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A SURVEY OF LOUDOUN COUNTY WHITE SCHOOLS TO INDICATE  
THE COMPLETED REORGANIZATION OR CONSOLIDATION

January 3, 1940

Early consolidation of schools in Loudoun County took place at Hillsboro where the Salem and Edge Grove schools were closed and at Round Hill where the Cherry Grove school was closed, both about 1911. 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 county's 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 trucks designed for ordinary haul <sup>ing</sup> 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 ~~xx~~ 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



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

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

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

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

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



population changes very little that in a particular small school ~~xy~~ 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 school 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 heretofore 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 condition that high schools were being geared to a college preparatory system. Without regard for the fact that less than one-fourth of the pupils entering high school were 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 ~~p~~ 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 December 15, 1939.

"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 ~~a~~ 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, <sup>2</sup>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".

The writer outlined what he thought his school training should have included: "I wish I have been taught more about family relationships, child care, getting along with people, interpreting the news, news writing, paying off a small mortgage, house-hold mechanics, politics, local government, the chemistry of food, carpentry, how to budget and live within the budget, the value of insurance, how to figure interest when borrowing money and paying it back in installments, how to enjoy opera over the radio, how to detect shoddy goods, how to distinguish a political demagogue from a statesman, how to grow a garden, how to paint a house, how to get a job, how to be vigorous, and healthy, how to be interesting to others, how to be popular, how to be thrifty, how to resist high pressure salesmanship, how to buy economically and intelligently, and the danger of buying on the installment plan."

By changes from within we are trying hard in Loudoun County to meet the kind of challenge found in this letter. One very serious handicap has been the larger number of high schools which by their number and small 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 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



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	4,200
Totals	\$67,000	\$10,200	\$9,410
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

	<u>Present Data</u>		<u>Revised Data</u>	
	Enrollment	No. Teachers	Enrollment	No. Teachers
Aldie	143	5 $\frac{1}{2}$	159	7
Ashburn	86	3 $\frac{1}{2}$	Closed	Closed
<del>Ashburn</del> 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>