conflict with meetings of the Virginia League of Counties which had previously been arranged for that area.

RCH/fg

AT FRONT ROYAL FROM LOUDOUN COUNTY VIRGINIA

Mr. Gray Hume
Mrs. I. L. Ellis
Mr. Chas. Monroe
Mr. J. Lupton Simpson
Mrs. Margaret Cockerill
Mrs. Frances Mayse
Mr. Wm. T. Smith
Mr. L. P. Hickman
Mrs. Albert D. Leuders
Mrs. Harry Sommers
Mrs. M. M. Clatterbuck
Mrs. Mercer Love
Mrs. John Kincaid
Mrs. Roscoe Rhodes
Mr. O. L. Emerick
Mrs. Stanley Presgraves
Miss Adelaide Dale
Mrs. Alice Gady
Mr. Robert A. Myers

Mr. Alfred Talbot, Jr.
Mrs. Willie Hall
Mrs. John Wanzer
Mr. John Wanzer
Mrs. Marion Sands
Mrs. Susie Lloyd
Mrs. Marie Medley
Mr. U. L. Oliver
Mrs. Sue Berry
Mrs. Dorothy Thomas
Mrs. Mary Sims
Mrs. Martha Ashton
Mrs. Carrie Brown

COUNTY SCHOOL BOARD
OF LOUDOUN COUNTY
LEESBURG, VIRGINIA

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KARLTON MONROE, ROUND HILL
MISS RUTH M. EMERICK, CLERK

September 23, 1949

Dear

In conformity with a State-Wide Program of School Study, we have formed a committee in Loudoun county composed of the members on the inclosed sheet.

Our objective is to study school needs in our own county and to make composite recommendations to the State Board of Education at a meeting to be held at Front Royal on October 26. This meeting is one of 9 regional meetings.

A meeting of the school study committee will be held on Wednesday, September 28 at 7:30 P. M., in the library of the Leesburg School.

It will greatly facilitate our work if you have the opportunity to look over the bulletin entitled "Public Education in Virginia" before the meeting.

Very sincerely yours,

O. L. Emerick

O. L. Emerick
Division Superintendent

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Gray Hunce
Mrs. John E. Sankard
Elect Chairman
Elect Secretary
Set time for next meeting. — each week for 3.
Probable no. of meetings

August 11, 1949

Mr. G. Tyler Miller
Superintendent of Public Instruction
Richmond, Va.

Dear Mr. Miller:

We have decided that we shall not wish to have letters sent to the presidents of local organizations. Our schools were pretty well studied recently by a committee made up from the various organizations of the county. It developed that they were too concentrated in a few localities. We have, therefore, worked out a somewhat different plan for the local study this time.

Very sincerely yours,

Division Superintendent

A CONTINUOUS PROGRAM OF SCHOOL IMPROVEMENT
PLAN FOR PARTICIPATION BY LOUDOUN IN STATE-WIDE
PROGRAM OF STUDY AND PLANNING

The State Board of Education has set out to assume leadership in a state program of school improvements. As a part of the readiness for outlining an improvement program the state board will hold hearings at 9 regional meetings. We in Loudoun County are interested in the meeting on _____ at Front Royal.

It has been suggested that preliminary to these hearings each county form a local study group consisting of both school workers and lay persons. The State Department of Education has prepared a bulletin which deals with the various phases of school problems to assist study groups in their work.

The County School Board has approved our local participation in this study. The plan of organization is as follows. The study will be carried by a committee organized as follows for white schools.

Approximately an equal number of school and lay persons will constitute the committee.

Each high school principal will serve on the committee.

He will also be responsible for selecting the following:

A lay person from his own high school.

A lay person or teacher from each feeder elementary school but not in any case more school personnel than lay persons.

The superintendent of schools will preside over the meetings.

The elementary supervisor, visiting teacher and director of instruction will be members of the committee.

Members of the school board and board of supervisors will be invited to attend all meetings but not as members of the committee.

This committee will be expected to present for Loudoun County the views about schools to the State Board of Education. It may

also consider the formulation of a program for action within our own county and on a state-wide basis.

August 20, 1949

September 16, 1949

Mr. R. C. Haydon
State Department of Education
Richmond, Virginia

Dear Mr. Haydon:

We need 20 more copies of the larger bulletin on the Continuous School Improvement Program of Virginia. If these are available, please send them as promptly as you can.

Very sincerely yours,

O. L. Emerick
Division Superintendent

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