

file Perry

A Survey of Loudoun County White Schools To Indicate the Completed Reorganization or Consolidation

Early consolidation of schools in Loudoun County took place at Hillsboro where the Salem and Edge Grove schools were closed ~~about 1910~~ and at Round Hill where the Cherry Grove school was closed ~~at about the same time~~ ^{at about the same time} ~~with~~ about 1910. The pupils were taken to school in horse drawn wagons. At about the same time horse drawn vehicles, privately owned and operated, were used at Hamilton and Purcellville to transport high school pupils to Lincoln. Further, at this period plans for closing many of the counties' one-room schools and transportation of pupils to central points in horse drawn vehicles were discussed by school officials.

In the early stages of the use of motor vehicles for pupil transportation the uniform practice of trying to adapt ~~the~~ trucks designed for ordinary hauling purposes did not much improve the conditions prevailing during the use of horse drawn wagons. Comparatively these trucks were unsafe, ~~insanitary~~ insanitary, uncomfortable and expensive because they could carry only a very small load.

and discussing the ~~road~~ ^{road} conditions in the early stages of consolidation, ~~and talk about consolidation were bad~~ ^{there bad}

~~It is not surprising, in view of the about conditions that there grew up in Loudoun~~

a very difficult task for the school authorities
 of so large a number of high schools at
 at many points, and the early location
 the early discussion of similar arrangements
 The early experience with transportation
 of 391 pupils.
 Mrs. R. High school - how made it
 the present superintendent in 1917 there
 So at the beginning of the series of
 at a number of points.
 entirely financed by private
 section of high school buildings, or
 could attend school from home daily
~~at home~~ ~~at home~~ ~~at home~~
 at points so located that their children
 facilities for their children in the same facilities
 was really much interested in the same facilities
 many towns in the country and other schools
 London County, the country and other schools
 while in Virginia because there was so
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(3)

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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~~, however, to operate
a county system with less teachers where
small schools are brought in to larger
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It may be of interest to examine
relative conditions that will give us
a picture of what has happened in respect
to ~~the~~ costs of transportation and teachers' salaries
over a term of years.

A Survey of Loudoun County White ~~High~~ Schools.

~~Elementary~~ Schools

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The consolidation of ~~elementary~~ schools can be justified only on the ground that better facilities can be provided for the school pupils. While it is sometimes claimed that money is saved it has never been conclusively proved except in isolated cases that there is an actual reduction in cost. The chief additional cost is ^{for} transportation. This is partly offset by a reduction in the number of ~~teachers~~ required.

In the year 1928-29 which precedes most of the consolidation of ~~elementary~~ schools in Loudoun County there were a total of 33 one-room ^{teachers} and 34 ^{high school} ~~two-room~~ ^{white} ~~teachers~~ ³⁵ and 58 other elementary teachers, or a total of ~~3276~~ 3276, ~~elementary~~ teachers. The average daily attendance was ~~3276~~ 3276.

In the year 1938-39 the situation was as follows: 8 one-room ^{schools} ~~schools~~, 8 two-room ^{schools} ~~schools, and 33 high school ^{teachers} ~~teachers~~, 55 other elementary teachers, or a total of 112. The average daily attendance was ~~3595~~ 3595. It can be seen that 23 less teachers cared for ~~3276~~ 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 had ~~not~~ ^{had} ~~not~~ ^{not} been affected by closing a school of legal average attendance.) Using the ¹⁹³⁸⁻³⁹ present average salaries of all white teachers as \$998.62 the 23 teachers less than in 1928-29

being about a working of 22,959.06 which compares most favorably with the addition of 17,368.45 to transportation costs.

It furthermore the addition of teachers in industrial arts, vocational agriculture, home economics, and the high

commercial subjects has tended to increase the high school teaching force to a figure higher than in 1928-29 and very little of this work has done in

our high schools.

It is not clear that all of the reduction in number of teachers is due to a general reduction in money.

