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A consolidation program for the white high schools of Dinwiddie, Prince George, and Sussex counties

Bernard Theophilus Doyle

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A CONSOLIDATION PROGRAM FOR THE
WHITE HIGH SCHOOLS
OF DINWIDDIE, PRINCE GEORGE, AND SUSSEX
COUNTIES

A Thesis
Presented to
the Graduate Faculty of
The University of Richmond

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

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Bernard Theophilus Doyle, Jr.

August 1951

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*Approved 8/13/51
E. F. Overton*

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CHAPTER I

THE PROBLEM, PROCEDURES, AND BACKGROUND

Statement of the Problem. The purpose of this study is to develop a consolidation program for the white high schools of three Southside Virginia school divisions. These three divisions, with the names of the white high schools currently operating in each, are as follows:

DINWIDDIE COUNTY

Dinwiddie High School
Midway High School
Sunnyside-McKenney High School

PRINCE GEORGE COUNTY¹

Carson High School²
Disputanta High School

SUSSEX COUNTY

Jarratt High School
Stony Creek High School
Wakefield High School
Waverly High School

Figure I shows the location of these schools on a three county map.

1 The Prince George County School Division is jointly administered by the superintendent of the Hopewell City School Division, but the county has a separate school board.

2 The Carson High School attendance area includes a portion of both Dinwiddie and Prince George Counties, but is administered by the Prince George School Board.

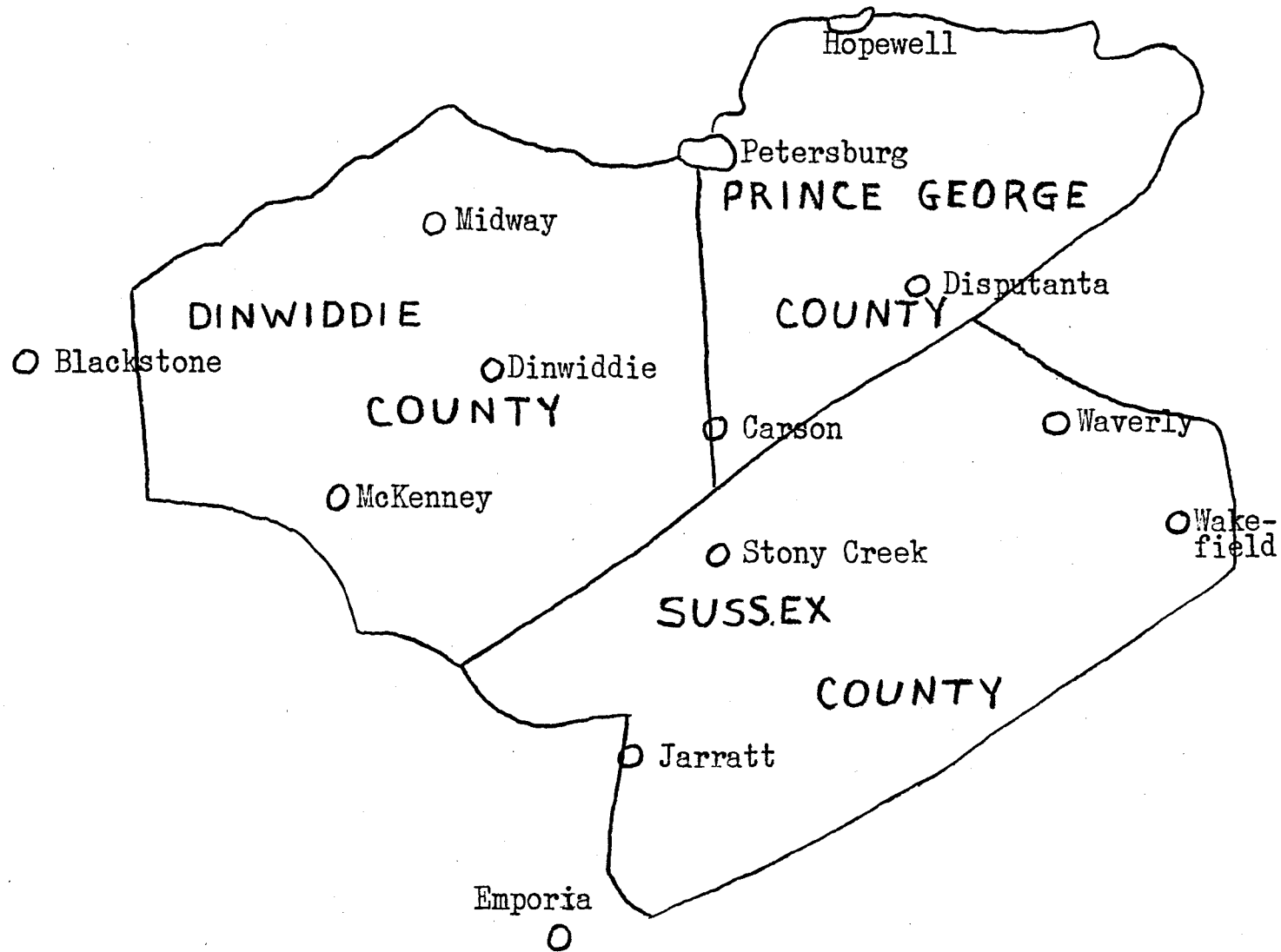


FIGURE 1. LOCATION OF THE WHITE HIGH SCHOOLS IN DINWIDDIE, PRINCE GEORGE AND SUSSEX COUNTIES

In addition to the nine schools listed above, two city high schools, Petersburg and Hopewell, are located in the same area, and by the very nature of their geographic location, will affect this study and will be included in the various proposals. Eleven schools are located in this three county area that measures slightly over fifty miles from its southernmost to its northernmost boundary, and also slightly over fifty miles from east to west.

To a lesser extent, the high schools located in Emporia, south of Sussex County, and Blackstone, west of Dinwiddie County, will be included in the proposals of this study.

Procedures. In order to arrive at the best possible program of school consolidation for this area, it will be necessary for this study to consider the following three points:

- (1) Historical information pertaining to the nine rural schools under consideration for consolidation as they are now administered and operated. This information will include enrollment and population trends, transportation, curriculum, per capita cost of instruction, buildings, and related data.
- (2) Tentative solutions, with advantages and disadvantages of each, leading finally to the recommended solution for this area's consolidation program.
- (3) Advantages of a comprehensive high school program that will be found generally in consolidated offerings that are extremely difficult to maintain in very small schools.

These three points will be specifically treated in Chapters II, III, and IV.

Background of the Problem. Reorganization of schools is no easy undertaking. The school, especially in rural areas, is a deep-seated part of community life. It was established by people who were closely bound together by family, religious, and other ties. Frequently they pooled their resources for the education of the young people of their district. As they watched the development of the movement that they had started, as they formed into groups to assist in shaping school policy, and as they held their meetings and organized into committees, loyalties were developed in the area's schools that have deepened with time and that are not easily disturbed. It is especially true that in rural areas, the school stands as a symbol of community work and cooperation; it is with a great deal of sacrifice of personal feeling that a community sees its school uprooted and transplanted into another community. When this move requires a crossing of the county line, long the boundary for school as well as political divisions in Virginia, even the far-sighted and intelligent citizens of the community sometimes become blind to the advantages of a comprehensive educational program that results from intelligent consolidation of schools. A partial answer to this problem is to leave, wherever practicable, the existing building to serve as an elementary school. This school could continue to serve as a community center of interest, for there is no valid reason to indicate that high schools alone must serve in this capacity. Elementary schools are

perhaps better situated to serve as interest centers than are high schools from a family representation viewpoint.

Were it not for this fierce pride in the local school, those who seek to improve the needs of youth in education could with more ease arrange for the rescheduling of transportation routes, improved curriculum, lessened per capita cost of instruction, and the other related advantages found in a comprehensive program of education.

From the time of the early establishment of schools, living problems have become more complex, and demands have been made for improved educational instruction. Cities have led the way, and it is imperative that rural areas follow; present migratory trends indicate a movement from the country to the city. The University of Virginia has prepared a bulletin that substantiates the above statement with the two quotations that follow: "The map illustrates the pattern of outward migration from many rural counties, and a corresponding pattern of inward migration to the urban areas."³

It is interesting to note that the map in the above reference shows Prince George to be one of the counties with an outward migration of more than 10 percent; Sussex has an outward migration between 5 and 10 percent; and Dinwiddie, reversing the trend, has an inward migration of less than

³ Virginia's Economic Pattern, Bureau of Population and Economic Research, University of Virginia, Charlottesville, Virginia. March, 1946, Map 6.

5 percent.

The second quotation follows the thought of the first: "For several decades young men and women between the ages of 15 and 30 have migrated from rural to urban areas in substantial numbers".⁴

The second quotation, by listing the ages 15 - 30, affords an explanation as to why there has been a significant decrease in school enrollment in most of the nine schools being considered in this study. The young parents of the area, whose children would normally attend one of these rural schools, have moved to urban centers. Charts showing this decrease appear in Chapter II.

Since Virginia began to sponsor high school education in 1906, tremendous strides have been made in improving the quality of education. State aid has been established, and through the provisions of the Smith-Hughes Act of the United States Congress, federal aid has assisted in vocational agriculture and home economics on the local level. Faults, however, that can be corrected by a consolidated school, remain, and are summarized by The American Association of School Administrators, as follows:

During the past few years, local, state, and county surveys have repeatedly pointed out serious limitations in rural school district programs. Many children and youth are not in school. Well organized kindergartens and nursery schools are the exception rather than the rule in rural areas...

4 Virginia's Economic Pattern. Op. cit. Map 6.

High school drop-out rates are exceedingly high...

School buildings and equipment are unsatisfactory. In many instances, shops and laboratories do not exist or are poorly equipped; gymnasiums are inadequate; classrooms are drab, dingy, seriously overcrowded, poorly lighted, heated, and ventilated; ... Rural schools have difficulty getting and keeping good teachers...

Educational services are inadequate. The limited scope of the educational program in many small school districts places rural children at a disadvantage. Few of these districts provide a school nurse, a guidance director, or a competent physician... Opportunities for students to develop their abilities and interests in art, music, and dramatics are scarce. In many instances, secondary school programs do little more than meet the minimum requirements for college entrance. This situation exists where less than one third of the graduates go to college. 5

Whereas it may be true that not all of the limitations listed above will apply to the nine rural schools being treated in this study, the inference is clear that a small school has a small offering. The above limitations are some basic arguments in favor of school consolidation, but other factors also apply. One of these is the cost of education. No far-seeing school person would advocate consolidation of schools for the amount of money saved alone, without regard for the resulting improved instruction and other advantages,

5 Shirley Cooper, "Why Reorganize School Districts?", The School Executive, Volume 70, Number 4, December, 1950, p. 21.

but the cost factor cannot be disregarded. When one of the nine schools listed above has a per capita cost of instruction in the high school department for the school year 1950-51 of \$342.01, the cost begins to be prohibitive. The following figures of per capita costs of the nine schools present an interesting study:

TABLE I

PER CAPITA COSTS FOR THE DINWIDDIE, PRINCE GEORGE, AND SUSSEX COUNTY HIGH SCHOOLS FOR 1949 - 1950. ⁶

Accredited Schools	Cost	Certified Schools	Cost
<u>Dinwiddie County</u>		<u>Prince George County</u>	
Dinwiddie -	\$163.17	Carson -	\$279.01
Midway -	184.90		
McKenney -	193.32	<u>Sussex County</u>	
		Stony Creek -	243.70
<u>Prince George County</u>		Wakefield -	216.05
Disputanta -	215.26	Average -	246.25
		State Average -	185.43
<u>Sussex County</u>			
Jarratt -	152.13		
Waverly -	253.82		
Average -	193.76		
State Average -	123.84		

In the list of accredited schools none has a per capita cost as low as the state average for accredited schools. Jarratt, which most nearly reaches the state average, is \$28.29 more, and Waverly, with the highest cost, is \$129.98 more than the state average.

⁶ Annual Report of The Superintendent of Public Instruction of The Commonwealth of Virginia, School Year 1949-50.
State Board of Education, Richmond, Virginia, 1950. pp. 62-99.

In the list of certified schools none has a per capita cost as low as the state average for certified schools. Wakefield, which most nearly reaches the state average, is \$31.62 more, and Carson, with the highest cost, is \$94.58 more than the state average.

In addition to presenting the point that cost of education is a factor that should be considered in developing a consolidation program, the above figures add emphasis to the need for a consolidation study in this particular region - Dinwiddie, Prince George, and Sussex.

Justification of the Problem. This study plans to develop a consolidation program for the high schools of Dinwiddie, Prince George, and Sussex, rather than any other area of the State for these reasons, the order of listing not being significant:

(1) No school in the three counties has a 1950 per capita cost of instruction as low as the average for the type school throughout the state as a whole. If a consolidation program in this area can furnish a comprehensive program of high school education that meets the needs of rural youth, and at the same time can furnish this education more economically than it is currently being furnished, this fact lends itself towards establishing the importance of the study.

(2) Although a study of this type and the program that is developed are in some measure general, and in spite of the fact that school divisions are in no way obligated

to accept the findings, it is the purpose of the study to propose developments that are practical so as more readily to avoid generalities and more readily to lend themselves to ultimate acceptance. After a discussion of several proposals, the final plan will be presented in Chapter III.

Dinwiddie County now has a centrally located school building that will, with few modifications, be suitable for the consolidated school for that county. Prince George has received approval for a federal grant to assist in establishing a consolidated high school. This building project, which has the approval of the school authorities and many of the people of the county, will be further explained. The grant results from the location of Fort Lee in the county and the government's authorizing funds for the education of children of army and federally employed parents. Sussex, which has recently abandoned the cumbersome district levy to operate schools and now has a county-wide levy, is modernizing its school program. With its four high schools located approximately in the four corners of the county, Sussex lends itself better than either of the other two counties to recognizing the value and ultimate necessity of establishing a centrally located school.

