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HISTORY OF EDUCATION IN LOUDOUN COUNTY

by

Dorsey Ford

May 20, 1937

Dorsey B. Ford

PREFACE

This paper is prepared as an original research monograph in American History. In it the author has tried to give a true account of the schools in Loudoun County, Virginia, from the earliest times up to the present. In order to avoid excessive monotony, he has divided the 65 years since 1870 in ten year periods, with only such intermediate material as was necessary to bring in the most important happenings. Although inadequacy of material was often encountered, the essentials of the story have all been included so that this is a fairly complete treatment.

The author is deeply indebted for the cooperation and assistance rendered by Dr. Ralph C. McDanel, Mr. O. L. Emerick, and Miss Ruth M. Emerick. Materials have been gathered from the Virginia State Library, The University of Virginia Library, and Superintendent O. L. Emerick's Office.

D.B.F.

University of Richmond,
May 24, 1937.

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INTRODUCTION

Loudoun County is located in the extreme northern part of the state of Virginia. It is bounded by Fauquier and Prince William Counties on the south, Fairfax County on the east, the Potomac River on the north, and by Clarke County and West Virginia on the west. Loudoun is one of the largest and richest counties in the state, containing some 519 square miles of good farming land. That land is typical of the Piedmont section of Virginia, somewhat rolling and particularly suited to agriculture. This area was a portion of the original six million acres, lying between the Rappahannock and Potomac Rivers, granted by King Charles II of England to six nobles, afterward known as the Fairfax patent. Settlers probably first appeared in this section between 1725 and 1730. These settlers were made up of three general groups. First, in 1726, came pioneers from Eastern Virginia of English Cavalier stock who located east of the Catoctin Mountains. They are responsible for first introducing and fostering slavery. Then from Pennsylvania, New Jersey and Maryland came people of German, Irish, Scotch-Irish, Scotch, and Dutch origin to settle west of the Catoctin Mountains. They were hearty, rugged, God-fearing peoples and it is probably more to their thrift and industry than anything else that real progress has been made in the County. Definite groups of Quakers or Friends, descendants of these people, still remain today at Waterford and

Lincoln. It was in these localities that some of the earliest public schools were established. The third group of settlers was composed of refugees who, after Braddock's defeat in 1755, came back out of the Valley of Virginia to less hazardous territory. They established themselves mainly in the region south of the end of the Short Hills, in the northern part of the County.

Throughout most of the settlement period, present day Loudoun County was still a part of the Fairfax grant. In 1757 on May second, an Act of the Virginia House of Burgesses created Loudoun County as a distinct geographical unit. The County was named for the Lord of Loudoun, a representative peer of Scotland. He had been appointed Captain-general and Governor-in-chief of the province of Virginia, and Commander-in-chief of the British Military forces in the colonies during the French and Indian War, about 1756.¹

Education among the early settlers was limited to a few months attendance at some private school, such as then existed in parts of Virginia, or to training in the home. Few people advanced further than this, for those were truly the days of the three "r's." A schoolmaster would canvass the community, soliciting pupils at \$1.00 to \$2.50 per month, furnish his own books and conduct a school. The settlers themselves were not wholly at fault for such a poor educational set up. They had

1. P. A. Deck and Henry Heaton, An Economic and Social Survey of Loudoun County, page 9.

a high appreciation of the advantages which accompany education and a deep desire to improve themselves and offer better advantages to their children, but other affairs took all their energy. They had land to clear, crops to cultivate, families to feed and wars to fight so that it was some time before they could get around to education, and then, when they did they were interrupted repeatedly. The Revolutionary War and then the business of helping to build a National, State and County government took their time. The stabilizing influence of the new government brought prosperity and with it interest in the cause of education. Then as matters were settled down, the War of 1812 broke out, in which the capital of the United States was moved to Leesburg (Loudoun's largest town) for a brief period.² Next the Mexican War and then the disastrous Civil War completely wrecked the County. Although Balls Bluff was the only real battle, there were innumerable skirmishes, cavalry engagements, much guerrilla warfare and many armies encamped in the territory. Mosby's Rangers were the most famous of Loudoun's Military bands. Thus crops, business and buildings were destroyed, food supplies demolished and many men killed. Along with these tragedies much necessity and want was felt among those who stayed at home to try to raise what crops they could. It has been estimated that this conflict set Loudoun education back some twenty-five years.

2. This incident occurred when the National Capitol at Washington was endangered by British forces. Books and papers, including the Federal Constitution and the Declaration of Independence were hastily packed in bags and loaded in wagons and moved first to Georgetown and then to Leesburg where they were kept locked up for several days until the British Army had gone to Baltimore. There is some dispute as to where these documents were actually stored. For further discussion see Deck and Heaton, op. cit. p. 16.

EARLY PRIVATE SCHOOLS

Since its settlement beginning in 1726, Loudoun County like most Southern localities has been unfavorably situated for public education. Those people who were educationally inclined provided education for their children by private tutors or by sending them away to boarding academies or to England. Advantages were so poor for the masses that by the time of the Civil War they had made practically no advances from pre-Revolutionary conditions. Besides there was the helpless negro population which received only a minimum of education. Thomas Jefferson advocated a plan of primary schools for these more unfortunate ones in 1318 but the legislation was ineffective and nothing tangible ever resulted. Any suggestion of public free education was very unpopular. The poor would not help themselves because they didn't want to become charges of the state and the more "well-to-do" classes refused to cooperate on the ground that free schools were only for those who couldn't afford to educate their own children.³ People had not yet been educated to public education. This sad state of affairs is partly to blame for the fact that prior to the Civil War only one-half of the white children were reached by education and they composed only one-third of the school age population, the other two-thirds being colored children.

During this period, 1800 to 1860, generally speaking, most of those children who received formal education, did so, by vir-

3. C. J. Heatwole, A History of Education in Virginia, page 210.

tue of the advent of the Academy. These years include the time when the academy type of school was in vogue ⁱⁿ ~~when~~ the various states up and down the east coast. Loudoun, quite fittingly, had its crop of these private schools. The Leesburg Academy heads the list as the earliest and most famous academy in Loudoun County. An old record found in the Clerk's office of the County and dated on the 17th of April, 1779, which is an order of the old county court, gives the following interesting information. "Upon the representation of the inhabitants of the Town of Leesburg for leave to build a school house on the Court House lot, it is ordered that forty square feet of land, on the southwest of said lot be appropriated for that purpose." As far as the records go no building was erected there, and this conclusion is further verified from the fact that none of the old pictures of the town show a building situated at the point, or at any other point on the original Court House Yard lot. It is presumed that the project was abandoned.⁴

As time went on a need was felt for a school in Leesburg because of the entire lack of suitable schools and educational establishments and instruction outside of the cities. Thus, twenty years after the first attempt in 1799, a charter was secured from the General Assembly of Virginia for what was known as the Leesburg Academy. The records show that this academy was established in a small brick school house near the center of the lot upon which the present Leesburg High School stands. The old academy lot had embraced only a part of the new lot.

4. William C. Hall, History of Leesburg School.

For some reason this school was later temporarily abandoned.

