

1945

Proposal for Consolidation of the White Public Schools in Lancaster and Northumberland Counties in 1945.

Carrington Samuel Cockrell
College of William and Mary

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PROPOSAL FOR CONSOLIDATION OF THE WHITE PUBLIC
SCHOOLS IN LANCASTER AND NORTHUMBERLAND COUNTIES
IN 1945

Carrington Samuel Cockrell

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF
THE COLLEGE OF WILLIAM AND MARY
FOR THE DEGREE
MASTER OF ARTS

1945

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Chapter I

INTRODUCTION

Education is a continuous process of learning which all members of society must have in order to realize the full benefits of democracy. It is the development of the whole child, with his abilities and inabilities, in order to train him to live in a democratic society.

Education is not a fixed thing but must be flexible to the community in which it serves.

Public educational organization in the United States is not fixed or permanent in form. Only the functions itself may be said to possess any final degree of permanence. Educational organization in the United States must remain dynamic and free to meet and solve its problems as rapidly as it can develop popular support . 1

Educators and leading citizens are aware of the inadequacy of the present rural schools.

Forward-looking educators and layman are agreed that the greatest handicap to rural school efficiency and progress today is the small unit under which rural schools are organized and administered. 2

To meet the needs for better educational opportunities many small units are being merged into larger units.

-
1. Arthur B. Moehlmann, School Administration, The Riverside Press, Cambridge, Mass., 1940, p. 34.
 2. Ward G. Reeder, Public School Administration, The Macmillan Company, New York, 1941, p. 70-71

The tendency in both theory and practice is toward a larger unit for school administration, especially for the rural schools. 3

Many people in Lancaster and Northumberland Counties, as well as in other counties, have bitterly opposed consolidation for fear of losing the high school in their community and thus hampering or retarding the growth of the community. In a survey,⁴ made by the State Department of Education for Northumberland County, the committee pointed out that of every one-hundred pupils approximately eighty were elementary, and thus remained in the community to carry on the community center of learning, while only twenty went on to a centrally located high school, thus tying together not only one community but all the communities.

Lancaster and Northumberland Counties, like other rural counties, have undergone many changes in social and economic development. These developments have come so gradually that few people realize the problems arising with the changes. The schools have not kept pace with these changes. The reorganization of the schools in the two counties must be made to give youth the training required to meet their needs of life.

3. Ibid. p. 70

4. F. F. Jenkins, K. J. Hoke, Raymond V. Long
Surry Report for Northumberland County, unpublished
material, 1940, p. 4 Part II.

Local interest in public schools is essential to their development. The establishment of many high schools in Virginia bears testimony to the fact that this interest has been alive and active. It is hoped that this interest may now be directed toward the establishment of fewer, but more adequate schools, to replace the many small and inefficient ones now existing in the State. 5

Statement of The Problem

The purpose of this study is to make an investigation of the population and school census, buildings and equipment, enrollment, scope of offering, teaching personnel, transportation and cost of the white public schools in the division of Lancaster and Northumberland Counties, and to make a proposal for consolidation of high schools in order that a more adequate educational program in light of the needs discovered.

Source of Data

The data gathered for this study were secured from the Division Superintendent's Office of Lancaster and Northumberland Counties; The Annual Report of The State Superintendent of Public Instruction; Bureau of Census; questionnaire to citizens in the various communities in which the present schools are located; State Department of Education; and a survey of Northumberland County made by the State Department of Education.

-
5. Virginia State Chamber of Commerce, Opportunities For The Improvement of High School, Education In Virginia, Richmond, Virginia, 1944 p.6

Method Used In The Investigation

The method used in this study is primarily one of individual research, in which the author investigated the administrative organization, pupil personnel, teacher personnel, enrollment, instruction, transportation, and costs, in the present white public schools, through studying available records. In addition a questionnaire was circulated in order to get a sampling of the extent to which public opinion would be likely to support a proposal for consolidation. Also, a conference was held with a representative of the State Department of Education in order to determine if the proposal was in conflict with the policies of that body.

Organization

In Chapter II the writer will review recent studies made of the two counties involved in the study. Chapter III will present data for the white public schools as they now exist, including population and school census, enrollment, teaching personnel, transportation, and instructional costs. Chapter IV will present cross-section of public opinion, obtained by a questionnaire and conferences with the citizens of the counties, and views of the State Department on consolidation. Chapter V is a proposal for

consolidation of the high schools of the two counties, and Chapter VI presents the summary and conclusions.

Chapter II

Resume of Recent Studies

Brent's Study of Northumberland County

Two studies have been made since 1930 on the reorganization of the schools in Lancaster and Northumberland Counties. One of these studies deals with Northumberland County and the other with Lancaster County.

In the study of Northumberland County, 1930 to 1939,¹ an investigation is made of the characteristics, the extent, and the development of the program of education in the county; the sociological conditions implying a need for change; and a proposal of a program within the resources of the county adequate to meet the needs of the people served.