(3) The terrain of these three counties, as is true throughout the Southside, is flat. In general, the roads are good. Transportation, therefore, will not hinder a

consolidation program as may be the case in mountainous areas. In connection with transportation, Dinwiddie County transported 90.9 percent of its high school enrollment in 1946-1947. The state-wide average for that year was only 69.8 percent.⁷ Prince George County transported 78.7 percent of its high school enrollment in 1942-1943. The state-wide average for that year was 65.7 percent.⁸ The author did not find figures comparable to the above for Sussex County. Since these counties now transport the majority of their high school pupils, consolidation would not present transportation problems as may be the case in counties where little transportation is now being done.

(4) The writer was influenced in the choice of area through personal interest in this section. As a native of Dinwiddie, and as an employee of the Prince George School Board for twelve years, he has worked closely with pupils, teachers, administrators, and citizens in these two counties. Interest in the Sussex County Schools has developed through its proximity to Dinwiddie and Prince George. Its northern boundary borders Dinwiddie on the west and Prince George

⁷ School Survey of White and Negro Elementary and High Schools, Dinwiddie County, Virginia, December, 1949. - Richmond, Virginia. Mimeographed Bulletin State Department of Education, p. 20.

⁸ School Survey of White and Negro Elementary and High Schools, Prince George County, Virginia, May, 1945. Mimeographed Bulletin State Department of Education, Richmond, Virginia, p. 7.

on the east. The three counties are joint members of The Virginia High School Literary and Athletic League, District C, Group III Schools. Stony Creek, in Sussex, is but six miles from Carson, in Prince George; and Waverly, in Sussex, is but a little farther from Disputanta, in Prince George. Because, then, of personal interest in this three-county area, the writer wishes to work with interested officials towards establishing a more comprehensive educational program in this district.

A further justification of a study of this type for any rural area, but not a point that applies solely to Dinwiddie, Prince George and Sussex, is a follow-up and more specific discussion of the general lack of comprehensive programs in rural schools as compared with the better results obtained in urban and consolidated schools. An introduction to this point is made by the following quotations from Education and the New Psychology: "Urban children...average 106 in I.Q. as compared with 99 for rural youngsters."⁹ This statement is preceded by: "I.Q. is a statement of the relationship between the time he has been alive and the ability he has developed in that time - his brightness."¹⁰

Whereas it is not the purpose of this study to consider a testing program or to discuss the principles of

⁹ Sidney L. Pressey and Francis P. Robinson, Psychology and the New Education, New York: Harper and Brothers, 1944, p. 91.

¹⁰ Ibid. p. 76.

educational psychology, the above quotations justify some consideration. If an I.Q. score indicates native ability as different from a test result that measures the scope of one's intellectual maturity without regard for the length of time he has lived, or from a test that measures a standard of achievement, then the first quotation suggests that by the very nature of the fact that through the place of residence, rural children have lower I.Q.'s than do their urban cousins. If a meager educational program in rural schools plays a part in establishing this situation, no stronger justification of a comprehensive educational program resulting from planned consolidation is needed. Pressey and Robinson give a chart (quoted in part below) that affords a more detailed explanation of this point:

TABLE II

MEAN I.Q.'S OF THE STANFORD-BINET STANDARDIZATION
GROUP CLASSIFIED BY FATHER'S OCCUPATION¹¹

Father's Occupation	Unweighed Average
Professional	116
Semi-professional and managerial	112
Clerical, skilled trades, retail business	107
Semi-skilled, minor clerical, and business	105
Slightly skilled	98
Day laborers rural and urban	96
Rural owners	95

The fact that rural owners rear children with the

¹¹ Ibid. p. 91.

lowest I.Q. of any other listing above is a more tragic rural problem than if the listing had merely been "rural". It would seem logical that rural owners, better than the general listing of rural people, recognize the value of good education, selected literature, proper choice of periodicals, worthy use of leisure time, and other factors that tend to develop general intelligence. The writer cannot state that more effective public school education will, in a generation, correct or reverse this situation, but it is believed that it will assist in improving the condition if the new comprehensive program is a program that truly meets the needs of its youth. This program must include not only academic instruction in the fundamentals but also must be broad enough to cover the pupils' social, recreational, personal hygiene, avocational, vocational, and other related needs.

Definitions. Throughout this study the following terms will be used frequently:

(1) Accredited High School. Early in each school year, the principal's Preliminary Annual High School Report is reviewed by the State Department of Education. If no deficiencies are noted, and if the school has an enrollment of 75 or more pupils, the school is placed on the State's list of accredited schools. Effective with the school year 1951-52, the minimum enrollment requirement of 75 pupils will be discarded, and the emphasis will be placed

on an educational program that meets the needs of the youth of the area. The revised plan may be seen in the State Board's bulletin, Standards for the Accrediting of Secondary Schools, State Department of Education, Richmond, Virginia, October, 1950. Unless otherwise indicated, the 75 pupil accrediting standard will apply when used in this study.

(2) Qualified High School. Schools are not accredited until they have maintained the required standards for one year. Thus, schools that meet the requirement for the first year are placed on the State's list of Qualified Schools. Upon adoption of the new accreditation policy, schools will be either accredited or unaccredited and the qualified classification will no longer apply.

(3) Certified High School. Schools which for various reasons are neither accredited nor qualified but whose graduates are considered eligible to enter college are placed on the State's list of Certified Schools. In general, this classification is reserved for those schools that meet all of the regular standards for accreditation except the minimum enrollment of 75 pupils. As is the case with qualified schools, this listing will be discarded effective with the school year 1951-52.

(4) Per Capita Cost of Instruction. To obtain the per capita cost of instruction for a high school, the first step is to establish the number in average daily attendance.

The total of the high school department's salaries is then divided by the number in average daily attendance. The result is the cost of education per child in average daily attendance in the school. This figure is based on teachers' salaries alone, and does not include the cost of transportation, buildings, repairs, textbooks, or other related school services. The per capita cost is the figure frequently used for tuition purposes when a child from one school division attends school in another division.

(5) Membership. Membership is the actual number of pupils belonging to a school unit at a given time. It does not include those pupils who have entered and withdrawn; they are counted with enrollment. The formula for membership is: original entries, plus re-entries, from another school system within the state, minus withdrawals. In the event that there is any withdrawal from a school, the membership total will always be less than the enrollment total.

CHAPTER II

HISTORICAL DATA AND A REVIEW OF CURRENT OPERATIONAL INFORMATION FOR DINWIDDIE, PRINCE GEORGE AND SUSSEX

Historical Information.¹² Dinwiddie, Prince George, and Sussex Counties lie in the southeastern part of the State, and are among the counties that comprise Southside Virginia.

Dinwiddie County was named in honor of Lord Dinwiddie, Lieutenant-Governor of the Commonwealth from 1751 to 1758. It was formed from Prince George County in 1752. It is bounded on the north by the city of Petersburg and Chesterfield County; on the northwest by Amelia County; on the west by Nottoway; on the south by Brunswick, Greenville, and Sussex; and on the east by Prince George.

Prince George County was named after Prince George of Denmark, husband of Queen Anne, then reigning. It was formed in 1702 from Charles City, one of the original shires formed in 1634. It is bounded on the southeast by the counties of Sussex and Surry; on the southwest by Dinwiddie County; on the northwest by the city of Petersburg; and on the northeast by the city of Hopewell.

¹² A Hornbook of Virginia History, Virginia Department of Conservation and Development, Richmond, Virginia, 1949. pp. 13-19.

Sussex County was named for Sussex, England. It was formed from Surry County in 1753. It is bounded on the north by Prince George; on the west by Surry; on the south by Southampton; and on the west by Greensville and Dinwiddie.

Dinwiddie County Enrollment Trends. Despite a general decrease in the number of white pupils listed in the Dinwiddie County School Census for the years 1930-50, the high school enrollment has been rather constant in two of the three schools. The two following charts indicate the trends of enrollment in Dinwiddie County:

TABLE III

SUMMARY OF SCHOOL CENSUS OF DINWIDDIE COUNTY¹³

Year		Total
1930	Breakdown of ages 6 - 19 not included.	2,261
1935		1,993
1940		1,888
1945		1,475
1950		1,456

¹³ Figures from Office of Dinwiddie County Superintendent.

TABLE IV

JUNE MEMBERSHIP IN THE THREE DINWIDDIE COUNTY
SCHOOLS FOR 1951, 1946, AND 1941¹⁴

Year	Dinwiddie	Midway	McKenney	Total
1951	128	85	88	301
1946	130	100	80	310
1941	139	113	86	338

The school census figures indicate a loss of 805 white pupils from 1930-50. The loss for the five year period 1945-50, however, is only 19 pupils which would indicate a stabilizing influence for these years. There is no reason known to the writer why the population of Dinwiddie County should make significant changes in the near future with the exception of army personnel stationed at Camp Pickett or the possibility of Petersburg annexing a portion of the county.

In Chapter III it will be proposed as part of the solution recommended for the consolidation program of this three county area, that the present high school enrollment of the Midway and McKenney Schools be consolidated with the Dinwiddie High enrollment in the present Dinwiddie High School building. Based on current membership figures for the schools of this county, as indicated in Table IV above, Dinwiddie County would have one comprehensive consolidated

¹⁴ Ibid. (Five year intervals starting with the most current information are used in this chart.)

school (with a total enrollment of 301 pupils) to serve the youth of the county. With this increased student body, classes could be so divided into sections as to provide proper grouping of exceptional children. Entire classes of remedial instruction could be scheduled, if necessary.

Prince George County Enrollment Trends. A summary of the School Census for Prince George County from 1930-1950 shows no definite trend, but the high school membership of Carsons and Disputanta shows a downward trend. The two charts that follow substantiate the above:

TABLE V

SUMMARY OF SCHOOL CENSUS OF PRINCE GEORGE COUNTY¹⁵

Year		Total
1930		1,834
1935	Breakdown of	2,241
1940	ages 6 - 19	1,808
1945	not included.	1,491
1950		1,768

The increase indicated above for the years 1945-50 is due, in part, to the influx of children of federally employed parents at Fort Lee, Virginia, to the Woodlawn Elementary School. The Federal Government has made

¹⁵ Figures from the Office of the Prince George County Superintendent.

provisions to assist in building and maintaining schools for these children, whose parents pay no taxes on the local level if they live on military property. This provision will be presented in detail later in this study.

TABLE VI

JUNE MEMBERSHIP IN THE TWO PRINCE GEORGE COUNTY SCHOOLS FOR 1951, 1946, 1941, AND 1936¹⁶

Year	Carson	Disputanta	Total
1951	54	75	129
1946	71	71	142
1941	92	112	204
1936	104	101	205

The downward trend in enrollment for these two schools is clearly indicated. Carson lost 50 pupils in the 15 year period, and Disputanta lost 26. Each school, however, had 7 high school teachers in 1941 with a per capita cost of instruction in that year of \$82.12 for Carson and \$70.78 for Disputanta. The current cost, with the same number of teachers, seven, in each school, is \$342.01 for Carson, and \$238.43 for Disputanta. If the present downward trend in enrollment is continued, and the number of teachers remains the same, it will soon become completely prohibitive, from the standpoint of cost, to operate two high schools in

16 Ibid.

Prince George. Consolidation will furnish 129 high school pupils, based on current memberships at Carson and Disputanta. In addition, there will be approximately 90 pupils from the Fort Lee area, and approximately 29 pupils who now attend Hopewell High School but whose homes lie outside the area to be annexed by Hopewell effective January 1, 1952. The consolidated school for Prince George would number 248 pupils. In Chapter III it will be proposed that this consolidated school be located near a point close to the population density center and the geographic center of the county. As will be the case in the Dinwiddie consolidated school, some opportunity for grouping pupils according to ability and establishing sections for remedial work would be afforded. With the present small enrollment in the Carson and Disputanta Schools, such opportunity is very limited now.

Sussex County Enrollment Trends. The school census figures for Sussex show a downward trend from 1930 to 1945, although there was an increase of 50 pupils from 1945 to 1950. Most of this increase occurs in ages 6, 7, 8, and 9, the "war baby" ages.

TABLE VII
SUMMARY OF SCHOOL CENSUS OF SUSSEX COUNTY¹⁷

Year		Total
1930		1,378
1935	Breakdown of	1,302
1940	ages 6 - 19	999
1945	not included.	839
1950		889

¹⁷ Figures from the Office of the Sussex County Superintendent.

The above chart shows a net loss of 489 pupils in a 20-year period. Dinwiddie lost 805 and Prince George lost 66. The Committee appointed by the State Superintendent of Public Instruction to survey the Sussex County School Division in January, 1949, reports that in its opinion the total population of the county will not increase or decrease greatly in the foreseeable future, nor will the total school population change greatly within the next several years.

TABLE VIII

JUNE MEMBERSHIP IN THE FOUR SUSSEX COUNTY SCHOOLS FOR 1951, 1946, 1941, AND 1936¹⁸

Year	Jarratt	Stony Creek	Wakefield	Waverly	Total
1951	81	61	47	71	280
1946	61	63	42	94	260
1941	55	92	56	96	299
1936	44	66	65	127	302

The Jarratt High School reverses the general downward enrollment trend in the area due to the establishing of a large industrial plant (Johns-Mansville) in that community. Were it not for this inward migration of employees, it is logical to assume that Jarratt's enrollment would have decreased. In 1936, it was the smallest high school in the three counties.

¹⁸ Figures from The Office of The Sussex Superintendent.

Stony Creek High School has maintained a rather constant enrollment over this fifteen year period, but attention is called to the increase from 66 in 1936 to 92 in 1941. This increase of about 30 pupils resulted from consolidating the old Sussex Courthouse High School with Stony Creek. The fact that within the next 5-year period the enrollment of Stony Creek decreased from 92 to 63 indicates a downward trend for that period.