About 1835, the University of Virginia began a campaign for the establishment of schools for preparing young men for college. This institution sent out some of her most distinguished professors, among them, Dr. McGuffey, the famous compiler of the famous readers, who came to Leesburg and aroused such enthusiasm that a new building, now the Clerk's office was erected at the southeastern end of what is now a part of the Court House Yard. This building was completed in 1844 and paid for with funds raised largely by the holding of a lottery. It was deemed sufficient for educational purposes until 1872, in which year it was sold to Loudoun County to be used as a Clerk's office. A lot on the corner of Wirt and North Streets, which also included the original Leesburg Academy lot was then purchased from the late Henry T. Harrison for the education of the white youth of Leesburg. The funds from the sale of the old academy were turned over to a Board of Trustees and in 1875 a new academy was completed. It was opened the following year as a boarding school for boys.⁵

Before continuing to other academies in Leesburg and other parts of the County let's carry this school through to the building of the present modern Leesburg High School Building. In 1870, a public school had been organized and was conducted in two buildings on the Wood School lot on Royal Street. These buildings caught fire and were burned to the ground in February of 1893. The classes were then held in the old Loudoun Hotel

5. Ibid.

while a new six room building was being erected. This same building continued to be used until it was torn down for the erection of the present building.⁶

The agitation for a new building began in 1914 and at that time the first obstacle was the question of the ownership of the lot. Examination of the records showed the title to the present lot to be in the name of the Trustees of the Leesburg Academy of which Mr. C. P. Janney was the only survivor. Through the institution of a suit the lot was transferred by a deed from Mr. Janney to the school authorities of Leesburg Town School District on December 30th, 1914.⁷

The spring of 1916 saw the movement for a new school building take definite shape. Upon application to the Circuit Court for Loudoun County on April 18, 1916, the Court as by law provided, ordered a special election for a board issue of \$30,000.00 on May 20, 1916 and this issue was carried by the people by a vote of 175 to 54. But on August 22, in a suit which had been filed, the Court granted an injunction restraining the extension of the tax necessary to provide for the retirement of the bonds, the interests upon them and the maintenance of the proposed school. The Constitution of Virginia in Section 136 limited the total amount of County and District school taxes to fifty cents on the hundred dollars. Naturally those interested in the new building were dismayed at this situation, but their zeal could not be suppressed.

6. Ibid.

7. Ibid.

Immediately they began steps toward the amendment of the Constitution.

The amendment was passed by the General Assembly in 1920 and was approved by the people in the regular November election of the same year. Ordinarily it would have been necessary to wait another two years for the proposed amendment, but the urgency of the situation was such that a special bill was passed to make it effective then.

The way now seemed clear for a new school building, and upon application to the Circuit Court on February 15th, 1921, the Court as by law provided, ordered a special election for a bond issue of \$78,000.00. In the election held on March 3rd, 1921, the bond issue was carried by a vote of 290 to 69.⁸ Construction on the new building was begun right away and a beautiful new structure was erected. This building later burned down and was replaced by the present structure.

Going back to the point of departure, we see that there were other academies in Loudoun from time to time. In 1834, Leesburg alone had six schools. Three boys and three girls schools. The other two boys schools were English academies in contrast to the older Latin schools. Two of the girls schools also obtained renown.⁹ Other villages in different parts of the County had their academies also. Near Hughesville there was the Franklin Taylor School of the Society of Friends (Quakers), which ran from 1825 to 1860. At

8. Ibid. The increase in the number of voting and the majority was due to the right of women to vote, acquired in 1919.

9. A. J. Morrison, The Beginnings of Public Education in Virginia, page 130. There seems to be a very little further information about these schools as no records or more definite accounts seem to exist.

Middleburg on the southern edge of the county, William Williamson conducted the Middlebury School from 1805 to 1836. The Quakers also had a school at Waterford, from 1800 until the Civil War. Hillsboro had its Hillsborough Academy, from 1845 to 1855 and there was also the Reverend Ben Bridges' School in Broad Run District (1845-1860).¹⁰

After the Civil War, education of all kinds was at a very low ebb in Loudoun as in most parts of Virginia and the South. Illiteracy was appalling among all classes, both white and colored. Furthermore the War had played havoc with the County's resources. Property values were greatly diminished and people couldn't afford to be taxed for schools or anything else. They had to devote every effort to reconstruction so that for a time (1861-1870) Loudoun had practically no schools of any kind. Academies had passed by the way and nothing had been found to replace them.

THE INTRODUCTION OF PUBLIC FREE SCHOOLS

Virginia, in order to comply with the Federal law, had to draw up and adopt a new constitution before readmission to the union. This new constitution contained the first provisions for a complete system of public education. Virginia adopted the constitution in July 6, 1869 and Congress passed an Act admitting Virginia into the Union in 1870. That act provided that "the constitution of Virginia shall never be

10. Ibid. page 173.

so amended, or changed as to deprive any citizen, or class of citizens of the United States of the school rights and privileges secured by the constitution of the said state."¹¹

Immediately Loudoun was faced with the problem of raising funds for schools in the face of the opposition of many prominent people. These people who opposed the new school system, and opposed it with determination, were in most cases educated and refined. They regarded it as an organization to promote the interests and to elevate the conditions of the negroes and the lower class whites at the expense of the property owners. The character and level of these schools was not at all what it should have been and their attitude was somewhat justified because of the poorness of the accommodations. They were probably glad to be excluded from them. These schools were in fact attended only by those who could not afford to make better provisions for their children. Much to the regret of the school trustees the limited funds prevented the employment of competent and experienced teachers. Teacher qualifications had to be fixed very low, on account of the poor salaries. Although no records exist as to the dates of the actual foundings of these early public schools, by referring to the deeds to school property, we can see where real estate was first purchased and assume that the establishment of schools has some degree of correlation to the purchase of the property. The earliest of these school deeds is dated January 3rd, 1868. In it, five white men acting as agents purchased one fourth acre of land for the purpose of erec-

11. Heatwole, Op. Cit. page 214.

ting a house for colored children in Waterford and vicinity for school and church purposes.¹² The provision to use the school property for religious purposes was doubtless not only for economy but especially to appease and try to get the approval of those opponents of public education. The fact that negro public schools were the first established lends some ground to the thesis of those property holding opponents of education, since practically no negroes owned taxable property.

Closely following this, other property was bought for schools and divine worship, but this property was slo for the colored population. On December 22, 1871, land was purchased in Broad Run District for the Conklin Colored School.¹³ This property was bought for \$1.00 and "when the free school system shall cease to be or the land abandoned as a school site" it was to revert back to the granter (Horace Adee) or his heirs. Land was also purchased at Lincoln for a negro school, this in 1872. Here we see that negro education was getting an early start in Loudoun in spite of the fight against it put up by many of the better white citizens. This was due largely to the strong desire of the colored people for education, of which they had so little. They had recently been slaves and were now determined to better them-

-
12. Deeds, page 10. The property was sold by Rueben E. and Rachel Schooly for \$75. The agents were, Jonathan Cannady, Matthew Harvey, Alfred Craven, Henson Young and Daniel Webster Minor of Loudoun County and Virginia. The language of this and other deeds is extremely interesting in the method of locating the boundaries of the land. Lines frequently ran to certain trees, roads, rocks, etc.
13. Ibid. page 27. Still in use, see Appendix I.

selves. We even see that they were more liberal in their contributions than the whites in proportion to their means. Many of them were willing to make sacrifices to accomplish their object. Their funds, however, were supplemented by taxes and white donations.¹⁴

Property for white schools was bought in the next few years in several places. To be specific at Hillsboro in 1874, Marble Quarry, 1875, Brooklyn, 1876, Coal Spring and St. Louis in 1877, Waterford, Sterling and Lincoln in 1879 and at Rock Hill in 1880. But don't be misled. Public schools for the education of white children were started before the above dates. As seen above a public school was started in Leesburg in 1870 in which fairly good teachers were employed. This school was started off on a fairly high plain so that nearly every one in that community patronized it. The Leesburg graded school enrolled 143 pupils, 71% of 101 of which attended regularly. John W. Wood was the principal of this first white public school and was assisted by two other teachers. The Peabody Fund supplied \$360.00 of the money necessary to run it, the rest being contributed by local citizens. The high standard of the school is well illustrated by the fact that it ran for ten months.¹⁵ Thus something of a precedent was set and the success of this school influenced many other localities to try similar projects. Liberal contributions helped in various townships and new plans were drawn up so that now the horizon seemed brighter for the new school system.

