

Lincoln High School, Loudoun County

I. Controversy about replacing Lincoln High School in 1926.

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A significant amount of material exists about the Lincoln High school controversy in the LCPS archives. Lincoln citizens wanted the replacement building to be in their town, whereas Purcellville wanted in their own. Although a white school within the segregated system, an examination of the legal debate offers clues as to how the LCPS system operated, how teachers were paid. A lot of history is in the papers, as well as data on “colored” teachers. We also found hints at underlying political tensions between the pacifist “friends” or Quakers vs what were described as the commercially oriented people of Purcellville. The very patriotism of the Quakers was called into question because they didn’t fight in wars and because some in Lincoln voted for Eugene Debs for President, a socialist who won 6% of the electorate at a time when the establishment was very anti-socialist: Mr. Debs was a strong labor rights leader in the railroad industry who opposed Woodrow Wilson in the 1912 Presidential election as a socialist. Debs also was opposed to America’s entry into World War one. Despite that being a constitutionally protected political position, he was jailed by Wilson under the Espionage Act. Civil rights were under enormous attack at the time, which led to the formation of the American Civil Liberties Union. It appears from the literature that this national political split between the progressivism of Debs and the conservative nature of Wilson may have found its way into local politics in 1926; however, these strong tensions were eventually set aside. The protracted, contentious debate ended with Lincoln retaining its school and both side of the controversy sitting down over refreshments as the guests of the Quakers.

2. Background:

Lincoln High School was located in the unincorporated village of Lincoln in Loudoun County, VA. Goose Creek, as the community was first named, was settled by Quakers during the 1750s. The Friends were concerned about education, and established a committee of 75 to seek better education for all white children. Their efforts resulted in the construction of a one-room school house in 1815 at a cost of \$400.00.

In 1880 the Young Friends Association began discussions about a need for better higher education in conjunction with a graded school. Largely due to their efforts a new two story school building of about four rooms was built nearby with graded classes on the first floor and high school on the second.

By 1909 this building was no longer adequate, and the Lincoln community raised \$14,540.00 for a new building on a ten acre site¹. The Mt. Gilead School District added another \$1,050.00. The community provided much funding for furnishings and supplies, and supplemented teachers' salaries. Two students graduated in the first graduating class in 1910. Because of the reputation of the school, some students

¹ Could have been \$12,500, according to Blue Ridge Herald, April 8.

from other parts of the county boarded in homes in the community so that they could attend Lincoln High School. For many years the building served both graded school class and high school pupils; but about 1918 the graded school pupils were moved to a different location², to make room for a growing high school population (Staff, 1926).

On the evening April 1, 1926 the main building burned to the ground, but after much discussion and controversy about where a new school should be built, a new one-story building was built on the same site as the previous building. It continued to serve as a high school until 1953, when funds were approved to build a consolidated high school, Loudoun County High School, in Leesburg in 1954. Lincoln's elementary school students moved into the old Lincoln High School building in 1954. (Ottinger, 2006) (Emerick, 1926).

3. The Process

The burning came first. A passing "colored" gentleman first noticed the conflagration around midnight, followed by Mr. Sanders, the school principal, who found the basement and halls in flames. Unfortunately, the destruction overwhelmed the structure but the Purcellville voluntary fire department was able to save a nearby manual training shop. The new home economics cottage was not in danger. Also lost was the large library, two pianos, laboratory equipment and all of the athletic equipment (Staff, 1926).

Within days a serious discussion took place about the future. Purcellville, a rising mercantile community, wanted the replacement building placed in their town, whereas the people of Lincoln wanted any new building to remain with them. According to the Blue Ridge Herald, Lincoln had been the educational center of Loudoun beginning with a school started by famed Quaker educator Samuel Janney, a school to which men and women from other parts of Virginia and other states attended. That tradition of excellence led to the erection of the Lincoln High School in 1909, which is still remembered by long-time residents for its intellectual excellence (Saffer, 2016). That reputation and its connection led to strong support from Lincoln to retain the school. In fact, from the start, Lincoln scholars not relent in their education. Classes were resumed within 72 hours of the fire in the Home Economics Cottage, the manual training shops the two Quaker meeting houses. Order was also made immediately for blackboards, desks, etc. They also made plans to for a regular athletic program and to enter the State Literary Contests. In other words, they wanted everything to be normal for the children (Staff, High School Classes Resumed Tuesday, 1926).

