

The early experience with transportation which certainly were not satisfactory, the early discussion of similar arrangements at many points and the early location of so large a number of high schools at natural community centers, have made it a very difficult task for the school authorities to overcome the very natural pride of local communities in their own institution. So the reorganization of the schools of Loudoun County although on a conservative and slowly evolving basis has been a painful process.

But why close one-room and two-room schools and haul children to larger schools? Why close high school departments?

We cannot reason that consolidation is an economy measure. There may be isolated cases where money is saved. It is possible however, to operate a county system with less teachers where small schools are brought into larger centers. It may be of interest to examine relative conditions that will give us a picture of what has happened in respect to costs of transportation and teachers' salaries over a term of years.

In the year 1928-29 which precedes most of the consolidation of schools in Loudoun County there were a total of 33 one-room teachers, 10 two-room teachers, 58 other elementary teachers and 34 high school teachers in 9 high schools or a total of 135 white teachers. The average daily attendance was 3276. In the year 1938-39 the situation was as follows: 8 oneroom teachers, 8 two-room teachers, 55 other elementary teachers, and 33 high schools teachers or a total of 112. The average daily attendance was 3595. It can be seen that 23 less teachers cared for 319 more children daily.

Now in 1928-29 the amount spent for transportation was \$6007.44 and in 1938-39 it was \$23,375.90 or an increase of \$17,368.46. Some of this increase in transportation is directly chargeable to provision for transportation in areas that have not been effected by closing a school