Wakefield and Waverly show the usual downward trend. In the 15-year period, Wakefield lost 17 pupils and Waverly lost 56. Waverly shows the greatest loss of any school in the three counties. Wakefield has the lowest enrollment of any of the nine schools. The schools of Sussex present a somewhat deceptive picture when enrollments are compared with Dinwiddie and Prince George, for Sussex has a five year high school program. The other two counties have a four year program. Wakefield's small enrollment of 47 includes the members of its eighth grade, but Carnegie units for graduation are given for work completed in the ninth through twelfth grades only.

In Chapter III it will be proposed that the school officials of Sussex County establish a centrally located high school. Based on current memberships in the four schools, the new consolidated school would enroll 260 pupils. As would be the case in Dinwiddie and Prince George,

this number should be sufficient to allow some grouping of sections according to ability, one of the few advantages that the new school will offer over the four existing small schools.

Population Trends in Dinwiddie County. Dinwiddie County has shown a total population increase of 3,397 in a 40-year period between 1910 and 1950. In the past 10 years it has shown a 3.6 percent increase. Table IX gives the population of Dinwiddie from 1910 to 1950 by Magisterial Districts.

TABLE IX
POPULATION OF DINWIDDIE COUNTY
BY MAGISTERIAL DISTRICTS¹⁹

Districts	1910	1920	1930	1940	1950
Darvilles	3507	3596	3091	2965	
Namozine	4132	6840	8146	8024	
Rowanty	4690	4265	4296	4107	
Sapony	3113	3248	2959	3070	
	15,442	17,949	18,492	18,166	18,139

The county has maintained a relatively constant

¹⁹ Figures for 1910-40 obtained from Dinwiddie Survey, December, 1949, p. 6. Figures for 1950 obtained from the United States Department of Commerce, Bureau of the Census, Branch Office, 400 East Main Street, Richmond, Virginia. This office states that 1950 population figures for Virginia Counties listed by Magisterial Districts will not be available until Fall, 1951.

population since 1920. The figures have been relatively constant for each district except Namozine, which has nearly doubled in a 40-year period. This increase is undoubtedly due to the fact that Namozine District lies adjacent to the city of Petersburg and many people who work in the city live in the county.

Population Trends in Prince George County. Table X gives the population of Prince George County from 1910-50. The listing is by Magisterial Districts with the exception of the year 1950 (see footnote 19).

TABLE X

POPULATION OF PRINCE GEORGE COUNTY
BY MAGISTERIAL DISTRICTS²⁰

Districts	1910	1920	1930	1940	1950
Blackwater	1694	1788	1483	1426	
Bland	1583	4148	4034	5575	
Brandon	1246	1188	807	889	
Rives	1599	3827	2350	2765	
Templeton	1726	1964	1637	1571	
	7,847	12,915	10,311	12,266	19,679

Prince George County has shown a total population

²⁰ Figures for 1910-1940 from Prince George Survey, May, 1945. p. 3. Figure for 1950 from the United States Bureau of the Census, Richmond, Virginia, Branch Office.

increase of 11,831 in a 40-year period between 1910-1950. By far the greatest part of this increase has been made in the 10-year period ending in 1950, with the actual percentage of increase for this decade being 60.6.

Despite annexations by Hopewell and Petersburg, the County has maintained a population increase. This is due in part to the influx of employees of the Hopewell industrial plants who maintain homes in the county, and in part to the influx of employees at Fort Lee, which is located in the County.

Population Trends in Sussex County. The population of Sussex County decreased by 1,564 persons from 1910 to 1930. From 1930 to 1950, however, there has been an increase of 685 persons. The decrease for the entire 40-year period numbers 879. The percent of increase for the past ten years has been small - 3.5. It is due in part to the above mentioned industrial plant at Jarratt which has also caused a steady increase in the Jarratt High School.

Table XI gives the complete figures, by Magisterial Districts, except for the year 1950. Footnote 19 explains the absence of district figures for the year 1950. The community of Jarratt is in Henry District, which has seen a steady increase for the past few years.

TABLE XI

POPULATION OF SUSSEX COUNTY
BY MAGISTERIAL DISTRICTS²¹

Districts	1910	1920	1930	1940	1950
Courthouse	2234	2190	1435	1820	
Henry	2288	1903	2130	2430	
Newville	2268	1710	1451	1446	
Stony Creek	2410	2469	2423	2588	
Wakefield	2155	2152	2019	1741	
Waverly	2309	2410	2642	2460	
	13,664	12,834	12,100	12,485	12,785

No abrupt change has occurred in any of the six Sussex County Districts. The Courthouse District shows a greater loss than the other five. Stony Creek has remained relatively constant, as has Waverly District.

Transportation. The study has previously pointed out that the schools of Dinwiddie, Prince George, and Sussex transport a higher percentage of their total high school enrollment than is true for the average of the counties of the state. Dinwiddie, for the year 1946-47, transported 90.9 percent of its high school pupils. This represents 21.1 percent more than the average for the state for that year. It has been further pointed out that since

²¹ Figures for 1910-40 from Sussex County Survey, January, 1949, p. 15. Figure for 1950 from the United States Bureau of the Census, Richmond, Virginia, Branch Office.

the greatest majority of the pupils are now being transported, a consolidation program would present no unusual transportation problems. The following table, compiled from the 1949-50 State Superintendent's Annual Report, assists in presenting the area's present transportation program:

TABLE XII

1949-50 TRANSPORTATION DATA FOR DINWIDDIE, PRINCE GEORGE, AND SUSSEX COUNTIES, WITH STATE AVERAGES²²

	Dinwiddie	Prince George	Sussex	State
Total number of buses operated daily, white, high school and grades	25	14	12	-
Average number pupils per bus, White and Negro	60	66	52	88
Average miles per bus per day, White and Negro	48	70	62	49
Cost per pupil per year	\$18.00	22.37	28.95	17.69

The above table indicates that school officials of these three counties are aware of their transportation responsibilities. They have provided sufficient buses, indicated by the area's average number of children per bus being well below the average for the state as a whole. In a section where so many pupils are transported, the fact that the per pupil cost of transportation is higher than the state

²² Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia School Year 1949-50, Division of Purchase and Printing, Richmond, Virginia. pp. 314-330.

average is not necessarily indicative of neglect or waste.

Transportation reports had been completed for only two of the nine schools at the time the author visited the offices of the division superintendents. These two, as indicative of the area as a whole, are given. Dinwiddie High School had a June membership of 128 pupils. 119.23 of these were transported to represent 93.1 percent of the total. Carson High School had a June membership of 54 pupils. 45.34 of these were transported to represent 89.9 percent of the total.

When the final recommendations for consolidation are developed in Chapter III, it will be assumed without hesitation that the school officials of these counties, who have long dealt with transportation schedules, will have no difficulty in making the necessary adjustments to meet the new needs. The author suggests that officials consider the method of operating express buses, with designated meeting points to discharge and pick up pupils. This method will curtail the riding time of those pupils who will be transported the longest distance in that the express buses would not enter the smaller roads of the district. School officials will, of course, consider the length of time pupils will need to ride on school buses. The State Board of Education has made the following recommendations in regard to length of time pupils should spend going to and from

school:

It is an established fact that transportation is an important factor in school consolidation and that there are limits in time that pupils should spend on school buses. For example, in general, in the case of high school pupils the maximum range of time spend on school buses of 60 to 90 minutes one way, and for elementary pupils a maximum range of 30 to 50 minutes one way, seem reasonable. In the transportation of pupils the schools have the full cooperation of the State Highway Department through the development and maintenance of school bus routes.

Curriculum. Survey Committees appointed by the State Superintendent of Public Instruction, at the requests of the division superintendents, have visited each of the three counties being considered in this study. In their reports these committees have placed emphasis on the curriculum offered in each school of the respective county. In general, the facts for the three counties are the same. A minimum college preparatory program is offered, but the needs of the pupils are not being met as well as they should be. Typical throughout the area is the system of staggered courses, lack of advanced courses in science and mathematics (as physics and solid geometry), no formal fine arts program, meager foreign language offering, and absence of courses in trade and industrial arts.

Each school strives to present as full a program as

23 A Comprehensive Program of Education for Virginia's Schools. Mimeographed Bulletin, State Board of Education, Richmond, Virginia. pp. 16-17.

is possible. This results in small classes, a situation that is neither educationally or economically sound.

In Sussex County, for the school year 1948-49, there were 35 classes in the white high schools with enrollments of less than 10 pupils, and 12 of this number had less than 5 pupils.²⁴

In an informal statement made to the citizens of Prince George County who attended a public meeting on current school problems in that county, Mr. Thomas T. Hamilton, Supervisor of Secondary Education for the Commonwealth of Virginia, said on July 12, 1951, that it was his opinion that the schools of Prince George were doing a remarkable job in presenting as good an offering as they do considering the small size of the two high schools and the financial means of the county.²⁵ He stated that the program is not as comprehensive as the State Department would like to see it, nor would the proposed consolidated school be large enough to offer as comprehensive program as the State Department would like to see, but he added that the new school could offer opportunity for considerable improvement over the present

24 Sussex County Survey, op. cit., p. 24.

25 Mr. Hamilton was a member of a committee appointed to survey the building needs of Prince George and to make recommendations as to whether or not Prince George could support its own superintendent of schools.

curriculum. Mr. Hamilton's remarks would apply to Dinwiddie and Sussex as well as to Prince George. The present programs meet all of the minimum requirements, but the needs of these young people can be better met and this education can be provided more economically in one consolidated high school for each of the three counties.

Per Capita Cost of Instruction. The 1949-50 per capita costs of instruction have already been given for each of the nine schools. State averages for accredited and certified schools were also given. It was noted that no school had a per capita cost as low as the average for its type. The per capita cost figures for 1949-50 are repeated below with the figures for the current year, 1950-51:

TABLE XIII

PER CAPITA COSTS FOR 1949-50 AND 1950-51²⁶

School	1949-50	1950-51
Dinwiddie	\$163.17	\$152.91
Midway	184.90	195.44
McKenney	193.92	191.93
Carson	279.01	342.01
Disputanta	215.26	238.43
Jarratt	152.13	155.92
Stony Creek	243.70	260.54
Wakefield	216.05	258.30
Waverly	253.82	308.80

²⁶ Figures from the Offices of the Division Superintendents of Schools in Dinwiddie, Prince George, and Sussex Counties.

Attention is again called to the fact that the per capita cost divisor (number in average daily attendance) for the last four schools listed above includes the total for five high school grades. If Sussex had a four year program, the cost would be greater in the high school department with a corresponding reduction in the elementary per capita cost of instruction.

The general public is not aware of the high per capita cost of instruction in most of the schools of this area, nor does it fully understand the meaning of the term. It would behoove those who plan for consolidation of schools to explain the term and the corresponding reduction in cost of education in a consolidated school. The purpose of this study is not to advocate consolidation of schools solely for the dollars and cents that would be saved, nor can it prove that there would be any ultimate saving in a consolidated program. It does maintain that the enlarged curriculum would not be so great as to be offset completely by the additional salaries that would be paid to the necessary new teachers required to expand the curriculum. There should still be a reduction in the per capita cost in the consolidated school when compared to the average of the present per capita costs. Consolidation would be without educational value merely to double the size of a school without regard for an improved program of work. The aim is not to reduce cost, but to

provide better education at a reduced cost.

Buildings. The Dinwiddie High Schools are modern buildings of brick construction. The plant at Dinwiddie contains six high school classrooms, elementary classrooms, a library, a 542-seat auditorium, a science laboratory, a clinic room, an activity room, an office and a storage room. The cafeteria is housed in a separate frame building that contains a classroom, a shop, and an office. Home economics is taught in a two-story separate frame building.

The McKenney High School is housed in a one-story building. There are eleven classrooms for the high school and elementary departments, a library, a conference room, a laboratory, a principal's office, 400 capacity auditorium, and a lunchroom in the main building. The home economics and agriculture departments are housed in a separate one-story brick building. There are four rooms for the homemaking classes and a classroom, shop, and office for agriculture.

The Midway High School is a two-story building containing eleven classrooms, a library, a 400-seat auditorium, a laboratory, a lunchroom, principal's office, and a music room. Home economics and agriculture are taught in a separate building. A frame building on the grounds is also used for regular classroom instruction. The Prince George County High Schools at Carson and Disputanta are of brick construction. Carson has a one-story main building that

contains eight classrooms, a library, and a principal's office. Vocational agriculture is taught in a separate frame building containing a classroom, shop, and office. The cafeteria is also in this building. Home economics instruction is given in a separate frame cottage of 5 rooms. The school auditorium seats 300.

Disputanta High School is a two-story building that contains 5 high school classrooms, 6 elementary classrooms, a library, principal's office, cafeteria, and 282-seat auditorium. Home economics is taught in a separate brick building that contains 5 classrooms. Instruction in agriculture takes place in a separate one-story brick building containing a classroom, shop and office. Additional shop work is done in a separate sheet metal building on the grounds.

The four high schools of Sussex County are of brick construction. Jarratt is a one-story building similar in size and construction to Carson High School. Stony Creek is a one-story building similar in size and construction to McKenney, although it is not as large. A separate frame building houses the home economics and agriculture departments. Wakefield is a two-story building similar in size and construction to Disputanta High School. Waverly is a two-story building, and this Sussex County School, along with Dinwiddie High School, has a gymnasium as part of its main building. None of the other seven schools has a gymnasium.

From the surveys made by the State Board of Education concerning building needs of these three counties, statements are made that commend the school officials of the three divisions for having clean, well-kept, and adequate buildings to maintain a minimum program of education. When consolidated high schools are established in these three counties, the present combined high school and elementary buildings will be most satisfactory to continue to serve as elementary schools and community centers of interest. It is not recommended that elementary children be transported to the proposed new consolidated high schools but that they remain in their present buildings.