Lincoln residents, by some accounts, raised money for the school in equal amounts to those provided by the State in 1909. Some of the features Lincoln residents installed were electric lights, a water system in the building, window shades, folding chairs and other equipment, making it one of the best in Northern Virginia. However, while Lincoln built the school, since 1909 the population of Purcellville had significantly increased, as had its transportation system, whereas Lincoln was relatively smaller, much less commercial and harder to reach from other parts of the county. Those new factors played a major role in the Purcellville argument to build the replacement in their town. They viewed Lincoln's logic as sentimental, vs theirs which was practical. In fact, an editorial in the Purcellville-based Blue Ridge Herald said "it would seem well worth while, therefore, for the school board to consider the advisability of moving the high school near enough to be within walking distance of Purcellville, which would also shorten the distance for the Hamilton and Hillsboro pupils to travel (Staff, The New High School Building, 1926)." That last point was supported by Oscar Emerick, Superintendent for public schools.

Unfortunately, the language of the debate also became tense, with some in Purcellville calling Lincoln residents unpatriotic because they were pacifists and some had voted for Eugene Debs.

² This was the Lincoln Elementary School, which still stands.

4. School Meeting of April 10, 1926

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Nine days after the first, citizens of the Mt. Gilead school district and friends of the Lincoln High School met at the town hall so that school officials could hear petitions. That session was also preceded by a meeting of Purcellville citizens who formed a committee to survey the school district for a convenient location for the replacement building, “taking into consideration the roads and the location of homes from which students of the high school came (Staff, Will Erect New High School Building on Lincoln Site, 1926).” The records show they felt Lincoln was no longer convenient.

All members of the school board were present at the April 10th meeting, as well as large delegations from nearby towns, no doubt because Purcellville, Hamilton and other communities were “feeders” to the high school, thus any venue decision would have a direct impact. According to press accounts, the hall was filled to capacity.

Much of the proceedings are in documents listed in the catalog. These are listed in the Appendix as they relate to the sections of the essay.

- Item 4(a)

Undated Memo; but Probably in 1926 for Discussion on HS Debate

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Lincoln Graded School was built in 1879 or earlier and was abandoned in 1909 with the idea of selling it; but was instead remodeled about 5-7 years later and then was used continuously. The lot contains $\frac{1}{4}$ acre, a problem since standard elementary schools were to possess 2 acres. It was heated by stoves and ventilates through flues without sufficient capacity. No interior toilets. The school received an annual state subsidy of \$300, which was standard for elementary schools but a good many defects were being overlooked by the State.

Undated Memo probably 1926 titled Lincoln – Purcellville School Case

Provides a history of the dispute as an argument for the Purcellville site. Likely made after the appeal was filed on April 26, (Unknown, The Lincoln-Purcellville School Case 1926). 1926 .

The original Lincoln HS was near the Goose Creek meeting house, and its replacement would be as well, thanks to a gift, which the Mt. Gilead School Board accepted in 1926 in order to replace the burnt structure,.

An appeal was taken by the citizens of Purcellville who wanted the school nearer to them, and were willing to offer as much as the people in Lincoln. At the appeals hearing before the School Board, Mr. Edward Nichols pledged an additional \$10,000 for Lincoln and promised that rich friends to raise the figure to \$20,000, about \$265,000 in today's currency. The school trustee electoral board then decided the site would be the same as the original.

Unfortunately, the promised endowment didn't materialize, apparently because contributors were promised free tuition in exchange, whereas the Purcellville contributions didn't have such a deal.