14. Virginia School Report, 1872, page 38.

15. Virginia School Report, 1871, page 192.

Meanwhile, other schools had been established in all parts of the County under the supervision of John W. Wildman, the County Superintendent. Although only officially employed for 100 days, Mr. Wildman by much hard work made real progress. At the close of 1872, after three years of prolific work he had some 55 schools in operation. Some of these were, however, very poorly housed and equiped, only 44 of them having sizable grounds, 24 with good furniture, 4 had wall maps and only 2 Math Charts. Six buildings were actually unfit for use. In spite of these defects, I think the man had performed wonders, starting from nothing, against much opposition and with very little money available to work with. Improvements were being made all the while just as fast as funds would permit. Under Superintendent Wildman teachers institutions and educational meetings were started,¹⁶ only prescribed text books were used, records were kept of district and county school meetings, teacher standards gradually raised, and plans made for erecting new buildings. Actual figures on pupils and teachers will help in getting a further idea of conditions by the end of 1872, and the preceding years. There were 60 teachers employed in 55 schools, 52 of them in the 46 white schools and the other in 9 colored schools. This shows us that practically all of Loudoun's schools as of that date were one room affairs. The teachers were approximately two-thirds men, who received the unbelievably small sum salary of \$33.29. Women's salaries were slightly lower (\$28.18). But how many pupils did these teachers

16. The first teachers institute was held at Leesburg in August, 1872 for interchange of views and opinions. At the next one held in January, 1873, an outside speaker was obtained.

Samuel?

have to teach? The average daily attendance totaled 1615 pupils or only 23% of the school population of 6877. Of these 6877 only 3210 or 46% were enrolled and by comparison we^{see} that one-half of the enrollment absented themselves most of the time.¹⁷ This may have been all right for a start, but vast improvement was needed. Funds, and they were scarce, were being wasted by the pupils themselves or as often was the case by their parents.¹⁸ These parents needed to be educated to the necessity of sending their children to school instead of having them out or keeping them at home to help with the farm work.

In the next few years Superintendent Wildman gives some hints as to public opinion concerning schools in Loudoun in his reports to State Superintendent W. H. Ruffner. His 1873 reports say that the opposition that was so strong at first is gradually subsiding and that private schools are diminishing. Parallel with this trend people are patronizing the public schools more generally. The county people, however, could not reconcile the transfer of state funds to other counties for educational purposes. They suggested the simple and natural remedy of a general poll-tax to remove that evil and also to equalize the burden of taxation. We know of course that such a tax when tried was rather unsatisfactory although it is still in force. This was, no doubt, an effort on the part of property holders to force non-property holding negroes to share in the burden of supporting the schools. The next year Mr. Wildman thinks people

17. Virginia School Report, 1872, pages 118, 135.

18. Ibid. page 154. School tax levy, page 415, total spent for public education, \$21,455.95, total paid to teachers, \$12,992.50.

are manifesting a disposition to cooperate more fully with school officers in developing and carrying out plans for improving the character of the schools and in increasing their usefulness. This change in spirit was accompanied by an increased willingness on the part of these folks to contribute funds for school buildings and for extending the length of the school term. (In 1872, it had been only 6.98 months per year). Paralleled by improvements in the teaching force, steady progress was now being made, but there always seemed to be something to directly hinder advancement. The civil rights bill passed at this time served to slow up the new willingness to cooperate. The Loudoun people resented this measure and some even felt that such hindrances of their freedom were directly opposed to their interests. Progress could not be made under these or other molestations. Nevertheless, in these first few years of the new school system numerous school houses had been erected. They were well arranged, ventilated, convenient and substantial so that by 1874 the school board was hopeful of supplying the entire County with good school houses. Later on in 1874 the State Department of Education suggested dividing the County school districts into sub-districts. The matter was duly brought up and discussed by the County school board, but they defeated the measure as they could find very few, if any advantages for them. Superintendent Wildman reports in 1876 that many higher class citizens of the County have become hostile to the free schools because they themselves derive no direct benefit from the school tax. This was a very selfish,

narrow-minded attitude and one that should not exist among thinking people, but when people get such notions it is very hard to dislodge them. They simply turn stubborn. In this case they even exercised their influence in exciting the prejudices of the ignorant and encouraged resistance to any progressive movement. This spirit had evidenced itself for several years until by the time of this report it had about worn itself out, so that now, except for a few cases of animosity, things were working with a fair degree of harmony and prosperity. People have finally come around to recognize the value of public schools. In fact, the public schools, by this time, were practically the only institutions of learning in operation.

THE FIRST DECADE IS ENDED

The close of 1880 saw the school officials in Loudoun viewing the situation very optimistically. After ten years of struggle, things were then definitely on the upgrade. People of all classes both black and white had begun to generally appreciate the advantages offered by public schools. Everyone was willing and anxious to contribute in extending the school term by employing the regular teachers after the close of the regular term. In just one year (1879-1880) patrons gave \$800.00 for the building of a school house in Mt. Gilead District and \$300.00 was contributed in Leesburg District. All the patrons seemed to be willing to sacrifice to keep their children in school. In this the colored population was equally anxious to cooperate and were even more liberal in their gifts in proportion to their means. They have come to regard the education of their children as of utmost importance and in

accordance with this belief they miss no opportunity to help. Despite the interest of their parents, the colored children showed a tendency to be lacking in industry and their moral standard was at a very low ebb.

Superintendent Wildman's report for 1880 shows that Loudoun had 85 teachers employed in 81 schools, as compared with 60 in 55 schools eight years before. Of these, 69 were working in 63 white schools and 16 were in 18 negro schools, and we see a larger proportion of men teachers. In white schools there were 49 men to 20 women and only one female negro teacher.¹⁹ Thus we observe the number of schools to be on the increase. This would not seem especially encouraging today, in the era of consolidated schools, but back in 1880 conditions were somewhat different. The means of transportation have been revolutionized since that date, only 50 years ago. Today we have the pupils go to school in large fast trucks, but in 1880 before auto-busses and improved rural roads the schools themselves had to be scattered out within walking distance of the pupils homes or they did not get to school at all. By this increased number of schools, education was made available to a correspondingly increased number of schoolable children, in fact, over 1800 men pupils were now enrolled while the actual school population was only increased some 800.²⁰ The division

19. Virginia School Report, 1880, page 30.

20. Ibid. page 17. School Population in 1880.

white male	2908	colored male	1487
white female	2825	colored female	1459
Total	<u>5733</u>	Total	<u>2924</u>
Total female school population = 4284			
Total male school population = <u>4395</u>			
Total school population = 8657			

the sexes of school age was almost equal among both the whites and negroes, there being a few more boys than girls. The total excess of boys in both races together was approximately one hundred. Of these children, 56.3 per cent of the white children and 37.1 per cent of the colored children were enrolled in school, but the daily attendance was only 33.1 per cent and 21.2 per cent respectively. That is 1200 more were enrolled and 900 more generally attended classes regularly than eight years earlier.²¹ These low percentages don't appear at all favorable at first glance, but similar and generally worse conditions existed all over Virginia and the South at this time.

