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

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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~~ <sup>at about the same time</sup> ~~both 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 ~~old~~ 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 conditions~~ <sup>road conditions</sup> in the early stages of consolidation, ~~and talk about consolidation were bad~~ <sup>there bad</sup>

~~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  
 made certainly was not a total victory.  
 The early experience with transportation  
 of 391 pupils.  
 Mrs. 12 high schools  
 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  
~~could remain 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  
 for high schools to be made available to all  
 schools from 1909 to 1917, the state made campaign  
 to the cause of W. B. Edmondson, <sup>Director</sup> Superintendent of  
 a direct outcome of the energy and devotion

(3)

to overcome the very natural ~~trend~~  
guide ~~in their~~ of local communities in their  
own institution. So ~~that~~ the reorganization  
of the schools of Loudoun County ~~is~~ 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~~, however, to operate  
a county system with less teachers where  
small schools are brought in to larger  
centers.

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

4

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 <sup>for</sup> 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 <sup>teachers</sup> and 34 <sup>high school</sup> ~~two-room~~ <sup>white</sup> ~~teachers~~ <sup>35</sup> and 58 other elementary teachers, or a total of ~~95~~ <sup>97</sup> ~~white~~ <sup>3276</sup> ~~teachers~~.

The average daily attendance was ~~3592~~ <sup>3595</sup>. In the year 1938-39 the situation was as follows: 8 one-room <sup>schools</sup>, 8 two-room <sup>schools</sup>, and 33 high school <sup>teachers</sup>. The average daily attendance was ~~3592~~ <sup>3595</sup>. It can be seen that 23 less teachers cared for ~~3270~~ <sup>319</sup> 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~~ <sup>had</sup> ~~not~~ <sup>not</sup> been affected by closing a school of legal average attendance.) Using the <sup>1938-39</sup> present average salaries of all white teachers as \$998.62 the 23 teachers less than in 1928-29



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~~ <sup>changing</sup> enrollment from year to year the one and two-room schools have been the base of school administrators in Loudoun County. Although our total <sup>county</sup> school population changes very little that in ~~a particular~~ <sup>a particular</sup> 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. <sup>status</sup> 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~~ <sup>3</sup> two-room schools and ~~4~~ <sup>5</sup> of the 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~~ <sup>condition</sup> that high schools were being geared to a college preparatory system. Without ~~take~~ regard for the fact that less than one-~~third~~ <sup>fourth</sup>



# 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, in-

clude 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 a family 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 teachers 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, <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 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~~ <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 <sup>transfer</sup> ~~convey~~ the pupils to Lincoln.
2. Close the high school department at Ashburn and <sup>transfer</sup> ~~convey~~ the pupils to Leesburg.
- 3.

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

3. Close the Emerich school and transport the 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. (Revised)
  10. Meersville to Hillsboro and Wheatland to Hillsboro. (Revised)
  11. Bloomfield to Popson & Sunkill Hill to Round Hill and Lincoln (New). (Revised)
  12. Union to Airmont (direct) to Blumentown & Hill. (Revised)
  13. Edge Grove to Woodgrove & Scotland to Rock Hill. (Revised)
  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 Taylorson (verrod)
- 19. Prt. Hoff to Colburn - (verrod)
- 20. Carter's & Carter to Colburn to extend to Colburns (verrod)
- 21. Colburn and me got to Taylorson (verrod).

- 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 out the 2nd year and the cost of the budget until the 2nd year that not affect the budget. It is necessary to be required that it could be necessary to be required. As many new horses would be given, additional items and items would not be required. The following table for the first and 2nd years of the budget costs for the first and 2nd years are as follows:

6 years	6 years	6 years	6 years
3 new horses	3 new horses	3 new horses	3 new horses
3 second hand horses (purchased)	3 second hand horses (purchased)	3 second hand horses (purchased)	3 second hand horses (purchased)
1500.	1500.	1500.	1500.
4500.	4500.	4500.	4500.
4200.	4200.	4200.	4200.
1500.	1500.	1500.	1500.
42,000.	42,000.	42,000.	42,000.
15,000.	15,000.	15,000.	15,000.
10,000.	10,000.	10,000.	10,000.
900.	900.	900.	900.
1350	1350	1350	1350
2960.	2960.	2960.	2960.
2nd year	2nd year	2nd year	2nd year
1st year	1st year	1st year	1st year





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

70

Some 3 teachers