The high school burned on April 1, 1926. All that was left was a shop valued at \$1,000 and a cottage valued at \$3,800. On April 10, a special meeting of the county school board was held to consider the location for a new building. On April 26, an appeal was filed with Oscar Emerick, Division Superintendent, which he referred to the school trustee electoral board on the same date. That board ruled it had no jurisdiction because Emerick had not approved or disapproved the site. Emerick then notified the county school board that he disapproved the Lincoln location and reported his action to the State superintendent of Public Instruction on April 28, 1926.

The School Board decided unanimously to rebuild at Lincoln.

- Costs for construction and maintenance were to be borne by the district alone.

- The custom was to defer in most cases to the judgment of the one member in whose district the question arises, such as the selection of teachers. This was also the custom on the County Board of Supervisors for the construction of a bridge or road.
- It was also known that the Mt Gilead member wanted the school to be in Lincoln and had made several trips to emphasize that.

Colorful arguments are made against the Quakers who it is implied were less than loyal in conflicts. Also, ten voted from Lincoln were for Eugene Debs in 1924, whereas Purcellville's loyalty was never in question, according to the author. The author noted that proponents of Lincoln played to sentiment, whereas he suggested "Let the dead pas bury its dead."

[Principal or Head Teacher's Enrollment Report \(probably Lincoln\)](#)

The school and date isn't provided, just a lot of pupils, their grade and the name and address of their parents. I suspect the pupils attended the Lincoln High School in 1926 before the burning and the list likely was used to show how many communities were served by the school.

[Item 28. 1909 Pledge for Lincoln high School](#)

Copy of 26 February 1909 pledge to School Board, in return for which Board agrees to buy land and erect High School. The location was to be a tract containing ten acres within 5/8's of a mile of the Cross Roads, i.e. the old meeting house in the village of Lincoln.

[List of Students, 1910-11](#)

List of students, probably who attended Lincoln in 1910/11; but that isn't said on the paper.

[List of Graduates of Lincoln School, 1926](#)

26 names on a single sheet of paper.

[Cost of Running Lincoln HS from 1910/11 to 1925/26](#)

One page chart. The main chart shows year by year cost of salaries for sixteen year period, totally \$73,709. The costs for 1916/17 was estimated.

The other expenses were estimated to average \$650 annually or total of \$10,400 for the sixteen year period.

This meant that \$83,709 were paid out of public funds, including tuition.

Build at Lincoln from Hamilton

A three page petition within the debate from Hamilton arguing for rebuilding at the original Lincoln site. Signers were ex-pupils of Lincoln High School and tax-payers of Mount Gilead District. The location and high standards of the school were the main arguments.

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Mt. Gilead District (if on District Plan) for AY 1926/27.

Shows receipts and expenditures.

Summary School Census for entire County, 1925 Ages 7-19:

Single sheet of paper itemizing increases and decreases in student populations. This is of modest assistance, as the granularity of data is light. For each District, Broad Run, Jefferson, Leesburg, Town of Leesburg, Lovettsville, Mercer and Mt. Gilead, the combined white and colored population is provided, though not a breakdown. Increases and decreases in total population are also provided, though not by race.

List of Witnesses Lincoln-Purcellville School Case

There are three papers.

- One showed 17 witness.
- One by JRH Alexander of July 12, 1926 showed 12 witnesses.
- One titled Purcellville witnesses showed seven witnesses.
- One titled Out of County showed a list of names with dollar amount. Not sure if this is a list of witness or contributors.

February 26, 1909 Pledge

Pledge by citizens of Mt. Gilead District #2 of Loudoun to pay on or before April 15, 1909 one half of the funds for a high school, the following to be paid by August 16, 1909. The goal was for the School Board of Mercer District to buy by March 20, 1909 ten acres within 5/8's of a mile of the Cross Roads, e.g. the old meeting house in the village of Lincoln. The high school was also to be built during the summer of 1909

Brillo Pad Note

We found in the file a shopping list for Brillo and groceries. Brillo was patented in 1913 and widely sold in 1917, but Post Bran cereal, another item on the list wasn't sold until 1922, so I suspect this note related to the 1926 discussion.