When the number of schools in the County is compared with the number of teachers we at once perceive that almost all of these scattered schools had only one teacher, and one room. This was necessitated by the rural conditions, but in several towns graded schools had been established, thus offering much better advantages. We have already dealt at some length with the Leesburg school, the earliest of these.²² By 1880 there were five such schools, all modeled somewhat after the school in Leesburg, enrolling a total of 590 pupils. At Leesburg the white graded school had five teachers, 187 pupils enrolled and 150 attending regularly for a school term of ten months.²³ Thomas Williamson was their principal. It is quite significant, that the second largest graded school in the County, also at Leesburg, was for negro children. This school under principal D. S. Payne enrolled 111 pupils, with an average daily atten-

21. Ibid. Page 27.

22. Supra. page 15.

23. Virginia School Report, 1880, page 35.

dance of 74 for eight months.²⁴ The term for negro schools in Loudoun has always been slightly shorter than the white term. From this we see that there is not only real interest in education among the colored people of Loudoun, but that the white folks are also supporting the negroes in their efforts to get an education. The school board has taken a great step forward in providing a graded school for the colored children, thus offering them educational advantages on a par with the white children of the County. The other graded schools were at Lincoln, Waterford and Hillsboro.²⁵

Again let us stop and trace through the history of one particular school as something of an example of a graded school. For this I have selected the Purcellville school which remains a graded school even today, but is one of the best in Loudoun. The first public school in Purcellville was established in 1884. Mr. Joseph Dillon gave the land, and a one room building which resembled a box-car. This house was used for fourteen years. Then in 1898 the school board erected the first two rooms of a new building several doors down the same street. The new lot was acquired by a trade of the old building and lot with Mr. Dillon for the new site and one hundred dollars. In this building an additional room was first provided in 1903 by a partition across one room. This proved unsatisfactory and an outside addition of one room was built in 1910. The

24. Virginia School Report, 1880, page 35.

25. Ibid.

School	Principal	No. teachers	enroll.	Av. Atten.	Term
Lincoln...	J.S. Wilson.....	2.....	106.....	69.....	5 mo.
Waterford..	Lucius Hardy.....	2.....	105.....	79.....	7 mo.
Hillsboro..	George Shower.....	2.....	81.....	37.....	7 mo.

fourth teacher was accomodated by the use of the Old Gaver cottage on the Bush Meeting grounds (the adjoining property) for one or two years and then the fourth room was built in 1917.²⁶

The efforts to get the present new building covered a period of several years. The site of five and one-half acres was purchased from J.S. Dillon for \$2500 upon the recommendation of a special committee. The town contributed \$750.00 of this amount. The funds for the building were secured by a loan authorized by a Special Act of the General Assembly which was approved in March, 1922. The actual cost of the building as contracted for by the school board was \$18,652.50.²⁷ The town authorities cooperated commendably with the school authorities in that they opened a street at the north side of the lot and built a walk along this and the street leading north from the school property.

The school has shown a steady and rapid growth with only a few back slides. It was a one teacher school from 1894 to 1910, except in 1902-03 when there were three teachers. During 1910 to 1916 it again was a three teacher school, a four teacher school from 1916 to 1923 and at least a five teacher school since then.²⁸ At present there are seven teachers and a new auditorium has been erected within the last year.

Parallel to the growth of schools and the increased school

26. Historical Sketch of Purcellville School, page 1.

27. Ibid. page 2.

28. Ibid. pages 3,4, and 5.

enrollment, was the growth of school expenditures. Whereas a total of \$21,455.95 was spent for school purposes in 1872, the year 1880 saw the amount increased to \$28,646.16. Of this sum \$8,990.40 was received from the state, \$12,513.17 from County funds, \$3,536.50 from District funds and \$10,381.71 was left over from the year before. Teachers received a major portion of this money, a sum of \$18,331.35 or an average of slightly over \$30.00 per month. Nearly \$8,000.00 was spent on buildings.²⁹

Some authorities tell us that the work of the superintendent, or the amount of supervision in a particular locality is a very good index to the quality of that localities school system. Back in 1870, the superintendent was officially employed 100 days during which time he traveled 350 miles, wrote 100 letters, licensed 60 teachers, and made 64 visits to schools. In 1880 we see him (Mr. Wildman was still in office) officially employed longer and doing much more work. He was now hired for 160 days, traveled 500 miles, wrote 200 letters, licensed 92 teachers, made 119 visits to schools (omitting none) and attended fourteen school board meetings.³⁰ A comparison of these figures, also, seem to indicate that this first decade of public school in Loudoun was a successful one. Progress was being made and the schools now appeared to be a permanent part of the County governmental functions. Heatwole seems to think that by this time the real critical period for the public schools was past. For a number of years people all over Virginia opposed

29. Virginia School Report, 1880, page 41.

30. Ibid. page 83. His salary of \$520.00 came wholly from state funds as the County apparently thought it unwise to spend its money on supervision.

public schools on the ground that education for all was not a function of the government. Instead they held to the ancient view that such training came within the scope of the home as an individual responsibility. These people must feel that the public schools of 1937 have totally supplanted the home and its functions. These enemies of the public school system met State Superintendent of Public Instruction Ruffner and his supporters in a "show down" in the election of 1879. Very happily for succeeding generations Superintendent Ruffner came out victorious as the people sent a majority of the legislation to Richmond pledged to save the school system for which they had worked so hard and faithfully.

The first decade of public schools in Loudoun was now ended and with it Superintendent John W. Wildman ended his term of office. In this period from 1871 to 1880 he had been the guiding spirit for education in Loudoun County and to him is due in a large measure the credit for any success that was achieved during this first ten years. His was the most difficult job of getting the whole thing started, of fighting adverse public opinion, raising funds and soliciting public cooperation. This was a tremendous assignment, but as the records show he acquitted himself well. He turned in a good piece of work, starting from "scratch" to build a school system at a time when economical and financial conditions were very poor and passing over to his successor a system on a par with the best in Virginia. To him Loudoun owes a debt of deep gratitude for a school system well started, a good foundation, a start on the highway to really good schools. His spirit has been carried on, and today it has developed into a very efficient organ of the school system.³¹

31. Heatwole, *Op. cit.* page 225.

Mr. L. M. Shumate³² followed Mr. Wildman as superintendent in 1881 and held the office for only two years. However, he came back later to be Superintendent again, this time from 1886 to 1909. Between Mr. Shumate's two terms of office, Mr. W. G. Giddings, an ex-headmaster of the old Leesburg Academy, was in charge. From 1909 to 1917, Mr. W. G. Edmondson was Superintendent and since 1917 Mr. O. L. Emerick has held the position.³³