In Chapter IV a recommendation will be made that Dinwiddie and Prince George Counties establish a 12-year school system, comparable to that now being operated in Sussex. When this extra grade, the eighth, is added, the author recommends that it be housed in the present buildings along with grades one through seven. This will assist in making the remaining elementary schools more comprehensive and will assist in utilizing all of the remaining space vacated by the high school departments.

Whereas the term comprehensive elementary school is not as common as comprehensive high school, the fact remains that the program of the elementary school can be expanded. When the present high school buildings such as home economics cottages and agriculture farm shops are vacated by

high school pupils, they can be used by the remaining elementary grades. Homemaking instruction could be taught in grades 6 through 8, and agriculture and farmshop could be offered to the upper grade elementary boys. It is possible that one instructor could divide his time between two schools in continuing vocational education in the present buildings. It is essential that vocational tools of education be left in the community for use by adults in evening or other part-time classes. The present buildings are most adequate for assisting in the physical needs that lend to the establishment of a comprehensive elementary program of education in each of these counties that would be second to few other elementary programs in the State.

CHAPTER III

RECOMMENDATIONS FOR CONSOLIDATION OF HIGH SCHOOLS IN DINWIDDIE, PRINCE GEORGE, AND SUSSEX COUNTIES

Introduction. The State Board of Education has recommended that comprehensive programs of secondary education can best be provided in high schools of approximately 600 to 1,200 pupils.²⁷

Exception to the above is made in recognizing the fact that in some counties it would be difficult to establish high schools with a minimum enrollment of 600. Distribution of population, topography, and the presence of substantial existing school buildings cause this exception. It is likely that consolidated schools in many divisions would result in enrollments no larger than 200-300. Offerings in these schools will not be as comprehensive, unless there is a prohibitive per capita cost of education, as they would be if the recommended enrollment of 600 - 1,200 could be met. Improvements over the existing schools in Dinwiddie, Prince George, and Sussex, with an average membership of 76.3 high school pupils in 1951

²⁷ A Comprehensive Program of Education for Virginia's Schools, op. cit. p. 6.

could result from intelligent consolidation even if the consolidated units number no more than 200-300.

The State Department further states that as the enrollment decreases from 600, the per capita cost of education for comprehensive programs increases in about the same proportion as the enrollment decreases. This results in a limited offering at a high cost. In small high schools manpower is wasted. Consolidation is an educationally and economically sound preventive to this waste.

The June, 1951, membership for the nine schools in the three counties totals 690. This total barely meets the State Department's minimum enrollment recommendation of 600. With the two figures 600 and 690 as the basis for the first of this chapter's consolidation recommendations, consolidation plan number one will follow below:

Consolidation Plan Number One. Figure Number 2²⁸ shows the location of one central high school for this three county area. Consolidation plan number one proposes that one regional high school be established in the vicinity of Carson. The Carson community is the point used on Figure 2 to indicate distances to other areas of the three counties. Broken lines on Figure 2 indicate straight line distances. Shaded areas on the map indicate portions of the three counties that would not be included in the attendance area of the regional high school located near Carson.

28 Infra. p. 41.

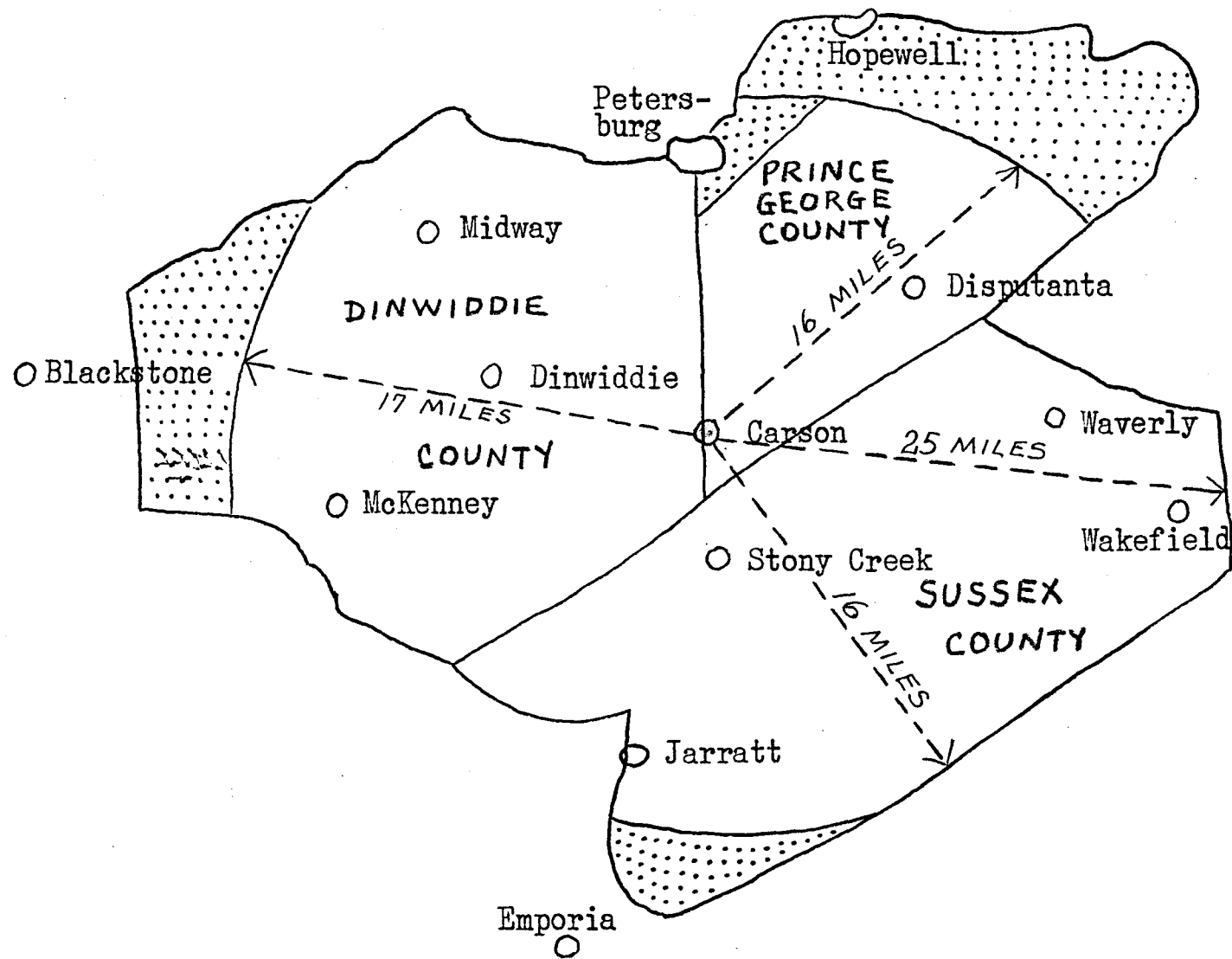


FIGURE 2. CONSOLIDATION PLAN NUMBER ONE

Pupils whose homes lie within these shaded areas, would, under consolidation plan number one, attend the nearest high school to their homes that is located outside this three county area. For example, those high school pupils who live in the southwestern part of Sussex County would attend Emporia High School, in Greensville County, on a tuition basis. Their homes would be less than half the distance from Emporia than they would be from the regional high school. The community of Jarratt, in this area, has a part of its corporate limit in Sussex, and a part in Greensville. The Greensville pupils currently attend the Sussex school on a tuition basis.

Pupils in the northern section of Prince George would attend Hopewell and Petersburg High Schools. Approximately 250 high school pupils from Prince George now attend Hopewell High School with tuition payment being made by the County School Board.

Pupils in the western section of Dinwiddie would attend Blackstone High School, in Nottoway, since their transportation to the regional high school would require an excessive period of time of school buses based on the State Department's recommendations of 60-90 minutes, one way. From the western boundary of Dinwiddie to the regional high school at Carson is a distance of approximately 38 miles, by the most direct route. It would take more than 90 minutes to cover this distance on a school bus, even an

express bus, with its necessary stops and its low rate of speed.

Consolidation plan number one would result in a tentative enrollment of 690 pupils in a regional high school if all of the pupils of the three counties attended this school. It would result in a tentative enrollment of 565 after deducting the children whose homes lie within the shaded areas of Figure 2 and who would attend a school outside the district.

A comprehensive program of education that truly meets the needs of rural youth could be developed in a high school of 500-600 pupils in the Dinwiddie, Prince George and Sussex area. Its cost would not be prohibitive in comparison with the advantages that it would offer. Such a high school, perhaps far from the consolidation plans of most school administrators and interested laymen of this area at this time, is not an impossibility. A similar school is described in Education for All American Youth, an Educational Policies Commission publication, dated 1944.

Regional High Schools are not new to Virginia. Negro high school pupils have long attended regional schools, and there is a white regional high school located at Manassas. The counties of Prince William, Fairfax, Rappahannock and Fauquier jointly operate this school. Other white regional high schools are located at Danville, Abington and Norfolk. Chapter 24, Senate Bill Number 44, of the Acts of

the General Assembly, 1946, grants authority for counties to own and operate schools jointly.

Such a regional high school for Dinwiddie, Prince George and Sussex could improve the offerings of the present curriculum in each of the nine small schools. The proposed offering in the new school could follow the pattern outlined below:

(1) The Usual Program of Academic Studies. In any new school, with its increased opportunity to expand the present curriculum to include those subjects and practices that more fully meet the needs of youth, no effort will be made to curtail the present college preparatory program. The fundamental academic subjects, with as many electives as possible in this field, will still be an important part of the school for pupils who plan to attend college.

(2) Agricultural Education. The pupils who attend the proposed new regional school will still be rural boys and girls. Many of them will plan to farm upon completion of high school, and agriculture will be an important part of the curriculum of the new school. The instructor in vocational agriculture could render assistance to elementary teachers in giving their pupils an introduction to agricultural experiences, and instruction for adults not enrolled in regular day school could be an important part of this program.

(3) Home Economics Education. No change is proposed for homemaking education in the new school. Girls

who are interested would still find opportunity to learn sewing, cooking, buying and the related homemaking skills. Again, introductory classes could be presented to elementary pupils and evening classes for adults could be established.

(4) Trade and Industrial Education. It is in this field that the regional school could make its first significant improvement in establishing curricular opportunity for rural youth to meet its needs. This field has lagged far behind agriculture and home economics in rural schools. In addition to a general shop program where pupils could get an introduction to a variety of building trades and automobile mechanics, a diversified occupation program could be established. This program would permit pupils to get part-time jobs in almost any occupation available in the community and in nearby cities and to count this work experience as part of the school work. No such program now operates on a formal basis in the rural schools of this area. Such an offering in the school permits an improvement over the present adult education program in that the school's enlarged opportunities would allow more adults to participate in more learning experiences.

(5) Business Education. This department of the regional school would include typewriting, shorthand, book-keeping, business mathematics, office practices, etc., for the pupils and would be available for evening classes for

adults. As in trade and industrial education, part-time work experiences could be included as part of the regular school work.

(6) Health and Physical Education. The consolidated school should be the health center for the community. In cooperation with the local health department, clinics could be held for pupils and adults, to include dental, tuberculosis, eye, ear, throat and posture clinics, etc. The physical education program could be greatly expanded with the inclusion of a gymnasium for boys and a second gymnasium for girls in the new plant. Enrollment would be sufficient to allow for establishing a satisfactory program of intra-mural athletics for those boys and girls who do not participate in varsity athletics. Driver and safety education, with the use of a dual control driver education automobile, could be made more comprehensive than the present limited programs.

(7) Recreation. Suitable recreation is an indispensable part of a good school and community program. The consolidated school could provide one of its best services by establishing such a variety of recreational activities that every pupil and every adult of the area can find suitable and worthwhile recreation. Such a program might include hobby clubs, dancing, swimming, dramatics, etc.

(8) Music. One of the new accrediting standards for secondary schools, effective with the 1951-52 school

year, is that a minimum of two units in fine arts be presented to the pupils. At least Prince George County, of the three counties in this study, has no formal music program. The new regional school could offer opportunity for participation in various kinds of vocal and instrumental music that are difficult to offer in small schools. Bands, choirs, orchestras, and glee clubs could be organized through regular classes or through extra-curricular clubs.

(9) Art. Classes in art would meet the new accrediting standards as well as music. In the regional school, with its large enrollment, it is likely that both art and music could be incorporated into the curriculum. Instruction in painting, drawing, and sculpturing would not be beyond the capabilities of the consolidated school.

The above nine points have not been intended to present possibilities that would tax even the stronger consolidated school, but have been intended to present minimum possibilities that are within the range of the school's ability. Consolidation plan number one would not be a cure for all of the faults of education, and it is logical that for the first few years its program would develop slowly.

As the program does develop, this regional high school has possibilities of becoming even more comprehensive and its services to youth of the area can be further expanded. These possibilities and these enlarged services can result from establishing one or two years additional

education, approaching the junior college level, for those pupils who desire this advanced training and who might not otherwise be able, for financial or other reasons, to receive advanced training beyond the high school level. No effort will be made in this study to develop this proposal further as its range is sufficient to be the topic of a separate study. It is mentioned in consolidation plan number one as being within the scope of the area's ability and is recommended to the school officials for consideration. It is a program, if adopted, that would establish this district as a leader in progressive education.

Consolidation Plan Number Two. Consolidation plan number two proposed a program that will not require the construction of a new high school building. It will require additions to present buildings. It is suggested for consideration by the school authorities of Dinwiddie, Prince George and Sussex, in the event that Prince George does not receive the federal grant that has been mentioned earlier in the study²⁹ and that will be explained in more detail later in the study.³⁰ Consolidation plan number two proposes that the present high schools at McKenney and Midway be consolidated with the high school at Dinwiddie. It proposes that the present high schools at Jarratt and Carson be

29 Supra, p. 21.

30 Infra, p. 62.

consolidated with the school at Stony Creek, and that Disputanta and Wakefield be consolidated with Waverly. Figure 3 shows the proposal graphically.