It is claimed that certain might be made to bring the general situation into line with the number of teachers that would be needed for the same reduction in number of teachers and in money expended.

any addition of apparatus, textbooks, and in the case of physical conditions, particularly the purchase of high school program.

It is recommended that all one-room and two-room schools be abandoned and that as far as possible be brought together in one to reduce cost.

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It is not claimed that the entire reduction in number of teachers has been made possible by consolidation but surely reduction of teaching force is a direct outcome of consolidation.

The real reason for consolidation of elementary schools of one and two rooms is the positively known and established fact of better opportunities for ~~the~~ the children concerned. For years teachers have sought positions in larger schools and many a one-room school in Loudoun County has been taught by a teacher who could secure no other kind of position. The work has been looked upon as a lonesome difficult task leaving the teacher dissatisfied with her own work. It is generally accepted that a teacher with one or two grades can do more effective work than when there are 5 to 7 grades in her charge. The possibilities of music, art, and much other work that enriches the child's life are much greater ~~than~~ in these larger units. The possibilities of improved physical conditions through the installation of water sanitary systems and furnace heat are important factors in considering the size of the unit. Again janitor service tends to become better as the unit increases in size.

From the point of view of ~~the~~ ^{changing} enrollment from year to year the one and two-room schools have been the base of school administrators in Loudoun County. Although our total ^{county} school population changes very little that in ~~a particular~~ ^{a particular} small school may vary 50 per cent within a few years. The present superintendent, for example, has seen 9 two room schools reduced to one-room schools, some of which were later restored to two-room schools. ^{status} Also he has seen 10 one-room schools closed for lack of legal attendance, and even now we have a one-room school caring for an enrollment of 57 as an example of a problem multiplied many times!

It is believed that conditions prevailing in Loudoun County are favorable to the closing at an early date of the 3 two-room schools and 4 of the 5 one-room schools. The Sunny Ridge School is unfavorably located for consolidation.

Let us examine the case for our high schools. Within the last few years educators and the public have shown indications of being thoroughly aroused to the ~~situation~~ ^{condition} that high schools were being geared to a college preparatory system. Without ~~take~~ regard for the fact that less than one-~~third~~ ^{fourth}

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 distinguish 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 other people, how to be popular, how to be how to resist high pressure, how to buy economic and intelligently, and the difference between buying on the installment plan and buying on credit."

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 program with 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, ^{6 years after graduation} 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 smaller 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 ~~there exists~~ ^{exists} a ~~problem~~ ^{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 ^{on a per capita basis} and the space is quite expensive in cases where the enrollment, and ^{consequently} ~~consequently~~ the individual classes ^{is} ~~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, ^{more than one school being served} this is less satisfactory than having each teacher on full time at one school.

So let us ^{11.} ~~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 approximately 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~~ ^{pupils} 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 ^{more conservative} consolidation program than would be suggested by most Virginia school administrators.

It is therefore recommended that the Round Hill and Ashburn ^{high} 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, ^{at the} 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 ^{transfer} ~~carry~~ the pupils to Lincoln.
2. Close the high school department at Ashburn and ^{transfer} ~~carry~~ 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 ^{or revised} 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 (now)
- 18. Colburn to Taylorson (now)
- 19. Prt. Hoff to Colburn to extend to Colburns (now)
- 20. Carter's & Carter to extend to Colburns (now)
- 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 additional items and amount and amount.

The budget estimates are prepared as follows:

6 years	6 years	6 years
3 new	3 new	3 new
3 second	3 second	3 second
3 second	3 second	3 second
1500.	1500.	1500.
4500.	4500.	4500.
9200.	9200.	9200.
1500.	1500.	1500.
42,000.	42,000.	42,000.
15,000.	15,000.	15,000.
10,000.	10,000.	10,000.
1,350.	1,350.	1,350.
2,960.	2,960.	2,960.
900.	900.	900.
4200.	4200.	4200.

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
 return from on Lincoln and Aerial become
 a cost for the first time in 1940 4p for
 principal and interest payments. These amount
 to \$2804 in 1940 4p.