Up to this time all the public school work in Loudoun was in the elementary grades. Private schools and tutors had supplemented public elementary schools and furnished studies on the high school level. The civil war exterminated most of these schools so that by 1880 we find only about 200 students educated by private institutions. Of these we find 55 boys and 105 girls were pupils in private elementary schools and 31 boys and 23 girls in private high schools.³⁴ By 1884 private schools in Loudoun had died out entirely. This left an unfilled gap in the educational system. Most of the more able citizens sent their children away to schools that offered both high school and college work but theirs was a definite need for such work locally. As a result some of the teachers in the elementary schools began to offer high school work in their spare time or even during school hours as was cited above in reference to the Leesburg school. Such instruction was strongly opposed by many patrons who insisted that the division of the teachers

32. Mr. Shumate was the great great uncle of the author of this memograph.

33. Sanders, Luncesford and Fenton, op.cit. p. 14.

34. Virginia School Report 1880, page 56

You have not cited them previously.

time and attention worked a serious injustice to both classes of pupils. Elementary pupils were neglected by teachers in order to spend some time in high school instruction but this did not allow the elementary students to do their work well. Thus the two school students did half-hearted work and neither was accomplishing what it should. Yet the number of such high school pupils ~~were~~ ^{was} increasing steadily. Beginning with 180 studying in higher branches in 1881, the number grew to 398 in 1882, 479 plus 35 colored in 1883 and 481 plus 38 in 1884. The number declined to 59 white and 57 colored in 1885 but leaped back to 300 in 1886 and remained between 250 and 300 until 1907.³⁵ Unquestionably there was a need for high schools in Loudoun but no public free high schools were established until the period 1900-1910.

State Superintendent Ruffner recognized this need all over the state and we see him advocating their introduction into public free schools in his fifteenth Annual Report.³⁶ He bases his argument on the fact that during the year, 9,500 or 4 per cent of the total school population were then studying in higher branches throughout the state. At that time since Virginia cities, besides a number of other larger towns, had such high schools. Leesburg had one of these in the school described above. Superintendent Ruffner advocated well equipped distinct high schools. In These competent high school teachers could be employed and no injustice would be done the elementary grades while high school pupils would

35. Virginia School Report.

36. Virginia School Report, 1885 - Part II, pp. 61-62.

receive infinitely better instruction. Similar high schools could also be provided for negro children where the population merited but in all cases all pupils must be properly qualified before entrance. A special tax could be levied to support these additional schools for, as set forth in the Kalamazoo Case (1870) the government has the power to levy taxes for high schools. *

THE IAG AT THE TURN OF THE CENTURY

The arrival of the year 1890 found the twenty year old Loudoun County school system progressing steadily although not sensationally. No unusually rapid steps had been taken, but under Superintendent Shumate they were forging ahead continually, trying to make such improvements as they were able with the funds available. As in previous years, they were seriously handicapped by the shortage of funds, especially for employing better teachers and improving housing conditions. Two districts in particular need more funds for new buildings and extending the length of the school term. Among the teachers, there were too many young people teaching temporarily. More money would have made it possible to get the services of well-trained and experienced instructors. Men teachers were now getting an average salary of \$35.83 while women teachers salaries only averaged \$28.46 per month. There were 116 of these teachers, 85 being white and 31 negro. The sexes were about equally divided (43 to 42) among the white teachers but there were 21 colored men to 10 colored women.³⁷

37. Virginia School Report, 1890, p. 9.

The school houses in the County now numbered 92 of which 5 were brick, 69 frame, 5 log and 13 stone. Not only had the number of school houses increased but since there were now 112 rooms, we see that the number of graded schools was increased.³⁸ Practically all of these schools were located on suitable grounds, which average 0.9 acres in size, and were equipped with good furniture and outhouses. Districts owned \$56,239.00 worth of this school property which included 80 per cent of the school houses. The County's 92 school houses had a seating capacity of 5,090, 3,800 for whites and 1290 for colored children while there were 5,134 school children living in the County. This appears to be an inadequacy, but actually there was an abundance of room, for only 68 per cent of the white children and 52 per cent of the colored were enrolled in school, i.e. 3633 of them and all these did not attend regularly. In fact only 75 per cent of the total enrollment, 33 per cent of the white and 26 per cent of the 25 per cent of the colored came to school regularly. The school term now averaged 154 days, 7.72 months.³⁹ Improvements had been made in Loudoun schools during this ten year period, but not nearly as much as should have been made. Loudoun schools were not keeping pace with the rapid strides being made elsewhere. Only 50 years only about one third of the school age children were in schools. Surely better conditions than these should have existed in one of

38. See table in Appendix II. John S. Simpson, the principal at Leesburg, continued to teach in the County until 1934 when he retired from active life.

39. Virginia School Report 1890, pp 10-24.

Virginia's largest and richest Counties. Perhaps the size of the school expenditures was partially responsible for such conditions. A total of \$39,250.47 spent in this year for school purposes, or only \$11,000.00 more than ten years before.⁴⁰ This sum was derived in almost equal amounts from state, County and district funds.

Even now the superintendent received only \$580.00 for his years work, or rather the 175 days that he was officially employed. In his work he traveled 1225 miles, wrote 525 letters, licensed 177 teachers and made 125 visits to schools.⁴¹

By the turn of the century the public school system was in very serious need of a big revival. Conditions had ceased to improve and were now at a stand still and even back sliding in some respects. Such a state of affairs was truly deplorable. In the twentieth century teachers salaries were no better than 30 years before when free schools were first inaugurated. Men only received an average of \$32.73 per month and the ladies were getting \$29.07.⁴² Today they have to pay at least that much for room and board alone. As compared with ten years earlier the school term was 14 days shorter, (0.7 months) \$2,000.00 less money was available for school purposes and an equal decrease was seen in the amounts spent for teachers salaries. In a like manner the superintendent's salary was less, the enrollment and attendance figures and per centages had declined. Only four additional school buildings were erected in this decade. Lou-

40. Ibid., p. 26.

41. Virginia School Report, 1900, p. 12.

42. Ibid., p. 30.

doun had not only ceased to keep pace with advances in other parts of the country but now things had come to a practical stand still. Even to show that Loudoun ranked well in Virginia was no boasting matter for Virginia was near the bottom of the list of states in the United States in regard to education.

The real cause for this lagging behind in a project so well started is hard to find. Perhaps it was a lull in interest or due to less able leadership. As late as 1905 we find that Jefferson District reported a deficit of \$258.40 due to the necessity of renting a room and opening school there to relieve congestion.⁴³ Two years later the same district again reported an insufficiency of funds for operating its schools. Terms were haveing to be shortened and teachers salaries reduced. At this time the entire district board threatened to resign. Then too, the very set-up of district schools may have been the basic trouble. At any rate, since the county school system was made one unit instead of seven in 1922 much more rapid strides have been made. The district boards hired the teachers and actually did most of the work of conducting schools, while the County board in Leesburg met only twice a year and had but little to do with actual administration. The County boards principle job was to handle money. They fixe the school tax levy for county and districts, coordinated and regulated the districts and served as a connecting link between the

43. Minutes of the County School Board, 1898-1919, p. 36.

districts and the state organization. When the new constitution for Virginia was being discussed at the beginning of the century the County school board proposed changing the minimum school age to seven instead of five and the minimum age for licensing teachers to twenty instead of eighteen.⁴⁴

The County Board had fixed the school tax levy at 10¢ on the \$100 property value for the County and districts for some years. This gave the officials very little to work with, and inadequacy. In 1904 then was an effort made to raise the County levy to 12½¢, but due to the lack of a quorum at the board meeting the action did not pass. All the districts still had a 10¢ levy except Leesburg Town District which had one of 17¢ and Broad Run which levies a 15¢ tax on a \$100.00.⁴⁵ In 1907 Jefferson District raised its levy to 12½¢ and then to 20¢ in 1909.⁴⁶

The fight in Loudoun from the very beginning seems to have been in obtaining money for schools. By 1911 the County levy was supplemented by 20¢ levies in all the districts except Mercer which had 17½¢ and Leesburg County District with 12½¢. The turning point now appeared to be past. Progressively increasing sums were being raised and new interests seem to have been awakened.