The distance from McKenney to Dinwiddie is 10 miles. One bus that transports pupils to McKenney High School now operates within four miles of Dinwiddie, to the village of DeWitt. This would lend itself to facilitating the necessary re-scheduling of buses. Midway is also 10 miles from the school at Dinwiddie. One of its buses operates to a point nearly half way to Dinwiddie which would assist in Midway's re-scheduling of buses. Those pupils who live in the extreme western part of the county could be sent to Blackstone High School if transportation routes require an excessive time on the buses. It is not likely that the State Department's maximum recommended time of 90 minutes for high school pupils would be exceeded. Again, due to the current necessity of transporting most of its high school pupils, the Dinwiddie school officials would find no unusual problems in re-scheduling its pupils to the consolidated school at Dinwiddie Courthouse. This school's enrollment, based on June, 1951, figures, would be 301, as indicated on page 20 of this study.

Under the proposals of consolidation plan number two, the present buildings at McKenney and Midway would be developed into comprehensive elementary schools and community centers of interest. It is not the purpose of

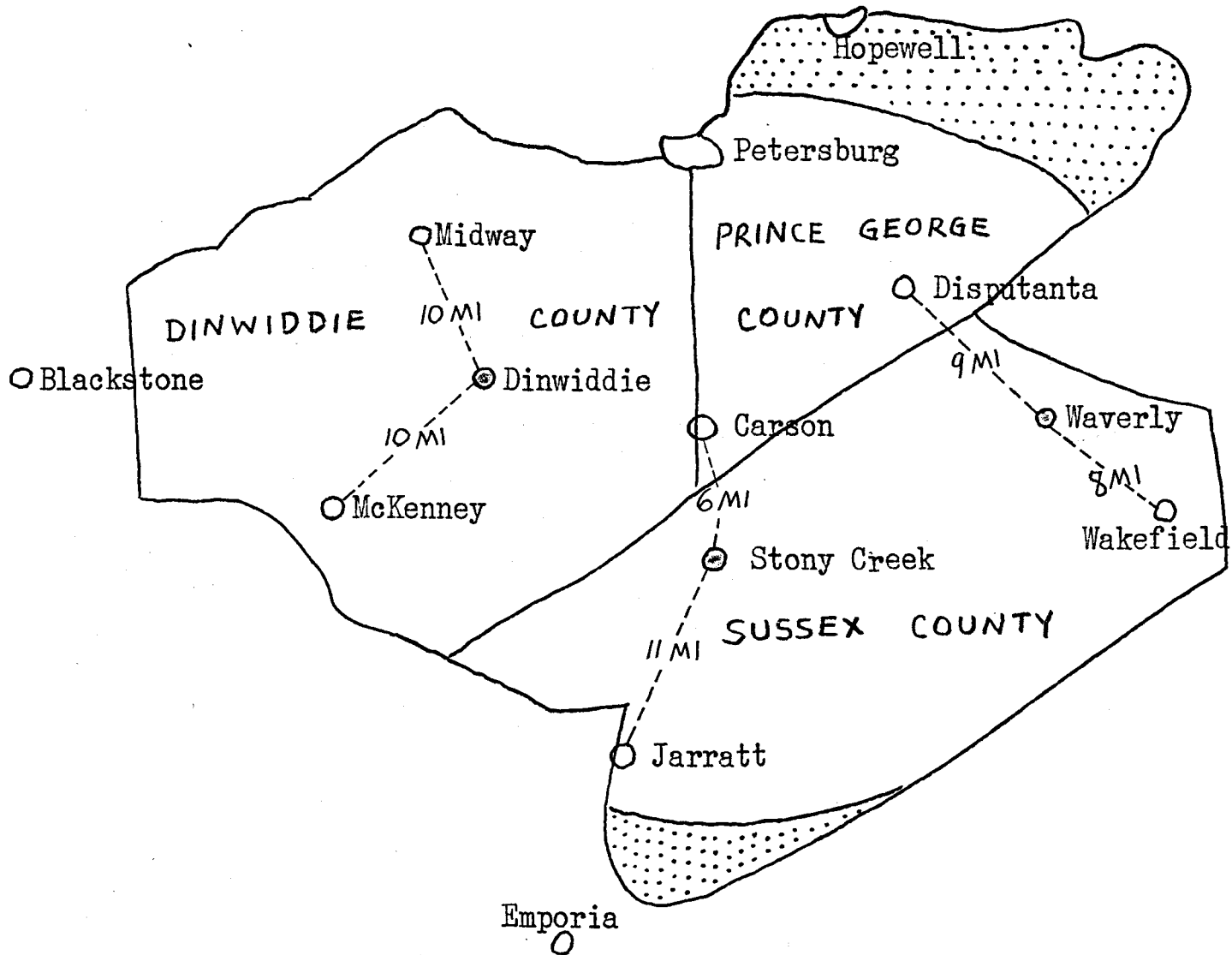


FIGURE 3. CONSOLIDATION PLAN NUMBER TWO

this study to propose that elementary pupils be transported for excessive distances with excessive periods of time being spent on school buses, nor is it the purpose of the study to propose that people of the various communities of Dinwiddie see the loss of their elementary schools. Chapter I states that there is such pride in the existing plants that it is only with great sacrifice of personal feeling that rural people see the consolidation of their school with another school in a different community. Leaving McKenney and Midway as elementary schools would assist in making the consolidation of the high school departments possible in as far as personal feelings are concerned. The present buildings at McKenney and Midway are most adequate for comprehensive elementary programs of education. Upon the adoption of a twelve-year system, with the new eighth grade, it is recommended that this grade be housed with the other elementary grades at McKenney and Midway. Even with the addition of this grade, there will be sufficient space to establish a visual aids room, clinic room, enlarge the principal's office adequately, provide rest rooms for teachers, and make other improvements that would be possible through the space vacated by the high school departments.

The Dinwiddie High School building may be adequate to serve as a consolidated high school for the county and to continue to serve as an elementary school for the pupils of its area. In the event that space would not allow the school

to serve as a combined elementary and high school, this study recommends to the county officials of Dinwiddie that a new elementary school on a different site be constructed to house the elementary pupils of the Dinwiddie Courthouse area. To assist, however, in utilizing the present building for both departments, it is recommended that the elementary pupils of the northeastern and western part of Dinwiddie County be transported to Carson, a school that is already jointly operated by the two divisions, Dinwiddie and Prince George.

The second part of consolidation plan number two proposes that Jarratt and Carson High Schools be consolidated with Stony Creek. Figure 130 shows that Carson is only 6 miles north of Stony Creek, and that Jarratt is but 11 miles south. Elementary schools would continue to operate at Jarratt and at Carson. In addition to its regular elementary school, it is proposed that all the elementary pupils of the present Stony Creek Elementary School be transported to Carson to assist in making that school a comprehensive elementary school.

Based on June, 1951, enrollments, the high school at Stony Creek would total 196 pupils after consolidation with Jarratt and Stony Creek. Pupils who now attend the Carson School would have to be transported just six miles farther, and would have to leave their homes only 12 minutes earlier to cover the six miles at an average speed of 30 miles per

hour. The Jarratt pupils would have to leave their homes only 22 minutes earlier to be transported an extra 11 miles at the same average speed. The improved offering that would result in combining these three small schools into one with an enrollment of 196 would seem to justify the added distances of 6 and 11 miles. In like manner, the same time, 12 minutes and the same extra distance, 6 miles, would be added to the transportation of Stony Creek's present elementary enrollment that would be transported to Carson. This proposal would find the main building at Stony Creek, constructed after a fire destroyed the old building during the school year 1939-40, completely adequate to house the consolidated high school enrollments. It is possible that the vocational agriculture and home economics departments would have to be enlarged at the Stony Creek School. The public relations job that would be required to effect such a move would be made easier if Carson would get the comprehensive elementary school in return for sending its high school department to the consolidated school at Stony Creek. The Carson elementary department would then number 125 (present enrollment) plus 149 (present enrollment at Stony Creek) to total 274. There remains the possibility of this enrollment increasing in the event the Dinwiddie officials send those elementary pupils who live close to Carson to that school in order to make room in the Dinwiddie High School building for that county's consolidation of

high schools.

The shaded area in the southern part of Sussex County indicates that portion of the county whose pupils may attend the Emporia High School in the event that transportation to Stony Creek requires an excessive time on buses.

The third part of consolidation plan number two proposes that Disputanta and Wakefield High Schools be consolidated with Waverly in the Waverly building. This move would result in a consolidated school at the Waverly location of 193 pupils.

The shaded area of the northern part of Prince George indicates that portion of the county whose pupils could attend Hopewell High School in the event that transportation to the Waverly consolidation center seems impractical. Prince George now sends approximately 250 high school pupils to Hopewell, so this procedure for tuition pupils to attend Hopewell is not new to the division, already jointly connected with the Hopewell Schools under one division superintendent for the two sections.

The Wakefield school plant is too substantial to be abandoned. Its current enrollment in the elementary grades is only 126; and it is, therefore, proposed that the elementary department of Waverly High School be consolidated with the Wakefield elementary enrollment at Wakefield, to increase the total enrollment to 316. This

move would allow additional space at Waverly to house the consolidation with Disputanta and Wakefield High Schools, and would assist in the necessary program of public relations that would be necessary in the Wakefield area upon the transfer of its high school.

Figure 13K shows that the distance from Disputanta south to Waverly is 9 miles, and that the distance from Wakefield north to Waverly is 8 miles. As was indicated in the discussion concerning the consolidated school at Stony Creek, the improved curriculum and the other added educational opportunities offered in the consolidated center will more than justify the added cost of transportation.

Disputanta, under consolidation plan number two, would send its high school to Waverly, and would have only 181 elementary pupils remaining. To assist in establishing a comprehensive elementary school here, it is proposed that the present elementary schools at Prince George (with an approximate enrollment of 50) and the present elementary school at Burrowsville (with an approximate enrollment of 20) be consolidated with the elementary school at Disputanta. Prince George is 7 miles from Disputanta, and Burrowsville is 10 miles distant. It is not likely that transportation distances will cause a longer bus time than is recommended by the State Department of Education. Such a consolidation would establish an elementary school at Disputanta of 251 pupils, only one less than its present combined high and

elementary enrollment.

Consolidation Plan Number Three. The third consolidation plan proposes, as does plan number two, three high schools for the area, one in each county. Plan number two saw two of the three consolidated centers located in Sussex and one in Dinwiddie. Plan number two was developed by the author as early as the summer of 1947 when he began his formal program of graduate study at the University of Richmond, Richmond, Virginia. Despite the fact that a subsequent development has made the plan impractical, it has been included in this study. This development, the possibility of receiving a federal grant to assist in establishing a school for the education of children whose parents are employed by the federal government and who reside in Prince George County, has not resulted in the actual construction of a school. Until such time as construction is begun, much remains in favor of consolidation plan number two as a means to reduce the present nine schools of these three counties to three schools. This program would not require the initial cost of a single new building, and would reduce the per capita cost of instruction while providing opportunity for an enlarged offering for the pupils. It is not anticipated that the added transportation cost of plan number two would offset the per capita saving.

Consolidation plan number three proposes that a consolidated high school be established for each of the

three counties. Consolidation plan number three differs in no way from plan number two for Dinwiddie County. The present three high school centers would be consolidated into one school at Dinwiddie Courthouse. The elementary schools at McKenney and Midway would continue to serve as community centers and schools for the first eight grades. The current enrollments in these schools, without the addition of the proposed eighth grades, are large enough to justify the continuation of elementary schools in these centers. The June, 1951, membership in the elementary school at McKenney numbers 221, and the current elementary enrollment at Midway numbers 319.

Consolidation plan number three differs from plan number two for Prince George and Sussex. Plan three proposes that a consolidated school be established in Prince George County to house the present memberships of Carson and Disputanta. This total of 129 pupils will increase by approximately 90 pupils from Fort Lee and approximately 29 pupils who now attend Hopewell High School but whose homes lie outside the area to be annexed by Hopewell effective January 1, 1952, to make a grand total of 248 pupils. The Fort Lee area is expected to furnish nearly 300 elementary pupils to be educated in Prince George. Assuming that the parents of these children remain in the Fort Lee area, and that there is no excessive rate of drop-outs, the consolidated school for Prince George will increase

from its approximate 248 pupils as these elementary pupils reach high school age.

Consolidation plan number three proposes one consolidated high school for Sussex County to replace its present four high schools. The location of this school is a matter for decision by the school officials and citizens of Sussex, but the author suggests a location near Sussex Courthouse. This location is served by excellent secondary highways that run north-south and east-west.

Jarratt is so close to the Greensville County line that a part of its corporate limit extends into that county. Stony Creek is less than four miles from both Dinwiddie and Prince George Counties. Both Wakefield and Waverly are less than four miles from Surry County. The geographic location of these four Sussex schools, all so very close to adjoining counties, curtails the possibility of growth in one direction if county lines continue to serve as general school attendance area boundaries. The geographic location of these schools lends itself to the officials of Sussex seeing the value and ultimate necessity of constructing a centrally located consolidated school. Distance would not be prohibitive from any point in the county to a central location. Elementary centers, to keep very young pupils from having to be transported as far as the high school pupils, would be maintained in each of the present buildings if the

the officials and people of Sussex do not wish to have a consolidated elementary school combined with the consolidated high school. Figure 4 shows the recommended location of the consolidated high schools for the three counties. No change is made in the recommended site for Dinwiddie. A site for Prince George that is near the population density center and also near the geographic center is now being considered by a committee appointed by the State Superintendent of Public Instruction. Figure 4 will show this site at Prince George Courthouse. It will also place the consolidated school for Sussex at Sussex Courthouse. Both of these sites are well served by satisfactory highways.