In presenting this study tables were used to show the taxable wealth of the county and the tax rate. The organization and administration of the schools was shown by studying the buildings, equipment, teaching staff, certification, teacher-turn-over, transportation, enrollment, attendance, retardation, success of

1. Brent, William Seymour, A Study of Education In Northumberland County 1930-1940, unpublished material, College of William and Mary, 1940

graduates, community relations, educational program and the supervisory program. The study of sociological conditions of the county was made by investigation of the occupations, trends in population, description of population, birth rate, death rate, economic status, marital status, recreation, housing, pathologies, and churches.

It is pointed out in the summary that there has been a tendency toward consolidation, an improvement in the program of instruction, development of a better understanding of child growth, an increase in migration of young people from the county, and a decrease in population. These conditions have the following implications for education in the county:

First, the county needs a change in its educational program.

Second, the educational program must be comprehensive in nature.

Third, the county is able, with the assistance from State and Federal government, to finance such a program in keeping with present policies for financing education.

Fourth, the citizens of the county must be informed concerning the educational needs of the county and be enlisted for cooperative efforts in planning and carrying forward the program.

Fifth, the county needs an effective recreational program for young people.

The proposed program for the county, in light of the implications, was that the elementary units are sufficient to satisfy the needs of the elementary children. It would require the consolidation of the high school facilities through-out the county into one center, situated at a point in the county which will serve the population most effectively. Such schools must offer programs that will prepare students for college, and various types of vocational education. Also a program for the out-of-school-youth group and adults in the county should be provided. The educational program contemplates, therefore, offering educational opportunities for every individual within the county, elementary students, high school students, and adults. The curriculum to be offered must be worked out carefully and in keeping with the needs of the people concerned, and the requirements of State Course of Study. This proposed program is not an effort to save funds but a plan by which equal and more adequate educational opportunities can be offered to the youth of the county.

Booker's Study of Lancaster County

In the study of the schools in Lancaster County from 1930 to 1940,² a survey is made to determine the definite needs, the extent

2. Booker, James Judson Jr., An Economic and Sociological Survey of Lancaster County And the Relationship to The Educational Program 1930 to 1940, unpublished material, College of William And Mary, 1942.

of the needs, the financial resources available, and to map out a program sufficient for these needs within the financial resources of the county.

In the educational part of the survey, the physical facilities, teaching staff, enrollment, graduates, administration, community relations, educational programs, supervisory program, revenue from governmental agencies, revenue for schools, and expenditures for schools are presented. The socio-economic part of the survey presents the location and size of the county, transportation, communities, industries, trends in population, birth rates, death rates, marital status, pathologies, social welfare, housing, religious life and recreation.

The summary of the study points out that there is a tendency toward consolidation of schools, the value of school property has been enhanced due to the building program, transportation facilities have been provided for the children, the instructional program has been improved, a broader educational philosophy is evident, the quality of teachers is superior by types of certificates held; the population of the county is decreasing; the industries of the county are not adequate for the young people, thus, migration among them is great; the per capita wealth of the county is smaller than that of Virginia as a whole; illegitimacy is large; housing conditions among the negroes are poor; and recreational facilities are inadequate.

In light of the data presented the following changes in the educational program of the county were given:

First, further consolidation of the secondary schools.

Second, a more comprehensive education program.

Third, the installation of adult education.

Fourth, the development of an efficient guidance program.

In the proposed program the three high schools now in operation in the county should be consolidated at Kilmarnock, transporting the high students from the other high schools, Lively and White Stone, to Kilmarnock. The elementary schools should be consolidated into two units, one at Lively, and one at White Stone. The elementary children of Ottoman would be taken to Lively and the elementary children of Kilmarnock, Weems, and Irvington to White Stone.

The present buildings are practically adequate for this program. It would mean the building of vocational buildings at Kilmarnock for Agriculture, Home Economics and Shop. In the above program there would be one high school and two elementary schools in Lancaster County.

The elementary curriculum needs no decided change. The high school curriculum would be divided into two types, college preparatory and vocational. There would be extra-curricula activities including

music, dramatics, etc. A director of instruction would be employed for the division, and would divide his time between the white and the Negro schools. The facilities of the schools would be open to out-of-school youth and available for adult activities.

Chapter III

Present Schools 1944-1945

Geographical Features

Lancaster and Northumberland Counties are bounded on the north by the Potomac River, Chesapeake Bay on the east, Rappahannock River on the south, and Richmond and Westmoreland Counties on the west. The length and width of Lancaster county is twenty-three and twelve miles respectively. The length and width of Northumberland County is twenty-seven and one-half miles and eleven and one-half miles respectively. The combined length and width of the two counties is thirty-three miles and twenty-two miles respectively, as shown by the Department of Highways in maps of the two counties. The area of the two counties as reported in the 1940 census ¹ is Lancaster County 142 Square Miles, and Northumberland County 200 Square Miles, and the total area of both counties 342 Square Miles

There is one river, Corrotoman, in Lancaster County, and two rivers in Northumberland County, the Great Wicomico River and the Little Wicomico River. The average length of these rivers is approximately five miles, as shown on Highway Map I.