THE HIGH SCHOOL ERA

School conditions began to improve rapidly in Loudoun

44. Ibid. p. 21.

45. Ibid. p. 35.

46. Ibid., pp. 40 and 52.

County after 1905. The state now had a new constitution and with it improved school laws. It was at this time of renewed interest that the general public feeling began to center around high schools and high school education. During the 1907-1908 school term we find there were three four year high schools being operated in the County. The high school department in the Leesburg free school enrolled 27 pupils. The other two high schools were in Jefferson and Mt. Gilead Districts, each enrolling about 30 pupils. These schools received \$900.00 from the state high school fund. In the following year two two year high schools were established, one in Jefferson and one in Mercer District. Immediately building plans were begun for the new high schools. 1909 saw ten acres of land bought at Lincoln (Mt. Gilead District) on which an eight room structure was erected at a cost of \$14,000.00. Before 1910, \$5,765.00 was spent at Waterford as well as some \$4,000.00 in elementary school buildings at Arcola and Lovettsville.⁴⁷

Most logically, received interest brought increased expenditures. As compared with \$37,000.00 spent on schools in 1900, \$53,668.67 was spent in 1910 quite an increase, but a much needed increase. This money came from state, county and district funds in almost equal amounts. \$35,415.38 was used for teachers salaries, a \$10,000 increase over 1900.⁴⁸ With more money to draw better teachers and a new building program under way, things were unquestionably getting better.

47. Virginia School Report, 1910, p. 176.

48. Ibid., p. 99.

At this date, (1910) the total school population was 5,630 in Loudoun County, 3,940 of these were white and 1690 were negro. From this number 4159 (3132 white and 1027 colored) were enrolled with some one of the 118 teachers, but only 2490 were in average daily attendance.⁴⁹ There were now 91 school houses, 3 having been built during the year at a cost of \$20,865.00. Most of these (73) were frame buildings, but 16 were brick or stone. One-room schools made up 68 of them, while fourteen had two or more rooms and 9 had three or more rooms making a total of 138 rooms all together, with a seating capacity of 4070. 85 of the buildings were owned by districts and valued at \$3,850.00. Nearly all of these buildings were equiped with good furniture and patent desks. There were no wagons or trucks used at this date to haul children to school.⁵⁰

The next year saw more land purchased and new schools built. Deeds were recorded in 1911 for property at Ashburn, Round Hill, Lovettsville and Middleburg on which high schools were to be erected.⁵¹ \$12,000.00 was spent that year in erecting the new seven-room stone high school building at Round Hill, \$5,000.00 was spent at Middleburg and additions were made at Aldie and Purcellville. The Waterford and Lincoln schools also had improvements made in them. More high school property was acquired at Leesburg (1914), Unison-Bloomfield (1915) and Hillsboro (1917).⁵² During these years of expansion school expenditures multiplied many times until 1920 saw \$199,839.02 used for Loudoun schools. This sum is

49. Ibid., p. 132.

50. Ibid., p. 199.

51. Ibid.

52. Virginia School Report, 1920, p. 103.

3½ times or 372 per cent more than education had cost only ten years before.⁵³

The business of managing the public schools in Loudoun had steadily become a bigger job, as more schools were built, more money used, the whole situation became more technical and more and more of the district trustees time was taken up. This realization coupled with the feeling that one system of schools for the entire county would be more efficient than the distinct systems soon led to action. Other counties meanwhile had also come to the conclusion that better administration could be obtained by a unitary system with a small County Board and an expert superintendent. The agitation all over the state was concluded by an act of the General Assembly in 1922 providing for county unit administration systems in all the counties in Virginia. The act became effective September first 1922 and is still in use. The result was simplification in administration, increased directness and promptness of action. In the same year the Assembly also passed a bill providing for compulsory school attendance in school, and another for the adoption and distribution of text books.⁵⁴

Here again some comparisons will help in explaining the successes of the new unitary plan. Let us make comparisons for the decade 1915 to 1925.⁵⁵ In this period the amount of school funds increased 235 per cent but this does not indicate a corresponding increase in expenditures

53. Virginia School Report, 1920, p. 105.

54. Virginia School Report, 1920, pp. 26-27.

55. For table of figures see Appendix III.

available for school purposes.

The great decrease in the buying power of the dollar in this period, shows at once, that expenditures which necessitated the 100 per cent of the school funds in 1915 would likewise require most of the funds available in 1925 despite the great increase. The average salary of teachers had increased slightly over 100 per cent during this same ten year period, but again this does not mean a corresponding increase in the efficiency of teachers.⁵⁶

The standard of teachers had been raised considerably although, not as much as the figures seem to indicate. Teachers are still not receiving adequate pay and above all else Loudoun should have good instructors in its schools.

It is very gratifying to note that although the total school population had increased but 119 per cent since 1916, the total number of pupils enrolled had grown 263 by 1925. Furthermore, the average daily attendance was improved, being 89 per cent of the enrollment or an increase of 430 or 14.3 per cent since 1915.⁵⁷ The school population underwent little increase over the decade, but the improvements in enrollment and attendance gave Loudoun people hope. Some of this may be attributable to the new and improved compulsory attendance law of 1922. Attendance had always been a serious school problem for school officials since parent cooperation was so necessary.

56. Dick and Heaton, op. cit. p. 81.

57. Ibid.

Among the Loudoun high schools especially had note worthy gains been made both as to quality and quantity. In 1915 there were nine high schools as compared with ten in 1925 and all these had increased their enrollment. Only three high schools were accredited in 1915 while there were nine accredited high schools in 1925, one accredited junior high school and only one non-accredited school.⁵⁸

Along with his efforts to make Loudoun schools more efficient Superintendent Emerick introduced and set up consolidation as a goal. The advantages of consolidation are numerous and far reaching. The merger of a number of necessarily ineffecient one room schools into a consolidated school under one head tends to reduce relative expenditures of operation and at the same time offer the children greatly improved educational advantages. The larger school has better teachers, offers better social advantages and gives more and better equipment.

The formation of larger classes permits each class and each pupil to receive more thorough attention than in the era of the one-room school. Each teacher is more of a specialist in his field and is better equipped for instruction in that field. Such improved advantages encourage better attendance and make possible a longer term. Loudoun County, however, is not ideally situated for consolidation as Fluvana County where one centrally located

58. Ibid., p. 69.

high school serves the entire county. The population here is found widely scattered on farms so that children would have to travel entirely too far to school. Nevertheless, considerable progress has been made along this line since the adoption of the county unit plan in 1922. Numerous small schools have been closed and in each case it has been Mr. Emerick's policy to replace that school by a ~~small~~ bus to take those children to a larger and better school. Several high schools have even been closed where the enrollment has been small. Today there are only seven four-year high schools in the County and next year Lucketts High School will be closed and replaced by a bus to the Leesburg school.