It must also be borne in mind that the
 claims of the colored people for better
 living and political and transportation
 of high school pupils from the Millwright
 and delivery areas are very pressing.
 It can be expected that there will be
 a substantial increase in ^{white} living

Appropriation will be made primarily for
 the Aerial's benefit. Teachers are that the full
 in ^{consequence} be applied to the salaries of teachers.
~~Appropriation~~ ^{Appropriation} in view of the fact that the
~~Appropriation~~ ^{Appropriation} is made in mind that with
 with the very ^{in direct} transportation

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3/11/11

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

High School

Present Data
Enrollment No. Teachers

Revised Data
Enrollment No. Teachers

High School	Present Enrollment	Present No. Teachers	Revised Enrollment	Revised 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
<hr/>				
Elementary Schools	763	33	763	32
<hr/>				
Aldie	131	4	131 ✓	4
Arcola	120	4	140 ✓	4
Ashburn	201	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	70

Some 3 teachers

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THE COMPLETED REORGANIZATION OR CONSOLIDATION

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In the early stages of the use of motor vehicles for pupil transportation the uniform practice of trying to adapt trucks designed for ordinary haul^{ing} purposes did not much improve the conditions prevailing during the use of horse-drawn wagons. Comparatively these trucks were unsafe, insanitary, uncomfortable, and expensive because they could carry only a very small load.

Road conditions in the early stages of consolidation, and discussion thereof, were bad.

As a direct outcome of the energy and devotion to the cause of W. G. Edmondson, Division Superintendent of Schools from 1909 to 1917, the state-wide campaign for high schools to be made available to all pupils in Virginia bore abundant fruit in Loudoun County. Because there were so many towns in the county and because our people were really much interested in better school ~~in~~ facilities for their children or the same facilities at points so located that their children could attend school from home daily, there resulted the erection of high school buildings partly or entirely financed by private contributions at a number of points.

So at the beginning of the service of the present Superintendent in 1917 there were 12 high schools enrolling a total of 391 pupils.

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.

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of legal average attendance. Using the 1938-39 average salaries of all white teachers as \$998.62 the 23 teachers less than in 1928-29 bring about a saving of \$22,959.06 which compares most favorably with the addition of \$17,368.46 to transportation costs.

Furthermore the addition of 10 special teachers in industrial arts, vocational agriculture, home economics, and commercial subjects has tended to increase the high school teaching force to a figure higher than in 1928-29 when very little of this work was done in our high schools.

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"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~~ did you have to spend so much time on dry, uninteresting subject-matter and so little on genuine life problems?" ~~The~~ The writer told how he had gone to college for a year, left school in the depression, ~~married~~, landed on relief, and finally: "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".

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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 approximately equal in all schools so that the school authorities can not be thought to be guilty of an ^{un-}equal distribution of school funds for special benefit to children in certain areas. The school board and superintendent must think ahead of patrons or pupils in relation to this problem.

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

It is therefore recommended that the Round Hill and Ashburn high 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 available space, 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 transport the pupils to Lincoln.
2. Close the high school department at Ashburn and transport the pupils to Leesburg.
3. Close the ~~high school~~ Emerick school and transport the children to Hillsboro
4. Close Philomont school and transport the children to Unison-Bloomfield.
5. Close the Mountville school and transport the children to Middleburg.
- 5a. Close the Taylorstown school and transport the children to Lovettsville.
6. Close the Sterling school and transport the children to Ashburn.
7. Close the Cool Spring school and transport the children to Leesburg.
8. 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 or revised bus routes as follows:

9. Emerick to Hillsboro to Lovettsville taking all high school pupils available to Lovettsville (revised).
10. Neersville to Hillsboro and Wheatland to Hillsboro (revised)
11. Bloomfield to Paxson and Bunker Hill to Round Hill and Lincoln (new)
12. Unison to Airmont (direct) to Bluemont to Round Hill (revised)
13. Edge Grove to Woodgrove and Scotland to Round Hill and Lincoln (revised)
14. Mountville to Middleburg and Philomont to Unison-Bloomfield (new)