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1926 Exhibit c:

Exhibit C: An undated pledge by residents of Purcellville to pay for the purchase of land for the new school. Interestingly, O.L. Emerick, Superintendent of Schools, and a Purcellville resident, did not recuse himself; but instead pledged \$200 (about \$2,600 in contemporary currency).

1926 April 25 Minutes of Meeting of the School Trustees Electoral Board

On April 25, 1926, the School Trustee Electoral Board of Loudoun, the Board took up an appeal to reverse the decision of the School Board on April 10, 1926 to locate a new high school in Lincoln. Instead, the petitioners wanted the new high school to be in Purcellville. The petition had been presented to the Superintendent, who presented it to the Trustees. The Board decided they could not take any action because of the Virginia School Laws of July 1923, which said no "school house shall be contracted for or erected until site, location, etc shall have been submitted to and approved in writing by the Division Superintendent." Since Emerick had neither opposed nor approved the location in writing, the Board felt they were without jurisdiction to decide the matter.

Two members of the Board approved of not taking a decision and Emerick dissented.

1926, April 26. Letter by Emerick disapproving decision to build in Lincoln.

Emerick was not above using political muscle in a way that today would be considered inappropriate, in order to support his village of Purcellville. The School Board had decided to build the new High School in Lincoln, a decision which was appealed to the Trustees; but they didn't overturn the decision on April 15. Superintendent Oscar Emerick wrote his disapproval on April 26 on the Lincoln location. He then asked for the School Board to meet as soon as possible to select a new location. Because he disapproved the location, State law stood in the way of construction.

1926 Undated Position paper

An undated position paper is in the Lincoln file which is supposed to set out Emerick's position on a Purcellville High School; but bits of seem to conflict with the rest of the record. It also proposes a solution to the dispute, though one that didn't seem destined to make anyone happy. See Appendix 1.

1926 Audit of 1909 contributions and costs related to Lincoln HS

Though the document isn't dated, it is likely a 1926 audit of 1909 financial aspects related to the construction of the original Lincoln HS. The amounts of personal contributions are enumerated in detail.

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1926, May 1. Note from Mr. T Smith

Smith made a suggestion to submit the question to a disinterested party; but to follow the law.

1926, May 10. Letter from Assistant Attorney General Bazile, Richmond

On May 6th, 1926, Cecil Connor, Commonwealth's Attorney in Leesburg wrote to the Attorney General, asking for an opinion on events so far. Bazile, writing on behalf of the Attorney General of Virginia to Connor, Commonwealth's Attorney in Leesburg said that while Emerick had the right to disapprove new site, since the School Board only decided to rebuild on the same Lincoln site, Emerick was without authority to veto the decision. He only had the authority to disapprove the plans and specifications. However, Bazile felt Emerick was correct to refer the appeal of the School Board's decision to the School Trustee Electoral Board under section 666 of the Code of Virginia, 1919, as amended. Bazile then recommended that the appeal proceed. Indeed, he opined that the Trustees were in error not thinking they had jurisdiction.

1926, May 14. Letter from Raymond Long, Supervisor of School Building, Richmond

Reported to Emerick that because the case was on appeal, his Department had taken no action on the construction of a replacement High School. He proposed that once the matter was settled, it should take the form at Brosville in Pittsylvania County. He didn't think his department should intervene between Lincoln and Purcellville; but he said in confidence that the logical approach was to build in Purcellville, not Lincoln.

1926, May 29 Letter to Emerick from Harris Hart, Virginia Superintendent of Public Instruction

Apparently trying to be helpful, Hart informed Emerick that in order to resolve a dispute in Lancaster County, involving an appeal to the Circuit Court, he prepared a commission of three to review the facts and make recommendations. In the Lancaster example the court upheld recommendations by the District Superintendent and offered the same tool for Emerick's use.

1926 June 5. Raymond Long to Emerick

Long's letter of this date proves a cost analysis for school buildings between 1921 and 1924 and between constructing a replacement for Lincoln on the original foundation, vs

on fresh ground, which the engineers felt was more cost effective. Long thinks Purcellville is a better choice than Lincoln; but doesn't want to do the survey until a decision is made.