Quite fittingly for an agricultural county like Loudoun the high school at Lincoln has an agricultural department. This department was established in 1919 under the Smith-Hughes Act and since that date has done a large amount of good work. A well trained agriculture instructor is employed regularly. In 1924-25 there were eleven boys or one-fourth of the boys in the school enrolled in vocational agriculture at a per capita cost of \$136.38 per month.⁵⁹

Looking at the negro situation we find that the negro school population has decreased by 226 pupils or 13.41 per cent since 1915. This decrease may be attributable to the decline in the whole negro population over that span of years. Naturally we would expect the negro enrollment to be less, but on the contrary both the negro school enroll-

59. Ibid. p. 72.

ment and daily attendance had increased. Their school term had also been increased from 125 to 138 days and three more negro schools were in operation than at the beginning of the decade. At the beginning of the decade, there were 22 one-room schools, two two-room schools and the negro high school in Leesburg all of which were increased in efficiency through better teachers.⁶⁰

Consolidation and improvements in schools had made the public schools more and more the community center and quite appropriately the place for the consideration and planning for community welfare. Community leagues have been established fostering a spirit of cooperation among patrons and working toward various aims. Such leagues had sprung up all over Virginia, and Loudoun, to the credit of its people stood first in practically every item relative to these leagues and their work. According to the statement showing a summary of league work for the year ending November first 1922 Loudoun had the greatest number of leagues (63), the greatest number of leagues reporting in 1922 (59), the greatest number of leagues paying dues (39), the greatest number of leagues working for better schools (59), for better health, (43), for better roads (35), for better agriculture (43), for improved moral and civic conditions (44), for better social and recreational facilities (45) the largest membership in leagues (1,751) and the largest number of subscriptions for community leagues (546). Loudoun also ranked third in the amount of money raised for local improvements (\$12,444.13) Among the most active leagues in the county are Lincoln, Waterford and Leesburg.⁶¹

60. Ibid., p. 73.

61. Ibid., p. 80.

TODAY AND TOMORROW

The Loudoun County schools system has gradually developed and expanded, under Mr. Emericks direction, until today, Loudoun people point to it with fitting pride. The process of consolidation has eliminated many of the more inefficient one and two-room schools and brought more and more pupils in to larger better equipped schools. Last year there were only fifteen white one room schools in operation or a total of 32 such schools in all counting negro schools as contrasted with 68 some 25 years earlier. There are now a total of 35 school buildings for white children and 21 for negroes making 56 buildings in all.⁶² Forty-seven of these buildings are for the exclusive use of elementary schools. Besides there are nine two-room schools in operation.⁶³ All of these buildings are equipped with patent desk and have sanitary plumbing,^{and} thirteen are built of brick, stone or cement. All in all this school property is valued at some \$538,000.00⁶⁴ and is all County owned. The districts are entirely out administratively/^{except} as residential basis for the selection of school board members.

The school term has gradually been lengthened until now a standard has been reached. White children go to classes 180 days and colored children 160 days making an average term of 173 days in a year for all schools.⁶⁵ Along with the larger term has come better enrollment and attendance.

62. See Appendix I.

63. Virginia School Report, 1935-36, p. 166.

64. Ibid., p. 162.

65. Ibid. p. 134.

Of the 5852 children in the County (4376 white and 1476 colored), 4255 are enrolled in school. The average daily attendance is some 80 per cent of this number or 3389 of which 2683 are white and 706 are colored. Not so many more pupils are being educated in the public schools than in earlier years, but they are being carried further and are receiving far superior training and advantages, than ever before. Better teachers and better school plants explain these advances and both were obtained by simply paying the price in larger expenditures. Loudoun school expenditures reached their peak in 1928 when the school balance showed a total spent of \$254,676.43, \$130,717.73 of which went to pay for instructors.⁶⁶ These sums have now declined to \$106,271.36 for teachers salaries and \$182,313.34 total. This amount came from three sources, \$56,375.38 state funds, \$93,035.56 county funds, and \$21,077.65 district funds.⁶⁷

The salaries paid teachers have grown until now the whole average is \$736.00 per year, paid on a twelve month basis. Mr. Emerick has a regular scale of salaries based on education and experience by which all the 142 teachers are paid. Men teachers get slightly higher salaries than women since most of them are principals. The men average \$1,148.00 for the year to the female teachers' \$736.00 yearly. Negro teachers get less (\$414.00 average) while the 35 high school teachers get better pay. Here the men average \$2983 annually and women \$900.00 which is very good for

66. Virginia School Report, 1928, p. 63.

67. Virginia School Report, 1935-36, p. 112.

rural teachers in Virginia.⁶⁸

✓ At the present writing the whole school system in Loudoun County is very favorable. Current problems have to be faced, and Mr. Emerick and his board are well qualified to face them. Consolidation is now employed as far as is practical, numerous bases are in operation and high grade teachers are doing their job well. The spirit of harmony and cooperation that prevails presents a united front against any trouble that may be stirred up by narrow minded cranks as was tried recently. Thus far school officials have managed to escape political corruption and maintain control in the hands of those interested in real public service. Administration under Mr. Emerick is exceptionally efficient and promises to continue successful with him at the helm.

Fast history coupled with present circumstances seem to indicate that Loudoun County schools will continue to grow and prosper for years to come. Mr. Emerick promises to continue his progressive policy in view of this, additional improvement is inevitable. He more than any one person is responsible for making education in Loudoun what it is today, and on him hinges future developments.