15. Taylorstown to Lovettsville and Brunswick to Lovettsville (new)
16. Sterling to Ashburn to Leesburg (new).
17. Smith's Switch to Ryan to Ashburn and Leesburg (new)
18. Coleman's to Sterling to Leesburg (revised)
19. Mt. Hope to Ashburn (revised)
20. Carter's to Arcola to extend to Coleman's Corner (revised)
21. Cool Spring and Mountain Gap to Leesburg (new)

Buildings:

22. Build a new 6 room unit at Leesburg.
23. Build a 3-room addition at Aldie
24. Build a 2-room addition at Lincoln
25. Sell Sterling, Mountville, Emerick and Philomont

The financial effects of these changes are of great importance. All of the cost of the three additions can be borrowed from the State Literary Fund and the cost of principal and interest would not effect the budget until the 2nd year when it could be reasonably hoped that so many new busses would not be required.

The following tentative figures showing loans and additional budget costs for the first and 2nd years above the present obligations are suggested.

	Loan	1st year budget	2nd year budget
Leesburg addition	42,000	- - -	2,960
Aldie addition	15,000	- - -	1,350
Lincoln addition	10,000	- - -	900
3 second hand busses (purchases)	- - -	1,500	- - -
3 new busses (purchases)	- - -	4,500	- - -
6 busses operated	- - -	4,200	2,200
Totals	<u>\$67,000</u>	<u>\$10,200</u>	<u>\$9,410</u>
Savings of salaries of 2 teachers	- - -	1,900	1,900
Net cost - - - - -		\$ 8,300	\$7,510

The board must keep in mind that the Literary Loans on Lincoln and Arcola become a cost for the first time in 1940-41 for principal and interest payments. These amount to \$2,804 in 1940-41. It must also be borne in mind that the claims of the colored people for better high school facilities and transportation of high school pupils from the Willisville-Middleburg areas are very pressing.

It can be expected that there will be a substantial increase in the State school appropriation in 1940-41. While this appropriation will be made primarily for the salaries of teachers it does not seem necessary in Loudoun County's case that the full increase be applied to the salaries of teachers, especially in view of the fact that the apportionment is made to the various localities with the very express idea in mind that aid will be given indirectly to transportation.

EFFECT OF CONSOLIDATION ON ENROLLMENT AND TEACHERS

High School

	Present Data		Revised Data	
	Enrollment	No. Teachers	Enrollment	No. Teachers
Aldie	143	5 $\frac{1}{2}$	159	7
Ashburn	86	3 $\frac{1}{2}$	Closed	Closed
Ashburn Leesburg	206	8	276	10
Lincoln	200	8	225	9
Lovettsville	68	4 $\frac{1}{2}$	103	6
Round Hill	60	3 $\frac{1}{2}$	Closed	Closed
Totals	<u>763</u>	<u>33</u>	<u>763</u>	<u>32</u>

Elementary School

Aldie	131	4	131	4
Arcola	120	4	140	4
Ashburn	207	5	258	7
Bluemont				
Bluemont	81	3	81	3
Cool Spring	19	1	Closed	Closed
Emerick	35	2	Closed	Closed
Hamilton	132	4	132	4
Hillsboro	104	4	124	4
Leesburg	325	8	370	10
Lincoln	106	3	106	3
Lovettsville	211	6	238	7
Lucketts	149	4	149	5
Middleburg	155	5	178	5
Mt. Gap	56	1	30	1
Mountville	23	1	Closed	Closed
Philomont	35	2	Closed	Closed
Purcellville	196	6	196	6
Round Hill	145	4	160	5
Sterling	71	2	Closed	Closed
Sunny Ridge	21	1	21	1
Taylorstown	27	1	Closed	Closed
Unison-Bloomfield	76	3	111	4
Waterford	120	4	120	4
Totals	<u>2545</u>	<u>78</u>	<u>2545</u>	<u>77</u>