

# Central High Failed to Fit Him for Life's Demands, Graduate Writes in Condemning School Curriculum

A graduate's indictment of District schools for failing to equip him for a place in the world of practicality was cited yesterday as a guide to proposed revision in the public school curriculum.

Dr. Chester W. Holmes, assistant superintendent of schools and leader in the drive for revising the educational program, quoted the letter from a Central High graduate at meetings of the Teachers Institute of Washington in the Dunbar High School and McKinley High School.

Dr. Holmes presented the former student's criticism while outlining the need for reconstructing the curriculum and describing present plans of school officials for an investigation into the District's public education program.

## Efficient Progress Is Aim

While warning against "sugar coating" education, Dr. Holmes said a primary aim of curricular revision is to make the student's transition from grade to grade, and from one school level to another, "easy and pleasant, with no waste motion in picking up the threads of the program in the new situation."

Besides an investigation by five committees of teachers and school officials now being started, Dr. Holmes said that plans are being studied for exchanging teachers between the elementary, junior high and high school levels for periods of a semester or a year, and also for establishing a department of guidance in the public schools.

Dr. Holmes advised the teachers the proposed revisions would require them to keep their minds "open, receptive and actually enthusiastic about attacking a definitely challenging problem." Specific reforms under study, he said, include

changed classroom techniques, greater use of teaching aids such as films and radio, more attention to student guidance, increased use of cumulative records, and establishment of standards for promotion.

## Meeting Needs an Objective

He said "College preparation ought to be but one phase of high-school instruction and a comparatively small one at that.

"Perhaps the greatest single contribution which our high schools can make to this program of reconstruction of the curriculum is the setting up of more courses which will meet the present and future needs of the students . . ."

As illustration, he quoted the letter from a former Central High School student, written six years after graduation:

"I want to know," the letter said, "why you and your teachers did not tell and teach me about life and

the hard, critically practical world into which you sent me . . . Why did you have to spend so much time on dry, uninteresting subject-matter and so little on genuine life problems?"

The writer told how he had gone to college for a year, left school in the depression, married, landed on relief, and finally:

## He Outlined a Course

"I am a husband and a father, working my way blindly from a high school intellectual to a respectable, self-supporting voting citizen of the community. In this transition I am beginning to get an upper hand on the lower rung of the ladder of life for which your education never prepared me a whit."

The writer outlined what he thought his school training should have included:

"I wish I had been taught more about family relationships, child

care, getting along with people, interpreting the news, news paying off a small mortgage, hold mechanics, politics, government, the chemistry of farming, how to budget within the budget, the value of insurance, how to figure interest on borrowing money and pay back in installments, how to buy opera over the radio, how to buy shoddy goods, how to detect a political demagogue from a man, how to grow a garden, how to paint a house, how to get how to be vigorous and how to be interesting to others, how to be popular, how to be how to resist high pressure manhood, how to buy economic and intelligently, and the details of buying on the installment plan.

## Schools Aware of Facts

Dr. Holmes told the new philosophy of education which his committee has developed as a guide to curricular revision showed that the schools are aware of the urgent needs outlined in the letter.

"The difficulty comes in translating such a philosophy into action," he said.

"The end is not even in sight with five large committees making the opening attack, and other committees yet to be organized, the beginning is already declared," Holmes declared.

"We have a golden opportunity to do a splendid piece of educational surgery in joining up the present loose joints into a solid, substantial, definite program of studies which can be based on sound principles of learning and can make this program want and need."

## Pupils to Start 11-Day Holiday

Washington's 93,000 public school pupils will abandon the "three R's" for three cheers December 21 and start an 11-day vacation. The annual Yule holiday will begin with the closing bell Thursday and last until January 2.

On December 22, 13,000 Parochial school students will conclude classes until January 3. Private schools throughout the city began closing Wednesday. All students will be dismissed by today.

The coming week will see a wholesale exodus of college students. Georgetown closes today until January 3; the University of Maryland holiday begins tomorrow

until January 2; Catholic University dismisses classes December 21 until January 4, and American University's vacation starts December 20, ending January 3.

## Ship Movements

At New York  
 Arrived Yesterday  
 American Merchant, from Havre.  
 Arrive Today  
 No arrivals scheduled.  
 Arrive Tomorrow  
 Oslofjord, from Oslo.  
 Sailing Today  
 Ragnhildsholm, for Gothenburg.  
 Sailing Tomorrow  
 Boschdyk, for Rotterdam.