F I N I S

68. Ibid. pp. 152 and 155.

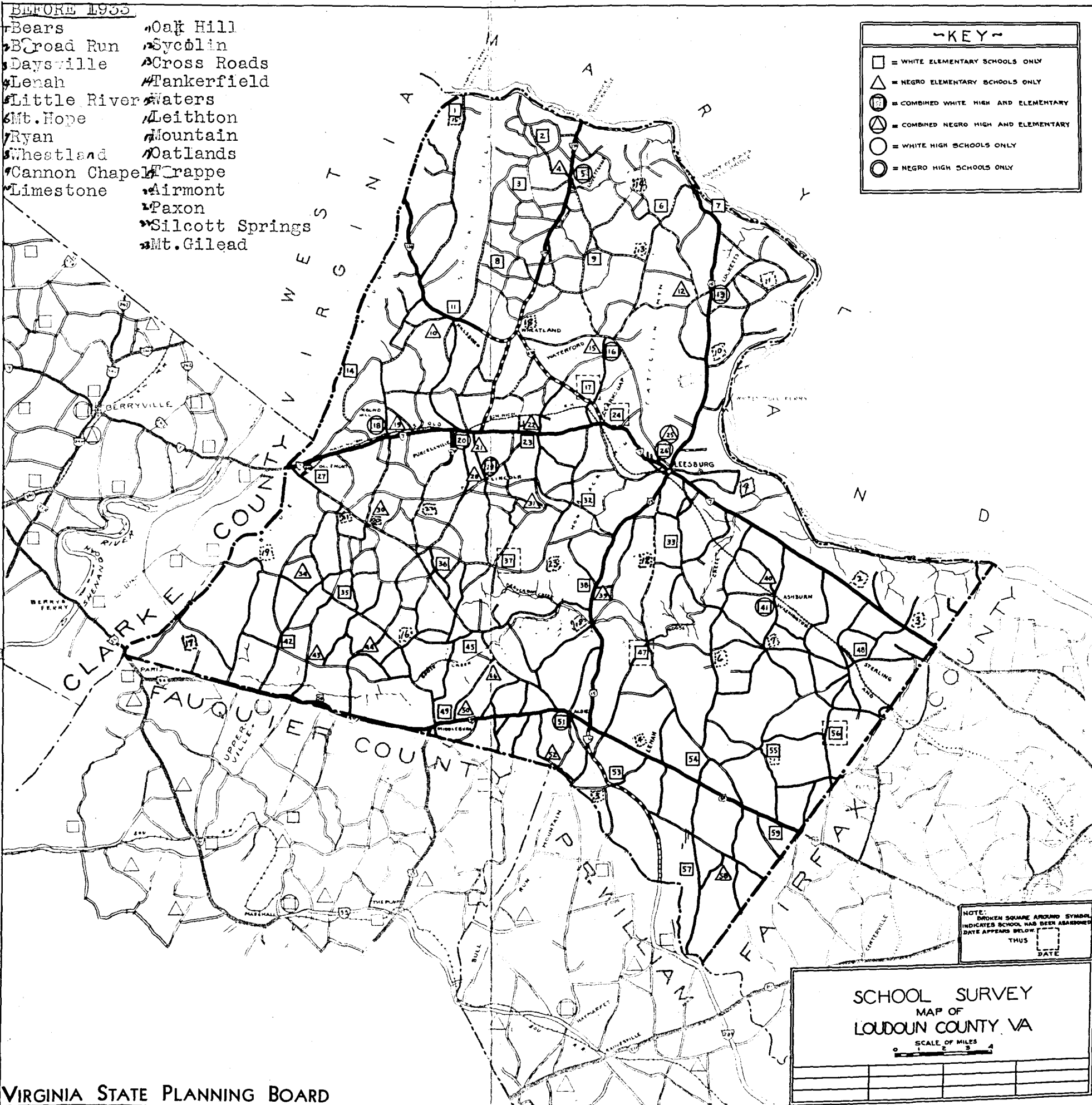
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BEFORE 1935

1. Emerick-
2. Woodland
3. Brooklyn
4. Lovettsville
5. "
6. Taylorstown
7. Furnace Mt'n
8. Arlington
9. Milltown
10. Hillsboro
11. "
12. Mt. Pleasant
13. Lucketts
14. Sunny Ridge
15. Waterford
16. "
17. Paeonian Springs
(Closed 1935-36)
18. Round Hill
19. " (Closed - 1937)
20. Purcellville
21. "
22. Hamilton
23. "
24. Clarks Gap (out 35-36)
25. Leesburg
26. "
27. Bluemont
28. Lincoln
29. "
30. Bowells Grove
31. Hughsville
32. Woodburn (closed 1935-36)
33. Cool Spring
34. Rock hill
35. Unison-Bloomfield
36. Philmont
37. North Fork (out 1934-35)
38. Mountain Gap
39. "
40. Ashburn
41. "
42. Blakely Grove
43. Willisville
44. St. Louis
45. Mountville
46. Marble Quarry
47. Red Hill (out 1935-36)
48. Sterling
49. Middleburg
50. "
51. Aldie (closed 1935-36)
52. Bull Run
53. Little River
54. Arcola
55. Carter
56. Coleman (closed 1935-36)
57. McGraws Ridge
58. Conklin
59. Pleasant Valley

1. Oak Hill
2. Sycolin
3. Cross Roads
4. Tankerfield
5. Waters
6. Leithton
7. Mountain
8. Otlands
9. Crape
10. Airmont
11. Paxon
12. Silcott Springs
13. Mt. Gilead



APPENDIX II

GRADED SCHOOLS IN 1890

Location	Principal	<i>white or colored</i>	<i>number of teachers</i>	<i>number of pupils</i>	<i>number monthly attendance</i>	<i>daily attendance average</i>	<i>average attendance</i>	<i>percentage of months taught</i>	<i>cost per pupil</i>	
Leesburg	John S. Simpson	w	8	6	235	184	148	80	10	117
Lincoln	John S. Somer	w	8	2	79	63	60	79	8	108
Ebenezer	L. P. Brawn	w	7	2	80	66	48	73	8	99
Middleburg	John H. Priest	w	7	2	56	40	30	75	8	120
Hamilton	Fortescue Whittle	w	7	3	106	84	70	83	8	94
Aldie	William C. Garnett	w	8	2	57	43	31	72	8	131
Waterford	William B. Carr	w	8	3	109	84	65	77	8	92
Hillsboro	W. E. F. Taylor	w	7	2	80	65	46	71	8	88
Lovettsville	C. A. Newlson	w	7	2	92	73	59	76	8	87
Middleburg	A. H. Davis	c	6	2	132	93	77	83	8	42
Lincoln	Annie V. Moore	c	6	2	116	69	51	74	8	33
Leesburg	Robert H. Tyler	c	6	3	175	125	98	78	8	45

APPENDIX III

COMPARISON OF LOUDOUN COUNTY SCHOOLS FOR 1914-1915 AND
1924-1925¹

Item	1915	1925	Per cent of increase
White school population.....	3,964	4,309	8.7
Negro school population.....	1,685	1,459	13.4*
Total school population.....	5,649	5,768	2.1
White pupils enrolled.....	3,397	3,719	9.5
Negro pupils enrolled.....	1,091	1,023	6.2*
Total pupils enrolled.....	4,488	4,751	5.9
Average daily attendance, white.....	2,277	2,686	18.0
Average daily attendance, colored.....	723	744	29.0
Average daily attendance, total.....	3,000	3,430	14.3

Per cent the average attendance is of enrollment.

the white percentage.....	67	89	32.8
the colored percentage.....	52.6	88	32.9
Total percentage.....	66.8	89	33.2
Term in days, white schools.....	167	174	4.2
Term in days, colored schools.....	125	138	10.4
Term in days, all schools.....	156	168	7.7
Number of white schools.....	60	58	3.3*
Number of colored schools.....	22	25	13.6
Total number of schools.....	82	83	1.2
Total number of one-room schools.....	67	58	13.4*
Total number of two-room schools.....	3	8	166.7
Total number of high schools.....	8	11	37.6
White teachers employed.....	114	133	16.7
Colored teachers employed.....	59	28	3.4*
Total teachers employed.....	143	161	12.6
Average salary per teacher.....	\$355	\$745	109.0

Number of teachers with above second grade certificates.

Number of teachers white.....	88	126	43.2
Number of teachers colored.....	11	15	36.4
Number of teachers total.....	99	141	42.4

Number of teachers with above second grade certificates.

Number of teachers white.....	26.8	81.1	1.5
Number of teachers colored.....	38.0	56.6	38.2
Number of teachers total.....	69.2	87.6	26.6

Total amount of school funds.....	\$83,476.21	\$280,184.52	235.5
Total value of school property.....	145,300.00	436,500.00	200.3*
Total amount of state school funds.....	19,228.97	48,558.93	152.5

1. Deck and Heaton, Op. cit. p. 81

* = decrease