Consolidation plan number three is the plan that the author recommends as being more practical than plan one or two for these reasons: plan one, with its regional high school for the three counties, removes a secondary center from two of the three counties. It has been mentioned earlier that personal feeling is a serious point for consideration in redistricting rural schools. The author does not feel that the people of the area are yet conditioned to the advantages that such a regional school would offer. Because of the possibility that such conditioning might take a matter of ten or more years, it is recommended that an alternate plan, one that could be put into operation at an early date, be substituted for plan one. In the writer's opinion, however, the first plan provides the best possible education that

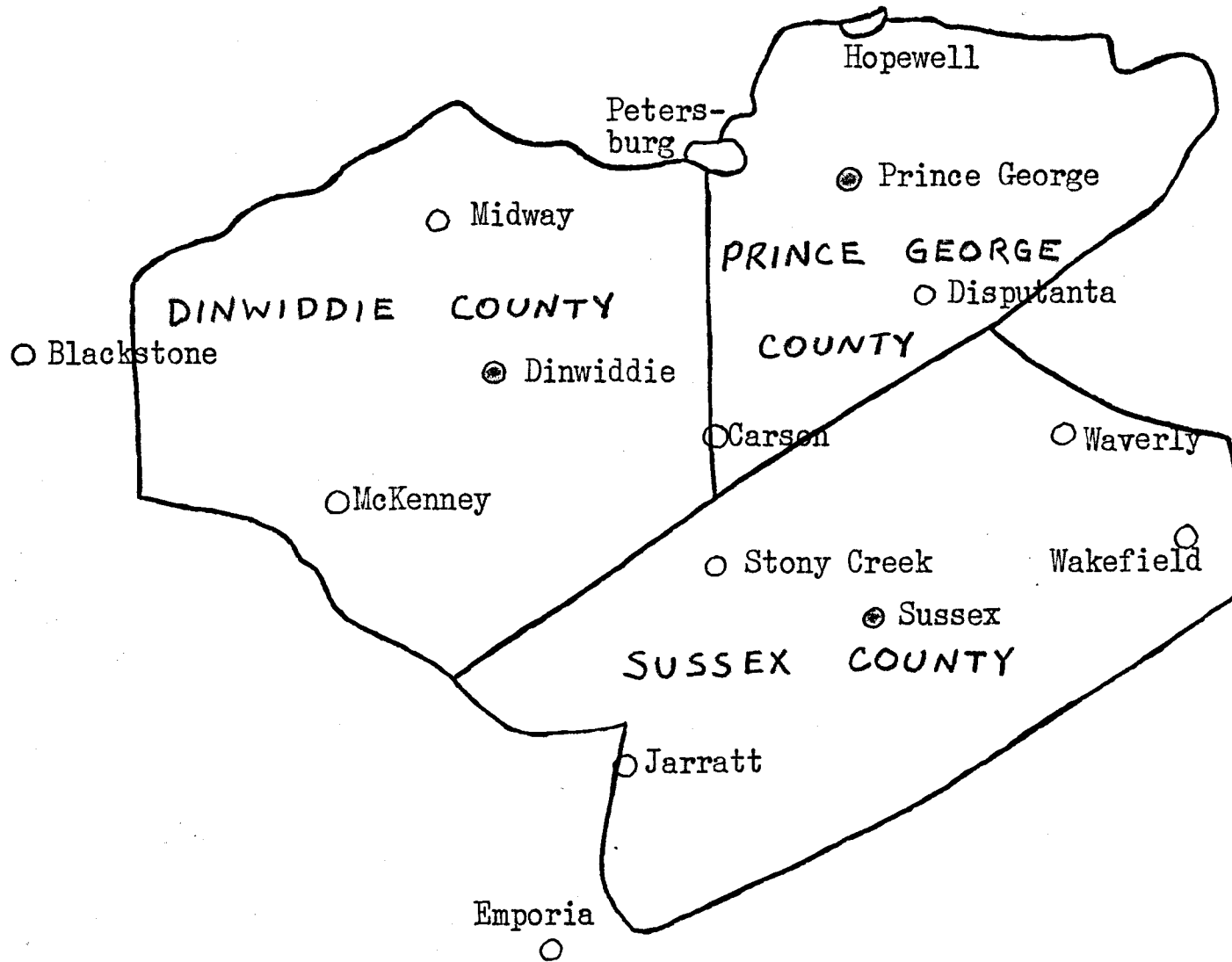


FIGURE 4. CONSOLIDATION PLAN NUMBER THREE

could be furnished for the children of Dinwiddie, Prince George, and Sussex Counties.

Plan two removes a secondary center from one of the three counties. Although this plan does not require the construction of a new building, it is not felt that the people of Prince George would willingly see the transfer of its program of secondary education from the county. In addition to this personal feeling, Prince George has received tentative approval for the receipt of federal government money to assist in constructing a school for the education of those pupils whose parents pay no local taxes for the operation and maintenance of schools. In Chapter I it was stated that this study would accomplish little to propose developments that are not practical and that are not in accord with the thinking of the school officials and the people. Prince George assumes that this federal money will be forthcoming, and it proposes to begin construction of a school as soon as this money is received. For these reasons, and because plan three remains consistent with sound educational improvement over the existing system, it is finally recommended as the consolidation program for the three counties.

Reference has been made earlier in the study to a more detailed discussion of the federal money that will assist in constructing a new school building for Prince George.³¹ All facts and figures that follow in this discussion were obtained from the Prince George County School

³¹ Supra, p. 10.

Superintendent's Office on July 19, 1951:

Public Law 815 establishes authority for the federal government to issue funds to localities whose school enrollments are increased due to the presence of children of federally employed personnel. These funds are for the construction of school buildings. Public Law 874 establishes authority for the federal government to issue funds in these same localities for the maintenance and operation of buildings. Both of these laws are Acts of The United States Congress.

Prince George has received tentative approval for the receipt of \$364,008.00. Ten percent of this amount has been received, but final authority to begin construction has not been issued. The necessary local supplement to the above figure is the approximate amount of \$134,000.00 to make the total \$498,008.00. This total is the school board's estimated cost of the new building. Prior to a recent annexation suit by the city of Hopewell against Prince George, school officials of this county expected to obtain the additional amount from the "Battle Fund".³² However, the courts

³² Chapter 14 of House Bill 96 of The Acts of Virginia General Assembly of 1950, titled: "An act to provide for State aid to counties and cities in the construction of public school buildings; to appropriate funds therefor; and to provide the terms and conditions for the expenditure of the funds appropriated". This act was passed during the administration of Governor John S. Battle.

decided the annexation suit in favor of Hopewell,³³ to be effective January 1, 1952, and among other considerations, awarded the county an approximate payment of \$265,000.00 for two county schools that are located in the proposed annexed area. This amount from local sources is more than sufficient to meet the \$498,000.00 total construction estimate. The remainder will be used, in addition to a supplement from the Battle Fund, for the construction of a Negro High School in Prince George.

The \$364,008.00 figure is based on the estimated number of pupils from the Fort Lee area. The county superintendent reports that 285 elementary pupils and 90 high school pupils are expected from Fort Lee, plus an additional 206 elementary and high school pupils whose parents are federal government employees but who do not live on federal property.

For maintenance and operational purposes, Prince George County received \$9,000.00 from the federal government in 1951. An additional \$4,000.00 may be received. This fund is a result of the provisions of Public Law 874. For the school year 1951-52, the county expects to receive approximately \$21,000.00 for maintenance and operation.

During 1950-51, the majority of the pupils listed

³³ City of Hopewell Against Prince George County. A suit filed in the Prince George Courthouse March 8, 1950. This case was tried by a Special Annexation Court appointed by the Chief Justice of the Court of Appeals of Virginia.

above attended the schools of Petersburg and Hopewell with tuition paid by Prince George County.

Consolidation Plan Number Three, in review, proposes that one consolidated school be established for Dinwiddie at the Dinwiddie High School site. It proposes that one consolidated school be established for Prince George at a site now being considered by the school officials, the people, and a committee appointed by the State Superintendent of Public Instruction. Plan three proposes a centrally located consolidated school for Sussex to replace the four small schools now operating in that county.

CHAPTER IV

THE COMPREHENSIVE HIGH SCHOOL

The preceding chapters of this study have made frequent use of the term comprehensive high school. As the term has been used, some of the advantages of a comprehensive program over a limited program have been mentioned. It is the purpose of the first section of Chapter IV to review these advantages and to offer other improvements that may be found in a comprehensive school.

A definition of a comprehensive high school is given in The School Survey of White and Negro Elementary and High Schools for Prince George, with Mr. Robert F. Williams, Executive Secretary of the Virginia Education Association as chairman of the committee who made the report. This definition follows:

When a high school is in a position actually to offer a variety of courses, meeting needs of both the youth and adults of the community, and is in a position to give the kind and quality of instruction and training which more nearly prepare the youth and adults of the community to meet increasingly complex individual and social problems, then such a high school may be recognized as truly comprehensive in organizational and educational offerings.³⁴

34 Prince George County Survey, May, 1945. Op. cit.
p. 17.

A detailed list of the functions of a comprehensive high school is found in the Manual of Administration for the High Schools of Virginia (Reprinted 1948).³⁵

- First: A Broad and Varied Program of General Education. Present-day living demands a program of general education that will provide full opportunity for all youth of secondary school age to study and work toward the solution of their personal and social problems.
- Second: Preparation to Enter the Liberal Arts College Courses. It is obvious that there will continue to be a need and demand on the part of the high school to prepare boys and girls adequately for successful entrance to the liberal arts institutions of higher learning.
- Third: Preparation to Enter the Technical College Courses. The technological changes that have taken place in the last decade have so completely changed methods of living that youths entering technical colleges with only liberal arts backgrounds labor under serious handicap and waste much time in adjusting themselves to fields of instruction with which they are unfamiliar. A comprehensive high school should be in a position to acquaint youth with the fundamental technological processes as a preparation for entrance to the technical colleges.
- Fourth: Preparation in Commercial Subjects and Business Methods that Will Adequately Prepare Students for this Field of Work. A comprehensive high school should offer strong courses in commercial subjects that would prepare students to enter satisfactorily this field of work.
- Fifth: General Shop Work That is Largely Exploratory in Character and Serves to Acquaint the Pupil with the Elementary Processes and Manipulations of those Trades and Industries which are Outstanding and Important in Daily

³⁵ Manual of Administration for the High Schools of Virginia (Reprinted 1948) State Board of Education, Richmond, Virginia, 1942. pp. 36-38.

Experiences. Such courses should not aim to develop specialized vocational or trade training, but should endeavor to give the students a wide variety of experience and acquaintance with scientific and technological developments in the fields of trade and industry, with particular emphasis on the electrical, plumbing, carpentry, automobile, and closely allied trades and industries.

Sixth: Vocational Training in the Trades Parallel to Real Trade Practices. Such trade training should not be limited on account of inadequate school plant facilities and should be subject to trade demands, both as to quality of training offered and need for additional workers. Such training should be offered primarily to advanced high school pupils and to adults in evening and part-time classes. The organization of the evening and part-time classes should be so arranged that adults could take advantage of them during seasons of unemployment. This should be true particularly with reference to employment on the farm.

Seventh: Vocational Work in Agriculture for Advanced High School Students and Adults in Evening and Part-time Classes. There is a need for agricultural work in the earlier high school years, but the character of work in these years should be largely exploratory and not primarily for the purpose of training young men to be farmers.

Eighth: Vocational Work in Homemaking and Home Management Including Part-time and Evening Classes with Adults. A comprehensive high school should provide for all pupils effective training in homemaking, and for girls, training with a vocational emphasis. In addition, evening and part-time classes for adults can do much by way of reaching into the farms and homes, and bringing groups together in the school plant for study of their problems in this area, thus developing both producer and consumer efficiency.

Ninth: Adequate Library and Library Space for Both Pupils and Community. A comprehensive high

school should provide library facilities adequate for the requirements of the instructional program, and proportionate to size of enrollment. The facilities should be available also for use by the community, open nine to ten hours per day or for such period as service to the community may require. With large investments in school plants, and with adequate library facilities in the school plant, these libraries should be open and available at convenient hours for all concerned.

Tenth: Adequate Health and Medical Clinics to Serve Both Pupils and Community. This does not imply that schools must enter into competition with the medical profession, but that they should attempt to arrange for free clinics and should provide space for them where health needs and physical defects in both pupils and adults of the community may be discovered and helped.

Eleventh: Study and Training in Music, Including Vocal, Instrumental, Choral, Orchestral, and Band. There is perhaps no phase of public education which can so completely and effectively develop community pride and establish cooperation as a well-developed music program. The music program should be organized to reach out into the entire community.

Twelfth: Training and Study in the Fine Arts. The comprehensive high school should provide for all pupils general instruction in the arts, and opportunity for specialized training for those who possess interest and aptitude. A comprehensive high school can do much in developing appreciation by way of familiarizing the community with the great art productions throughout the world, cultivating taste and appreciation for landscaping around the home and in decoration, color combination, color harmony and the like, within the homes.

Thirteenth: Evening and Part-time Classes for Adults on a Flexible Plan. There are many courses in which the adults of the community are interested and which they could support if organized in units suitable to their

convenience. These could well be conducted after school hours or during the evening and would go far in serving real community needs.

- Fourteenth: One or Two Years of Additional Work Beyond the Present High School Level, Open to any Youth or Adult Qualified or Interested.
There appears to be no good reason why a comprehensive high school could not organize its educational program so that it would be in a position to offer one or two years of work beyond the high school level, and provision for such work should be made as soon as funds are available. Such advanced work should involve not only academic subjects, but vocational and trade subjects as well.
- Fifteenth: Adequate Physical Education and Athletics.
Space provision should be made and the instructional program should include physical education not only for the student body, but for the community as a whole. This includes both indoor and outdoor games during regular school days as well as holidays and periods when the school proper is not in session.
- Sixteenth: A Variety of Social and Miscellaneous Activities, such as Public Speaking, Public Forums, Lectures, Literary Societies, Pupil and Adult Club Work, Student Activities, Socials, and the Like. The comprehensive high school should include in its program and facilities provision for stimulating and developing desirable interests of pupils and adults through appropriate activities and organizations.