1926, June 9 [Raymond Long, Supervisor of School Buildings to Emerick](#)

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In reply to a letter of June 5th, noting that he had been summoned to appear before the Loudoun Circuit court, he felt his presence would be of little value. As an alternative, he suggests Emerick ask Hart to have a study made of the situation. If the judge wanted it, it could be done.

1926, June 10. [Sidney Hall to Emerick](#)

Hall was Richmond's Supervisor for secondary Education and was nervous about appearing before the circuit court. He felt that he would be forced to conduct a study that however impartial, would place him against the State Board of Education and cause Loudoun citizens resent Richmond prying into a purely local school situation. He agreed appear, if needed; but "it would suit me better...not to appear as a witness."

1926, June 23 [Mr. Barbour to Mr. Emerick](#)

John Barbour, an attorney in Washington, DC, declined an invitation to a meeting on June 24th, since the date wasn't set for a hearing before Judge Fletcher. He also didn't think anyone pay for his trip; but that they should pay for a stenographer to attend the hearing.

1926, June 26 [Emerick to Orr on the venue](#)

In a letter to Dr. Orr, Emerick expressed concern that the venue of a meeting on the appeal might advantage to one side or the other. He was willing to meet in Leesburg; which he felt would be legal, but others had expressed concerns.

1926, June 26 [Emerick to Orr and Cecil Connor](#)

Emerick sent a letter to Dr. W.S. Orr and Cecil Connor saying he intended to call a meeting of the School Trustees Electoral Board at Purcellville in the office of the County School Board, June 30, 1926.

1926, June 28 [Wilbur Hall to Emerick](#)

Acknowledged receipt of copy of letter addressed to Dr. W.C. Orr and Mr. Cecil Connor relative to meeting of the School Board.

1926, June 29. Dr. Orr caused a change in appointment.

Dr. Orr had to be in an operating room and thus the meeting which was scheduled from 10am had to be moved to 3pm. This was acknowledged in a couple of memos. What is interesting is that in one letter, probably from Emerick to Garrett, Hall, Barbour and Alexander, the whole legality of the procedure was raised. "It is thought that insomuch as this meeting is not to hear the appeal but merely to make arrangements to do so no question will be raised in relation to the legality of the procedure on the ground that the meeting is not being held in the district in which the appeal originated."

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1926, July 1. Probably a letter from Emerick to Harris Hart, Superintendent of Public Instruction in Richmond.

A carbon of a letter, probably from Emerick to Hart noted that the case was referred to the Circuit Court of Loudoun on direct appeal when the Trustees said they didn't have authority in the matter. The judge remanded it back to the school trustee electoral board which decided on June 30th to hear the case on July 9th.

The board also by resolution asked that the Superintendent of Public Instruction send a committee of three to make an impartial study and recommendations for the new building. Emerick asked Hart to comply. Emerick also noted that funds were not available to pay for this service and hoped Richmond would do that.

1926, July 8. Note by Harris Hart, Superintendent of Public Instruction for Virginia

Hart informed Emerick that the dispute didn't deal with broad educational policies; instead it was a local conflict between two communities only a couple of miles apart. It also didn't deal with High School consolidation; therefore, referring to an earlier letter from Hart to Emerick of July 2nd, the Department of Public Instruction felt it improper to intervene in a local matter.

Appendix 1: Emerick's Undated Note.

I desire at this time to make a statement bearing on this case to show my views as to how the matter should be handled

Let me first say that on several occasions the question of permitting some high school work in the Purcellville, Hamilton and Bluemont school and additional high school work in the Hillsboro school has been presented to me. I have always discouraged such proposal because I felt the course proposed would result in a number of weak high schools although it was apparent that the final outcome would be only one

high school for the entire territory and that at the most populous place, Purcellville³. My attitude has certainly not been a disadvantage to Lincoln.