Of the pupils entering high school were ~~enter~~  
 in turn entering college, all high schools  
 were almost entirely devoted to preparation  
 for college. There exists in the land today a  
 wave of indignation demanding that high schools  
 prepare for life. I quote below from a letter  
 written by a graduate of a Washington City High  
 School, <sup>6 years after graduation</sup> and published in the Washington Post  
 on Dec. 15, 1939.

" See printed matter.



By changes from within we are trying hard in Loudoun County to meet the kind of challenge found in this letter. ~~It is~~ a very serious handicap has been the larger number of high schools which by their number and smallness of enrollment have thwarted us in many directions in the development of a well-rounded curriculum suited to the vastly different needs of the individual pupils. We must remember that a college preparatory course is essential if we are to continue to have lawyers, doctors, engineers, philosophers, etc. Other courses must be added to care for those who complete their education at the high school level. The needs of each pupil must be considered and met. In the small high school <sup>exists</sup> ~~there exists~~ <sup>exists</sup> presents an extremely difficult problem to which no solution except high school consolidation has yet been advanced.

We have reduced the number of high schools from 12 to 6. Most of this has been done within the last few years. In four of these 6 high schools we now offer courses in home economics, agriculture, industrial arts, ~~and~~ typing, shorthand, and accounting.

These courses have seemed to meet definite needs and to receive general approval. The pupils in the other two schools, Round Hill and Ashburn, are deprived of the benefits of all of these courses except agriculture. In none of the schools is the equipment entirely adequate. This equipment is quite expensive <sup>on a per capita basis</sup> and the space is quite expensive in cases where the enrollment, and <sup>consequently</sup> ~~consequently~~ the individual classes <sup>is</sup> ~~are~~ small.

Library facilities in our high schools must be improved to meet minimum state requirements in 1940-41. There will need to be more teacher-librarian service and more library space is needed at most schools.

At present the work of 4 teachers is on a part time basis, <sup>more than one school being served</sup> this is less satisfactory than having each teacher on full time at one school.

So let us <sup>11.</sup> ~~say~~ every high school pupil must have a large elective program of studies from which, ~~he might choose~~, and under the guidance of his parents and teachers, he might choose work which is best suited to him. It is the function of the school to do for children those things they most need, and that will not be done some other way.

In Loudoun County there should be provided without further delay a comprehensive course of study available to ~~every~~ pupil in every school, and this course should be appropriately equal in all schools so that the school authorities can not be thought to be guilty of an unequal distribution of school funds for special benefit to children in certain areas. The school board and superintendent must think ahead of patrons or ~~teachers~~ <sup>pupils</sup> in relation to this problem.

Under existing conditions as to area, roads, present location of high schools, present building and equipment facilities it seems in advisable and uneconomical over a long range of years for Loudoun to have more than 4 high schools. This is a <sup>more conservative</sup> consolidation program than would be suggested by most Virginia school administrators.

It is therefore recommended that the Round Hill and Ashburn <sup>high</sup> schools be discontinued at the earliest possible date so that these children who are now deprived of the present comprehensive program may have its advantages while they are yet in school.

Some readjustments of bus routes and changes from one school to another seem necessary in order to adjust space available, <sup>at the</sup> distances to school, schedules of busses, enrollments, etc.

It is recommended that the school board take the following definite action. Some of this will be subject to action by the board of supervisors in approving loans or providing the necessary funds.

1. Close the high school department at Round Hill and ~~convert~~ <sup>transfer</sup> the pupils to Lincoln.
2. Close the high school department at Ashburn and ~~convert~~ <sup>transfer</sup> the pupils to Leesburg.
- 3.

~~transport~~  
~~during~~  
take the

3. Close the Emerich school and ~~transport~~ children to Hillsboro.
  4. Close the Philomont school and transport the children to Union-Bloomfield.
  5. Close the Mountville school and transport the children to Middleburg.
  6. Close the Sterling school and transport the children to Ashburn.
  7. Close the Cool Spring school and transport the children to Leesburg.
  8. ~~Close~~ Continue Mt. Gap as a one-room school for grades 1 to 3 and transport upper grades to Leesburg. This is a temporary measure.
- Establish new <sup>or revised</sup> bus routes as follows:
9. Emerich to Hillsboro to Lorettaville taking all high school pupils available to Lorettaville. (Pending)
  10. Meersville to Hillsboro and Wheatland to Hillsboro. (Pending)
  11. Bloomfield to Poplar & Sunkill Hill to Round Hill and Lincoln (New). (Pending)
  12. Union to Airmont (direct) to Blumentown & Hill. (Pending)
  13. Edge Grove to Woodgrove & Scotland to Rock Hill. (Pending)
  14. Mountville to Middleburg & Philomont to Union-B. (New)