The author has found no significant changes to the above sixteen points listed since the Manual of Administration was revised in 1948. In the four years since that date, considerable emphasis has been placed on an adequate guidance program, and this study adds the two points that follow as additional services that might be better accomplished in a

comprehensive consolidated program than is currently being accomplished in the small schools of this area:

(1) A Well-Organized Guidance Program. The purpose of guidance has been described by Arthur J. Jones as "Assisting the individual through counsel to make wise choices, adjustments, and interpretations in connection with critical situations in his life in such a way as to ensure continual growth in ability for self-direction."³⁶

The comprehensive high school is obligated to give counsel to its pupils both in the choice of curricula and in personal problems. Choices of subjects through trial and error are inefficient and wasteful, and a pupil whose personal problems cause frustrations is not capable of doing his best in his class work. An organized guidance program is part of the new accrediting standards³⁷ effective September, 1951.

(2) Closely related to the above, and a second point that should be added to the sixteen points listed in the Manual of Administration, is an adequate follow-up program and employment placement agency. Schools must not fail to serve out-of-school youth and adults. A follow-up program should be a part of the formal guidance services and a

³⁶ Arthur J. Jones, Principles of Guidance. McGraw-Hill Book Company, Inc., New York, 1945. Frontispiece.

³⁷ Supra, p. 14.

comprehensive school is obligated to assist its graduates in securing satisfactory employment. One of the basic needs of youth is a feeling of economic independence gained through satisfactory employment.

A comprehensive high school has an additional opportunity to serve more young people and to serve them for a longer period of time if its expanded curriculum exerts an added holding power on its pupils. In Chapter I excessive drop-outs are mentioned with other defects found in many small rural schools. Table XIV shows the drop-out rates for the nine schools of this study for the school year ending June, 1951.

TABLE XIV

DROP-OUT RATES FOR SCHOOL YEAR 1950-51³⁸

School	Percent Drop-Outs*
Dinwiddie	10.4
Midway	14.0
McKenney	3.7
Carson	11.1
Disputanta	1.5
Jarratt	8.0
Stony Creek	7.6
Wakefield	0.0
Waverly	0.0

* These figures include only those pupils who dropped out of school and did not re-enter any other school during the year.

³⁸ Figures from the offices of the superintendents of Dinwiddie, Prince George, and Sussex Counties.

It might be claimed that a comparison of the holding power of a large school with a broad offering versus a small school with a meager offering would be invalid unless the entering pupils were equal in ability or that they had had equal opportunity in the elementary school. The author does not believe that this contention is sound since a high school should hold pupils regardless of their abilities or prior training. Regardless of the quality of instruction, a school that fails to hold its pupils until graduation is, to some extent, failing in efficiency. It may be reasonable to expect an excessive drop-out rate in those schools that offer a college preparatory course to pupils whose interests are centered in vocational training; it is not considered reasonable that this condition should not be corrected. The comprehensive high school may be an answer to the problem.

Closely related to the drop-out rate is the high school percent of failures. Failures cause frustration on the part of the pupil, increase the general cost of the educational program, and cause pupils to lose interest in school to the extent of dropping out upon reaching the maximum age for compulsory attendance. The comprehensive high school, with its broader choice of subjects, should reduce the percentage of failures, but it will not eliminate failures. Table XV gives the number of subject failures

for the current year, the percentage of failures for the current year, the percent of failures for 1949-50, and the average percent of failures for accredited and certified schools throughout the state.

TABLE XV

SUBJECT FAILURES FOR 1949-50 AND 1950-51³⁹

School	Number of Subject Failures 1950-51	Percent of Subject Failures 1950-51	Percent of Subject Failures 1949-50
Dinwiddie	63	12.0	11.0
Midway	55	15.5	9.0
McKenney	35	10.0	7.0
Carson	37	14.7	13.0
Disputanta	31	9.4	5.0
Jarratt	64	17.0	14.0
Stony Creek	53	17.1	12.0
Wakefield	2	1.0	----
Waverly	32	10.1	9.0

1949-50 average percent of failure for accredited schools throughout the state - (counties only) - 8.

1949-50 average percent of failure for certified schools throughout the state - (counties only) - 8.

Table XV shows a higher percentage of subject failures for this area than for the state as a whole. The comprehensive high school, with its choice of subjects in the pupil's field of interest, should reduce the failure rate.

³⁹ Figures for 1950-51 from the offices of the Division Superintendents. Figures for 1949-50 from the Annual Report of the Superintendent of Public Instruction 1949-50. Op. cit. pp. 37-99.

The comprehensive high school should meet the standards of accreditation for the Commonwealth of Virginia without difficulty. One of the standards, effective September, 1951, is that a school offer 30 Carnegie Units during a four year period. The State Board of Education has prepared a table showing the apparent relationship between the size of the school and the number of courses offered.

TABLE XVI

RELATION OF THE NUMBER OF COURSES TO THE SIZE OF THE SCHOOLS⁴⁰

Enrollment (1947-48)	Number of Schools	Average Number Of Courses
Under 50	10	23
50 - 249	319	29
250 - 499	88	35
500 - 699	24	44
699 and up	26	60

Table XVI clearly indicates the trend for the larger schools throughout the State to offer more courses. This trend is an additional justification for the need for consolidation of schools in Dinwiddie, Prince George, and Sussex.

Relationship of a Twelve Year Program To This Study.

This study recommends that the school officials of Dinwiddie

⁴⁰ Public Education In Virginia, State Board of Education, Richmond, Virginia, August, 1949. p. 65.

and Prince George establish a twelve-year program of education in their schools. Sussex County now has a twelve-year program.

A recent report on public education in Virginia makes this comment on the twelve-year program:

A significant and important phase of the comprehensive program of education is the introduction of the new eighth grade to provide twelve years of schooling for all boys and girls. In 1948-49 all except four states had completed the inauguration of the twelve-year system. Three of the four states had from 95 to 98.6 percent of the high schools enrolled in the twelve-year systems. Beginning with the school session 1948-49, fifty-seven counties and nineteen cities in Virginia had inaugurated the twelve-year school system. It appears that the 7-5 organization (seven elementary grades and five high school grades) is ⁴¹ peculiarly adapted to Virginia's needs.

One of the advantages of the introduction of the eighth grade is the opportunity to schedule exploratory courses so that aptitudes and abilities of pupils may be discovered and so that they may receive proper guidance in the selection of their future high school program. Weaknesses of the elementary school training can be corrected and basic skills can be further developed. Remedial instruction can be offered and the pupil's personal and social problems can be studied.

An excerpt from a State Department of Education

⁴¹ Ibid. p. 26.

Bulletin shows the value of a twelve-year program and gives the relationship of this program to a comprehensive offering:

The recent reports of the Denny Commission as well as other important studies of public education in Virginia have made it clear that we must continue to extend and enrich our program of secondary education. Among others, the following three trends in development of the high school program have received impetus from these reports and from the interest manifested by legislators and the people at large: (1) the extension of the public school system from eleven to twelve years, (2) the development of a broader and richer high school offering, (3) the improvement of guidance services.

It is obvious that these trends are closely related and that they should continue to develop together. Since this is true, the development of a twelve-year system must be intimately related to our efforts to develop a broader and richer program and to the improvement of guidance. Unless we improve the effectiveness of the entire high school program as we introduce the twelve-year system, we have not made the most of our opportunity.⁴²

It is especially true in rural or other areas where even if consolidation of existing small schools does not result in a minimum enrollment of 600 pupils a school which does not now have a twelve-year system could provide a more comprehensive offering by adding the new eighth grade with its corresponding increased membership. Although the State Board of Education cites advantages of the eighth grade

⁴² Suggestions for the Inauguration of a Twelve-Year School System. Mimeographed Bulletin, State Board of Education, Richmond, Virginia, pp. 3-4.

being part of the high school program of work,⁴³ this study has recommended that upon the adoption of the new grade, it be housed with the existing schools that would remain as elementary schools if a program of consolidation is effected. The identical principle of providing a more comprehensive program applies, but will be applicable to the elementary school rather than the high school. The author does not feel that the absence of the eighth grade in the high school building will materially detract from the consolidated high school's offering. A point in favor of the new grade being housed with the grades one through seven is the fact that the State Board of Education does not suggest that Carnegie Units be granted for work done in these grades. The reasons advanced in support of this position are:

(1) The purposes of this grade include giving pupils opportunities for exploration which are preparatory for the broader high school program and experiences which will further develop their abilities. Since the purpose is preparatory, in this sense, it is felt that Carnegie Unit credit should not be given. A pupil is awarded credit for his work as a whole on the eighth grade level by being promoted to the ninth.

(2) In order to give opportunities for exploration and to strengthen and further develop the abilities of pupils, the program of the eighth grade must be flexible. It is more likely that teachers will feel free to study the problems of their pupils as individuals and to give them the guidance they need if Carnegie Units, which are so often thought of as

43 Ibid. p. 12.

representing subject matter achievement, are not granted. Although the use of the Carnegie Unit has facilitated many aspects of school organization and administration, the interpretation that has been put on it by many teachers, pupils, and parents has tended to force classroom instruction into rigid patterns. This rigidity makes it most difficult to achieve the guidance function of the school.

(3) The transfer of pupils would precipitate difficult problems if credit were granted in the eighth grade. For example, if a pupil receives credit for work done in grades 8, 9, and 10 in a twelve-year system and then transfers to an eleven-year system he might expect to be graduated at the close of the eleventh grade.

(4) In many instances fractional units would have to be offered for exploratory work. Since these courses will be short and will vary in length in different schools, difficulty would arise in this connection.

(5) The Manual of Administration, the official guide for the development of high school programs in Virginia, states that no more than sixteen units can be required for graduation even in a five-year high school.

(6) The Southern Association of Colleges and Secondary Schools requires only twelve units for graduation. In either an eleven or a twelve-year system these units are to be earned in the last three years. By granting credit for work done in the eighth grade and increasing the units required for graduation, we would be moving in a direction opposite to the established policy of this accrediting agency.

(7) Certain Divisions have tried offering credit for the eighth grade experimentally and have found it unsatisfactory.⁴⁴

44 Ibid. pp. 17-18.

It is entirely possible that the high school instructors in vocational agriculture, home economics, business education, and trade and industrial arts can teach exploratory courses in the elementary centers; and if this is done, one of the disadvantages of the eighth grade's being housed in the elementary school will be corrected. With the exception of these vocational courses, a well-qualified elementary teacher can instruct in the remaining courses that are suggested for the eighth grade. These courses, recommended by the State Board of Education, include:⁴⁵ English; personal-social problems and guidance; mathematics (one semester); Science (one semester); exploratory courses (9, 12, or 18 weeks each in industrial arts, agriculture, fine arts, homemaking, business education, music); and physical and health education.

Chapter IV concludes its discussion of the advantages of a comprehensive high school and the relationship of a twelve-year program of education with the State Board of Education's chart showing recommended courses and suggested grade placement for these courses. A schedule to assist in the arranging of these recommended courses is also included. The chart includes a wide variety of electives in order to meet the needs of pupils for specialized education. It includes classes in academic subjects, practical and fine arts.

⁴⁵ Ibid. p. 14.

TABLE XVII

RECOMMENDED COURSES FOR A COMPREHENSIVE HIGH SCHOOL⁴⁶

Subject	Grade				
	8	9	10	11	12
<u>Required Courses</u>					
English	x	x	x	x	x
Personal-Social Problems and Guidance	x				
Mathematics (one semester)	x				
Mathematics (one year)		x			
(One of the following will satisfy the mathematics requirements: algebra, business mathematics, general mathematics, shop mathematics.)					
Science (One semester)	x				
Any science (one year)		x			
Exploratory Courses (9, 12, or 18 weeks each in industrial arts, agriculture, fine arts, homemaking, business education music.)	x				
United States History			x or x		
Government				x or x	
Physical and Health Education	x	x	x	x	x
<u>Electives</u>					
Mathematics					
Algebra 11			x		
Plane geometry				x	
Solid geometry and trigonometry					x
English (One of the following courses or a year of work in dramatic and speech arts will satisfy the requirement for 12th grade English)					
Advanced literature					x

46 Ibid. pp. 14-16.

TABLE XVII

RECOMMENDED COURSES FOR A COMPREHENSIVE HIGH SCHOOL
(continued)

Subjects	8	9	10	11	12
Systematic grammar					x
Journalism					x
Social Studies					
World history		x			
Social problems				x	x
Geography		x			
Bible (State course)				x	
Science					
General science		x			
Biology			x		
Chemistry				x	
Physics					x
Foreign Language					
Latin		x	x	x	x
French		x	x	x	x
Spanish		x	x	x	x
German				x	x
Fine Arts					
General music		x	x		
Advanced theory of music					x
Music appreciation				x	
General art		x	x		
Art appreciation				x	
Ceramics, Modeling, Sculpture					x
Dramatic and Speech Arts				x or	x
Commercial Education ¹					
** Business arithmetic		x or x			
** Business fundamentals		x or x			
* Bookkeeping - elementary				x	
* Bookkeeping - advanced (one semester)					x

TABLE XVII

RECOMMENDED COURSES FOR A COMPREHENSIVE HIGH SCHOOL
(continued)

Subjects	8	9	10	11	12
**Office practice (one semester - double period)					x
or					
Supervised office experience (Min. 10 hrs. wk.)					x
**Typewriting (three semesters)				x	x
Shorthand (three semesters)				x	x
Dictation and Transcription (one semester - double period)					x
or					
Dictation and Transcription (two semesters - double period)					x
** Commercial Law (one semester)					
Optional				x or	x
Home Economics					
Vocational homemaking		x	x	x	
Occupational training in fields related to homemaking					x
General home economics				x or	x
Diversified Occupations				x or	x
Distributive Education					
Cooperative retail training				x	
Consumer buying					x
Vocational Agriculture		x	x	x	x
Industrial Arts		x	x		
Trade and Industrial					
Electricity, Building trades, draft- ing, machine shop, woodworking auto- mobile mechanics, sheet metal, practical nursing, cosmetology and others.				x	x

TABLE XVII

RECOMMENDED COURSES FOR A COMPREHENSIVE HIGH SCHOOL
(continued)

Schedule

School day 9:00 a.m. - 3:00 p.m.