When the matter of installing an agricultural department with a teacher paid entirely by the state was first before our county, the State School Superintendent wrote me that I as division superintendent must select the school. I selected Lincoln because it seemed the proper place but received very sharp criticism from another section of the county for my action.

When the question of a separate Purcellville District was pending in 1917 one of my first acts as division superintendent was to advise State Superintendent Stearns that since the object was a new high school, the course proposal did not seem the proper one.

When it became necessary to lock horn with the Purcellville town authorities over the collection of what has already amounted to about \$1,000 from a tax on bank stock I have not hesitated to be against the Town of Purcellville and for the rest of the district.

This question is not now one of what Lincoln, Purcellville, Hamilton or any other town needs or wants. It is a question of broad general public policy and public good.

A man in public office should seek not to stir up strife but when issues are clearly brought he must have sufficient courage and conviction to do what he believes to be right and proper.

Although several reports with names have been brought to me of the harsh remarks concerning myself which have been made by Lincoln sympathizers I have only the kindest feeling towards them. I am keeping neither notch, stick, nor score card against them.

This, now, would seem to be the proper course to pursue in this matter.

Accept the gift of Purcellville people who offer a site of land on the Love property and build a high school there. Call it still "Lincoln High School." Sell the Home Economics Cottage at Lincoln for a house. Sell also in one or two tracts about five acres of land of the present site. Move the present shop in sections and re-erect on a new site.

Build on the remaining site of about five acres and on the present foundation a new elementary school building of the approximate size and arrangement of the Hamilton school. This is suggested in view of the fact that the present elementary building does not in several particulars meet the requirements for a standard school.

Abandon transportation at public expense from Purcellville but continue from Hamilton and use same bus for Lincoln at approximate present cost for Hamilton.

³ Eventually the consolidated white high school would be in Leesburg.

To finance this whole project, borrow \$28,000 from the State Literary Fund and raise the Mt. Gilead tax levy 10 cents on \$100.

Item 29. Testimony of O.L. Emerick to Circuit Court.

Testimony of O.L. Emerick, Division Superintendent. A precise date isn't given. We believe this is before the Circuit Court because Question Two asks "State to the court your reasons for this answer."

The extensive set of notes covers:

- Emerick used a map to show how children and how many reached Lincoln, often through Purcellville, as an argument for supporting construction in Purcellville, instead of Lincoln. Routes are described, which is of great historical value. In addition, Emerick focused on numbers of children at each school, projected population growths and how that might impact future class populations. Essentially "a changed condition (from 1909 Lincoln) due to the growth of Purcellville, the building of the good road shown.. all of which led to Purcellville, and the use of the automobile which has increased the range of usefulness of the high school all justify the change of location..."
- Emerick also pointed to costs, feeling that the people whose taxes paid for the school in the main should have the school in their neighborhood.
- A chart showed the names of student and where they came from, probably in 1926, all keyed to the map he developed.
- A chart was also produced for pupils from academic year 1910/11.
- A chart appears to show the taxes to be paid by various residents.
 - County residents not in school area.
 - Residents of school area in 1909 now living out of county.
 - Dead without children or Grandchildren to attend school.
 - In Lincoln
 - In Purcellville
 - Located on Map
- Cost of Operating Lincoln
- School budget for Mt. Gilead District (estimated) for 1926/27 and 1927/28.
- Assessments Comparisons. These cover white and colored populations for 1925 and 1923 for Purcellville and Mt. Gilead.
- Relative Costs of One-Story and Two-Story Buildings
- Value of Present Property at Lincoln, were Lincoln HS site to be abandoned. Also discusses need for new elementary building. A number of defects in the schools are pointed out, poor ventilation and no interior toilets. Those defects are further elaborated on with charts. **Editorial Note:** it will be interesting to compare these "defects" as Mr. Emerick defined them, with the condition of "colored" one and two room schools at the time.
- Budget for Mt. Gilead District for 1926/27.

- Salaries of teachers for Mt. Gilead District for 1925/26.