- 15. Taylorson to Dr. Little and Burrows for (now)
- 16. Taylorson to Colburn to Colburn (feeding now)
- 17. Smith's Smith to Taylorson & Taylorson (verrod)
- 18. Colburn to Colburn (verrod)
- 19. Prt. Hoff to Colburn to extend to Colburns (verrod)
- 20. Carter's & Carter to Carter to extend to Colburns (verrod)
- 21. Colburn and me got to Taylorson (now).

- 22. Build a new pig house out at Taylorson.
- 23. Build a 3 horse addition at Aldie.
- 24. Build a 2 horse addition at Aldie.
- 25. Sell Stealing; Mountain View

The financial report of these changes are of importance. The three additional are of importance. Add the cost of the Stealing fund can be removed from the balance sheet and the cost of principal and the 2nd year and the cost of principal and the 2nd year not affect the budget until the 2nd year. It could be necessary to report that the amount would not be required. The following table figures, showing some additional items, are prepared for the first and 2nd years of the budget. The figures are prepared for the first and 2nd years of the budget.

6 years	6 years	6 years	6 years
3 new	3 new	3 new	3 new
3 second	3 second	3 second	3 second
3 first	3 first	3 first	3 first
1500.	1500.	1500.	1500.
4500.	4500.	4500.	4500.
9200.	9200.	9200.	9200.
1500.	1500.	1500.	1500.
4500.	4500.	4500.	4500.
9200.	9200.	9200.	9200.
1500.	1500.	1500.	1500.
4500.	4500.	4500.	4500.
9200.	9200.	9200.	9200.



8  
15

Totals - - - 67,000 - -  
 Savings of salaries of 2 teachers - 10,200 -  
 9,410.  
 1900 1900  
 -----  
 7,510 -

The board must keep in mind that the  
 money from oil lands and areas become  
 a part for the first time in 1940 for  
 principal and interest payments. These amount  
 to \$2804 in 1940 ap.

It must also be borne in mind that the  
 claims of the colored people for better  
 high school facilities and the millions  
 of high school pupils from the  
 must delay areas as they will be  
 It can be expected in the State School  
 a substantial increase in white - living  
 apportionment in 1942-43.

apportionment will be made primarily for  
 the colored people's case that the full  
 in Louisiana, which is applied to the teachers.  
 apportionment in view of the fact that the  
 with the very in direct & transportation  
 and be given



39  
3/11/11

Effect of Consolidation on ~~16~~ ~~6~~  
Enrollment, and Teachers

High School

Present Data  
Enrollment No. Teachers

Revised Data  
Enrollment No. Teachers

Aldie	143	5 1/2	159	7
Ashburn	86	3 1/2	Closed	Closed
Leesburg	206	8	276	10
Lincoln	200	8	225	9
Lovettsville	68	4 1/2	103	6
Round Hill	60	3 1/2	Closed	Closed

Elementary Schools

763 33 763 32

Aldie	131	4	131 ✓	4
Arcola	120	4	140 ✓	4
Ashburn	<del>201</del>	5 1/2	258 ✓	7
Blue mont	81	3	85 ✓	3
Cool Spring	19	1	Closed	—
Emerick	35	2	Closed	—
Hamilton	132	4	132 ✓	4
Hillsboro	104	4	124 ✓	4
Leesburg	325	8	370	10
Lincoln	106	3	106	3
Lovettsville	211	6	37 238 ✓	7
Lucketts	149	4	149	5
Middleburg	155	5	35 178	5
Mt. Gap	56	1	30	1
Mountville	23	1	Closed	—
Philomont	35	2	Closed	—
Purcellville	196	6	196	6
Round Hill	145	4	160 ✓	5
Sterling	71	2	Closed	—
Sunny Ridge	21	1	21 ✓	1
Taylorstown	27	1	Closed	—
Unison - B.	76	3	111 ✓	3
Waterford	120	4	120 ✓	4

2545

78

2545

703

Some 3 teachers