6 50-minute periods with

30 minutes daily for activities or

6 55-minute periods if time is not provided
for activities.

30 minutes daily for lunch.

One full period daily for guidance and
counseling.

1. This is a differentiated program providing a degree of specialization in either BOOKKEEPING - CLERICAL, or STENOGRAPHIC areas. The double asterisk (**) indicates courses common to both areas of specialization. The single asterisk (*) denotes courses for the bookkeeping-clerical area only. Courses that are unmarked are restricted to stenographic students. The course in business fundamentals is preparatory for the study of distributive education as well as work in the commercial field.

CHAPTER V

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Conclusions Reached by Other Authors in The Same Field. The writer has had access to a survey report, prepared by committees appointed by the State Superintendent of Public Instruction, for each of the three counties. In each of these reports the committee's recommendation for consolidation has been mentioned, and parts of these recommendations will be quoted in this chapter. In addition, the author has found other recommendations for the consolidation of schools in Dinwiddie and Prince George, but no additional reports or studies were found for Sussex. Parts of these surveys will be quoted below.

All of the studies recognize the need for consolidation in the three counties. The first of these studies that deals with consolidation of schools in this area was written in 1926. It is of interest to note that many of the recommendations of the present study were recognized in 1926. Parts of this Dinwiddie County study, now 25 years old, are quoted below:⁴⁷

First Recommendation: That a reasonable

47 Glick, Paul J., Consolidation and Reorganization of the Secondary Schools of Dinwiddie County. Unpublished master's thesis, University of Virginia, 1926. p. 58.

program of inter-county consolidation be planned and executed.

Second Recommendation: That there be only three white high schools of secondary standing maintained in Dinwiddie County.

Sixth Recommendation: That the extreme western part of the county ... be consolidated with the Blackstone schools in Nottoway County.

Seventh Recommendation: That the present policy of inter-consolidation of Dinwiddie County with Petersburg City, and Prince George, and Sussex Counties be continued as at present.

Ninth Recommendation: That elementary schools be continued where the high schools are now located.

The 1926 study from which the above recommendations are quoted, proposes further that the three secondary schools of the county be organized on a Junior High School and Junior-Senior High School level. It proposes that the schools at Midway and McKenney be Junior High Schools and that the school at Dinwiddie be a Junior-Senior High School. The final recommendation of this early study that is of interest to the present study is that the schools of Dinwiddie be organized on a 6-3-3 basis.

Additional recommendations on consolidation of schools in Dinwiddie County have been made by Rives.⁴⁸ His recommendations are quoted in part below:

Dinwiddie County, in view of existing

⁴⁸ Rives, Branch K., The Development of Secondary Education in Dinwiddie County, Virginia, From 1925 to 1945. Unpublished master's thesis, University of Virginia, 1946. p. 142.

conditions, seems to be in a favorable position to consolidate the present three high schools into one five year high school. Such a consolidation should be accompanied by further development of the elementary schools at the three present high school centers for white pupils. This development would include continued use of the agriculture shops and classrooms, facilities for home economics, and the production and canning of food, which now exist. Consolidation of the high school facilities would mean that the present centers would be developed even more than now, rather than removing present facilities.

Transportation is a factor which is involved in any program of consolidation. A study of the varied related aspects leads to the conclusion that from the standpoint of transportation there are no outstanding barriers to the establishment of a single high school for white pupils in Dinwiddie County

Rives concludes his report with these three specific recommendations:

49
fic recommendations:

- (1) That all high school work for white pupils in Dinwiddie County be consolidated at Dinwiddie.
- (2) That, in order to provide an adequate plant for the number of pupils, which will be approximately 360, an additional building be constructed on the present grounds of the Dinwiddie High School to house the elementary department which now uses part of the present building. The present building is a modern structure which has sufficient space for the numbers involved and may be adapted to provide facilities for the offering which has been recommended.

- (3) That sufficient home economics and agriculture teachers be employed to work with the elementary schools and to carry on their program for elementary, adult, and high school pupils at the present elementary school centers.

In December, 1949, a committee appointed by the State Board of Education made the following recommendations on consolidation of schools in Dinwiddie County. The report is quoted in part below:

50

(1) That a twelve-year school program be developed for the children and youth of Dinwiddie County with seven years of elementary and five years of secondary education.

(2) That the present site of the Dinwiddie High School be enlarged to 20 acres or more and that a building be constructed to house a comprehensive program for all the white high school pupils of Dinwiddie County.

(5) That the present school centers for white pupils be developed into comprehensive elementary schools to serve both the children and communities. However, in the case of Dinwiddie Courthouse, the Committee recommends that a new elementary school building be constructed on a separate site...

An earlier study of possible consolidation of the white high schools of Prince George County has been made by Smith.⁵¹ Parts of this study are quoted:

Proposed Consolidation. Since Hopewell

50 Dinwiddie School Survey. Op. cit. pp. 3-4.

51 Smith, Charles William, Structural Organization of The Hopewell City and Prince George County School System on A Regional Basis. Unpublished master's thesis, The College of William and Mary, 1946. pp. 62-69.

High School now has an enrollment of 635 pupils, 224 of which are Prince George County pupils, and since the pupil capacity of Hopewell High School is slightly more than 900, it would seem feasible in light of the above discussion to consolidate the Carson and Disputanta white high schools with the Hopewell High School...

.....
 The Carson High School and Disputanta High School buildings having been relieved of high school pupils could now accomodate the following elementary school organization:...

.....
 In most instances the white ... high school pupils will be required to ride a school bus fewer than 25 miles and less than 1 hour to reach school from their homes but in a few cases the mileage is extended to a distance of 27 miles, the longest haul being from the Carson area to Hopewell. It might be noted that fewer pupils will be involved here since only 49 pupils are being drawn from this area.

The committee that surveyed the schools of Prince George made the following recommendation: "In view of the above discussion and with the objectives described in mind, the Committee recommends the following: that the Carson and Disputanta white high schools be consolidated at Hopewell."⁵²
 The report of this Committee also recommends that elementary schools and community centers remain at the present Carson and Disputanta buildings.

The Committee that surveyed the Sussex County School System in January, 1949, made the following recommendations for consolidation in that county:⁵³

52 Prince George County Survey. Op. cit. p. 18.

53 Sussex County Survey. Op. cit. p. 3.

The Committee recommends a white high school at Waverly to serve the north-eastern and central portions of Sussex County and all of Surry County.

The Committee recommends that the Sussex County School officials approach the Greenville County School officials in regard to establishing a jointly owned and jointly operated white high school to serve all of Greenville County and the south-western portion of Sussex County. If it is learned that the joint school is not practicable, the Committee recommends that the Jarratt and Stony Creek high school enrollments be combined at Stony Creek.

.

The Committee recommends that white elementary schools be operated at Wakefield, Jarrat and Stony Creek.

It is indirectly recommended in the last paragraph above that the elementary grades of Waverly be consolidated with the elementary grades at Wakefield. This recommendation is consistent with the need to provide space at Waverly for its expanded high school program.

A Review of The Developments of This Study. Three proposals for the development of a consolidation program for the white high schools of Dinwiddie, Prince George, and Sussex Counties have been made in this study. No effort is made to compare or contrast these proposals with those made in previous studies. Efforts have been made to determine the best possible solution with a view towards establishing schools that are desirable from the standpoint of efficiency and cost. A summary of the proposals that have been developed and the points that have supported these proposals follows:

Nine rural and two urban high schools are currently operating in a three-county area that measures slightly over fifty miles from its northernmost to its southernmost border and slightly over fifty miles from east to west. The enrollment of the rural school varies from 128 in Dinwiddie High School to 47 in Wakefield High School. The 1951 total enrollment for the nine schools is 690 pupils.

The background of the problem has been considered. The study recalls the development of schools in rural areas and mentions the close ties that bind the interests of the school to the general interests of the people and the community. The difficulties that may be encountered in the transfer of one school to another in a different locality have been listed.

In a justification of the study, the author has found that every school in the area had a 1949-50 per capita cost of instruction greater than the average for the counties of the State. A survey of the buildings reveals that Dinwiddie County has a building that will be satisfactory to serve as the consolidated school for that county. Prince George has received tentative approval for the receipt of \$364,008.00 from the Federal Government to assist in the construction of a new school. The geographic location of the four schools in Sussex indicates a need for a centrally located school in that county. Transportation

will present no unusual difficulty in an area where most of the pupils are now being transported.

School census figures show a loss of 805 pupils in Dinwiddie from 1930 to 1950. For the same period, there was a loss of 66 pupils in Prince George, and 489 for Sussex. The actual loss in membership of the three Dinwiddie schools is 37 for a 15-year period. In a 20-year period, Prince George lost 76 pupils, and Sussex, 22. If the downward trend continues, the cost of education in these schools may become completely prohibitive.

Dinwiddie County has shown a total population increase of 3,397 in the 40-year period between 1910-50. The increase for Prince George has been 11,831; Sussex has lost 879 during the same period.

A minimum college preparatory curriculum is offered in each school. Agriculture, homemaking, and business subjects are taught in most of the schools. The needs of the pupils are not being met, however, as well as they should be. Obvious deficiencies in each school include lack of trade and industrial arts, lack of formal programs in fine arts, and staggered or lack of advanced courses in mathematics, science, and foreign language.

The State Department of Education recommends that high schools should enroll a minimum of 600 pupils to provide a comprehensive program of education that meets the needs of its youth. Based on this recommendation,

consolidation plan number one is proposed by this study. This plan develops an outline for a regional high school to serve the youth and adults of all three counties. The tentative location of this school is the Carson area. Suggestions are made in regard to transportation, cost of education, curriculum, and future development of this regional school.

Consolidation plan number two offers a solution to providing better education through larger schools with expanded offerings that will not require the construction of a new high school building. The plan proposes that the Midway and McKenney High Schools be consolidated with the Dinwiddie High School at Dinwiddie. It proposes that the Carson and Jarratt High Schools be consolidated with Stony Creek High School at Stony Creek. It proposes, finally, that Disputanta and Wakefield High Schools be consolidated with the Waverly High School at Waverly.

Consolidation plan number three develops a program identical to plan number two for Dinwiddie County. For Prince George, it proposes that the Carson and Disputanta High Schools be consolidated at a new location in a school building that will be financed partially by funds from the Federal Government. It proposes that the four schools of Sussex consolidate into one centrally located building.

All three of the plans recommend that elementary schools and community centers be maintained in most of the

nine school buildings now operating. The physical arrangements of the buildings are adequate to provide for the establishing of comprehensive elementary schools. It is further recommended that the counties of Dinwiddie and Prince George adopt a twelve-year school system, and it is recommended for all three counties that the eighth grade be enrolled in the elementary buildings if a program of school consolidation is effected.

A definition for a comprehensive high school has been given, and sixteen points outlining the functions of a comprehensive high school have been listed. A guidance and follow-up program have been discussed in connection with the sixteen functions. Tables showing current drop-out rates and number of subjects failed in the present schools have been listed and a comparison has been made to the probability of these rates and subject failures being reduced in a school having a broad and comprehensive offering.

The relationship of a twelve-year program of education to this study has been given. Recommendations have been made that the school officials of Dinwiddie and Prince George join Sussex in adopting a twelve-year program at the time that they effect a consolidation program. Suggested courses for the new eighth grade have been given, and the State Department of Education's recommended courses for a comprehensive high school have been listed.

Three earlier studies that discuss consolidation of schools in Dinwiddie have been mentioned and pertinent recommendations from these studies have been quoted. Two earlier studies, parts of which are quoted, recommend consolidation of high schools in Prince George. Quotations are made concerning Sussex County consolidation from one earlier study of the schools of that county. All of the studies recognize the need for an value of consolidation in this area.

Throughout the development of this study certain topics have been indicated, directly or indirectly, which require research beyond the limits of this investigation. These topics, listed below, are suggested as studies for any person who is interested in a consolidation or related educational program for Dinwiddie, Prince George, Sussex, or other regions:

(1) "For several decades young men and women between the ages of 15-30 have migrated from rural to urban areas in substantial numbers."⁵⁴

(2) "Urban children . . . average 106 in I.Q. as compared with 99 for rural youngsters."⁵⁵

(3) A necessary program of public relations to accompany a program of school consolidation.

(4) One or two years of public school education beyond the present high school level.

(5) Adoption of a twelve-year program of education.

(6) A consolidation program for the Negro high schools of Dinwiddie, Prince George, and Sussex Counties.

54 Supra. p. 5.

55 Supra. p. 12.

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VITA

Bernard Theophilus Doyle, Jr., son of Bernard Theophilus and Lillian Powell Doyle, was born in McKenney, Virginia, on September 24, 1917. After graduation from McKenney High School in 1934, he completed a post-graduate course at Petersburg High School in 1935. He was graduated from Hampden-Sydney College with the Bachelor of Arts Degree, in June, 1939. He was teacher of English and history in the Carson High School from September, 1939, until he entered the United States Army in February, 1943. Upon honorable discharge from the Army in 1946, with the rank of First Lieutenant, he accepted the principalship of Carson High School in September of that year. He now serves in the above capacity. During the summers of the past several years, he attended the summer sessions of the University of Richmond. On August 10, 1949, he married the former Katherine Ruth Buckner.