Item 30. Proceedings of the Meeting of the Loudoun County School Board

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The proceedings led up to a vote on whether to rebuild the High School in Purcellville or Lincoln. They consist of a set of questions; though it isn't clear who is talking, though I suspect answers preceded by an E are for Emerick, though that's a guess. E felt the land and the loss on the building would have to be paid by those who wanted it moved. "We could build the same building at approximately the same cost at either place."

Interestingly, Jefferson District revealed it had a surplus of buildings and not enough people attending them.

Transportation was an issue. As an example, the bus through Purcellville was very crowded, with children having to stand part of the way. The bus from Purcellville to Lincoln was driven by a student, whereas the bus from Hamilton was run by a "splendid man/"

Eventually a unanimous vote was taken to build in Lincoln, with the fascinating comment "What is the wish of the Board in regard to Mr. Emerick's getting off the fence?" Answer "That is not necessary at this time."

Appendix One

Item 4(a) Minutes of Meeting of the County School Board of April 10, 1926

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This is a packet of papers set in an official blue paper folder. Readers should note that Lincoln High School was referred to as Mount Gilead High School. In addition to the specific points relevant to choosing the venue, a lot of administrative material is also listed about how the school system was funded and managed.

For example, W.T. Smith, the Chair of the School Board, pointed out that the law on funding had recently changed. Teachers were paid out of a county fund, which wasn't levied by the Board of Supervisors. A District fund was used for constructing buildings and paying for janitors, upkeep and supplies. Teacher's salaries the costs of the Superintendent were paid out of the fund by county levy, District funds and state contributions.

First Presentation: Fleet Hamilton James for Purcellville

Fleet Hamilton James spoke for Purcellville⁴ and submitted the findings of a committee of citizens⁵, which argued for the new structure benefiting the most children. He also questioned the centrality of the Lincoln location and provided a chart showing a distribution of the 118 students as their residences. Feeder communities were

Bluemont, Hamilton, Hillsboro, Lincoln (and points near), Mountsville, North Fork, Philomont, Round Hill, Silcott Springs, Upperville and Woodburn. James complained that some of these students were from outside the district, which he viewed as a mistake.

James also raised the question of bus transportation costs from Purcellville when supporting Lincoln vs Purcellville, and provided a Road Map to bolster his argument. (that map has been lost). Historians will be interested in that the physical condition of some of those roads was described, a state highway from Hamilton west and macadam roads⁶ from Hillsboro to Purcellville, Telegraph Springs to Purcellville by way of Silcott Springs to Purcellville, the later which opened in 1926.

⁴ According to Ancestry.com, Fleet Henderson James was a prominent citizen of Purcellville and head of the Breeder's Association of Loudoun.

⁵ According to the minutes, the members were: H.M. Hall, Chair, J.T. Hirst, F.H. James, Carroll Paxson and JA Speer.

⁶ A macadam road is made of single-sized crushed stone layers of compacted small angular stones.

Attached to James' remarks was also a list of Lincoln High School pupils and contributors. (see ---)

Second Presentation: H.B Taylor for Lincoln.

Taylor began with a history of educational policy at Lincoln, depicting the residents as devoted to schools and being pious in nature. Beginning with the formation of a committee of 25 over a century earlier, which drew from citizens of Loudoun Valley, near Upperville and Unison, the Friends constructed a small brick school in Lincoln and just prior to outbreak of the Civil War, Samuel M. Janney established a private High School at Springdale, which operated for several years and drew students from various states. About 1880, a further initiative created a grade school, supported by the school district and private subscriptions. From time to time, salaries were supplemented by the Friends, who continued to make contributions in 1907 in order to foster a high school, which was constructed in 1909. Taylor went on to describe the conditions of the contributions, what they went toward and the property. Later, the community continued this tradition by erecting an agricultural shop and providing funds for a domestic science cottage. They also remodeled the graded school about 1916. These arguments in sum were the foundation for arguing against a venue change in 1926.

In addition to using a legacy of education to support his case, Taylor also pointed out that Lincoln had supported Purcellville in its hour of need, which had suffered disastrous fires, and thus felt Purcellville should return the favor. Money was also an argument. When Lincoln High School was built, Purcellville citizens who were not Friends provided \$570; but the Friends contributed \$11,630, mostly from Lincoln. He also argued forcefully that the taxes to support a Lincoln location would be a third of which would be needed to build in Purcellville.

Transportation figured in as well, with Taylor pointing out that the roads to some location are out at least three month of the year, making a more distant location a problem. Finally, he hit the idea of consolidation arguing that it "eliminates children in outlying districts, shuts them out of educational advantages and in many instances, the classes

in these school are often too large for pupils to receive much individual attention and teachers are too busy to give much moral training. There is such a thing as over consolidation and in some states that have consolidated school the cry is “back to the little red school house.” (see page 10).

Third Presentation by Mrs. A.M. Janney in Support of Lincoln.

Note: We have in the archives in a separate folder Mrs. Janney’s handwritten comments in pencil, as well as the typed transcript in the Minutes.

[Appendix One \(a\) April 10, 1926 Memo by Mrs. Janney](#)

Mrs. Janney of a famous Quaker family, argued that Lincoln was full of people who mothered the pupils in a quiet environment suitable for studying, whereas Purcellville was a bustling, business-oriented town full of distractions. She also felt it was selfish for Purcellville to put its interests about that of the District in this matter. She also strongly countered the argument that transportation costs would be saved.

Fourth Presentation by Mr. James: Rebuttal.

He replied tersely that his team wasn’t unappreciative of the efforts by Lincoln over time; but that the discussion shouldn’t be about sentiment; rather, about “the educational advantages to the good of this entire community.”

Fifth Presentation by Mr. Cliff James of Jefferson District, with a Petition.

Cliff James complained of the suddenness of the meeting, Hillsboro was only five miles from Purcellville, and only had a junior high school and an unaccredited 2 year high school. An accredited high school was required. He felt a new high school should be close to its clients, meaning Purcellville.

Note: We have in the archives the original petition, which was enclosed in the Minutes folder.

Sixth Presentation by Mr. Pearson for Lincoln:

Pearson lived in Philomont, an outlying district. Despite the transportation issue, quality of education was what mattered, and he felt Lincoln produced the best product. 19 attendees from Philomont then stood for Lincoln.

Seventh Presentation by John Ward for Lincoln:

Note: The original handwritten speech by John Ward in the file, though in a separate folder. The speech was also transcribed into the Minutes.

Ward was respectful to the citizens of Purcellville; but felt they were not taking the big picture. In his case, he felt Lincoln was more centrally located than Purcellville and provided a description of various road lengths to make his argument. He also felt that moral justice had to be taken into account. “in my opinion it would not only be a great injustice to these people to take this school from them, but also a most flagrant display of ingratitude. In other words, should an old acquaintance be forgot?”

Eighth Presentation by Marvin Simpson for Lincoln

Simpson was a former student from Lincoln. He felt Lincoln deserved to retain the new school, because of their legacy of quality education. He also made an argument against consolidation of two year high schools.

Ninth Presentation by T. Janney Brown for Lincoln

Brown lived in Washington, DC and was a member of the Janney family that played so important a role in building Lincoln’s legacy; but he argued that his position in favor of Lincoln wasn’t about legacy. He felt high schools in the cities were not working and that Lincoln was better suited than a “metropolis like Purcellville.” In his opinion, the commercialism of Purcellville wasn’t good for student., whereas Lincoln built character and could send graduates on to college,

Tenth Presentation by Mrs. Laura Rose of Hamilton for Lincoln

Rose was a pupil of the 1909 structure, along with T. Janney Brown and others. 19 from Hamilton then stood for Lincoln. Mrs. Rose also presented a petition signed by 55 names from Hamilton in favor of Lincoln. (I counted 34). **Note:** The original handwritten petition is part of the Minutes folder. An original is also in folder 1© associated with the Minutes.

Eleventh Presentation by J.V. Nichols for Purcellville.