1. U. S. Department of Commerce, 1940 Census, Vol. I.

There is one highway, Route Number 360 running lengthwise through Northumberland County and one highway, Route Number 3 running lengthwise through Lancaster County. There are two highways connecting these two highways in the counties, Routes Numbers 201 and 600, connecting the County Seats, Heathsville and Lancaster, and Route Number 200 from Burgess Store on Route Number 360 to Kilmarnock on Route Number 3.

The counties have no natural barriers to separate them or their communities as there are no mountains in this section, and the rivers are provided with ferries and bridges so that the communities are very well tied together by the highways.

The soil of the two counties is well adapted to agriculture, and farming is the chief occupation of the people. There are approximately ten canneries and packing companies and approximately twenty sea food companies, distributed throughout the counties.

School Buildings and Equipment

There are nine school plants in the two counties, one in each of the seven districts of the counties with the exception of White Stone which has three. In Lancaster County there are three districts and in Northumberland County there are four districts. Table I shows the schools in each district of the two counties:

Table I
SCHOOLS AND DISTRICTS
IN LANCASTER AND NORTHUMBERLAND COUNTIES

<u>Lancaster:</u>	<u>Schools In District</u>
White Stone District -----	White Stone High and Elementary Kilmarnock High and Elementary Weems Elementary
White Chapel District -----	Ottoman Elementary
Mantua District -----	Lively High and Elementary
 <u>Northumberland</u>	
Lottsburg, District-----	Callao High and Elementary
Heathsville District-----	Heathsville High and Elementary
Fairfields District-----	Reedville High and Elementary
Wicomico District-----	Wicomico High and Elementary

The school buildings ² in Lancaster County are for the most part brick, with one cinderblock building, and three frame buildings

2. Office of Division Superintendent, 1945 Reports.

as shown in Table II. Two of the high schools, Lively and White Stone, have Home Economics and Agricultural Buildings. Lively has a separate building for the lunchroom, making a total of four buildings at the school plant. White Stone has three buildings and Kilmarnock has one building.

The buildings are comparatively new, the oldest elementary building at Weems having been built in 1918. White Stone Elementary and High School building was built in 1923, Lively Elementary and High School Building in 1928, Ottoman Elementary in 1934, and Kilmarnock in 1942.

These buildings are in the "D" classification as given by War G. Reeder.

A building with masonry walls, but otherwise ordinary, or joist, construction and wood finish is estimated thirty years of service. 3

The replaceable value of the buildings and equipment as shown in Table II of Lively is \$40,300.00, of Ottoman is \$15,700.00, of Weems is \$5,300.00, of White Stone is \$51,800.00 and of Kilmarnock is \$68,500.00, making a total for the county of \$181,600.00

3. Reeder, Ward G., The Fundamentals of Public Schools Administration, The Macmillan Company, New York, 1941, p. 346

Table II

TYPE OF BUILDINGS, YEAR CONSTRUCTED, AND THE VALUE OF BUILDINGS AND EQUIPMENT
IN LANCASTER COUNTY

<u>Buildings</u>	<u>Type</u>	<u>Year Constructed</u>	<u>Value of Equipment</u>	<u>Value of Buildings</u>	<u>Total Value</u>	<u>Total Value By School</u>
Lively Elementary & High School	Brick	1928	\$1500	\$24000	\$25500	
Lively Home Economics	Frame	1927	\$1000	\$4500	\$5500	
Lively Agricultural	Frame	1937	\$900	\$4500	\$5400	
Lively Lunchroom	Cinderblock	1944	\$1400	\$2500	\$3900	\$40300
Ottoman Elementary School	Brick	1924	\$700	\$1500	\$15700	\$15700
Weems Elementary School	Brick	1918	\$300	\$5000	\$5300	\$5300
White Stone Elementary and High School	Brick	1923	\$3000	\$36000	\$39000	
White Stone Agricultural	Frame	1940	\$800	\$5500	\$6300	
White Stone Home Economics	Brick	1939	\$1000	\$5500	\$6500	\$51800
Kilmarnock Elementary And High School	Brick	1942	\$1500	\$67000	\$68500	\$68500
			\$12100	\$169500	\$181600	\$181600

Data taken from the County School Board Office
Report 1944 - 1945

From the date of construction, the type of buildings, and the replaceable value of the buildings, it seems that the buildings are in fair condition and can be used for ten to fifteen years.

The buildings in Northumberland County ⁴ for the Four Elementary and High Schools are all frame, with the exception of two brick buildings, one at Heathsville and the other at Reedville as shown in Table III. Each of the school plants has four buildings except Heathsville which has five. Two of the schools have separate buildings for lunchrooms, and all have Agricultural and Home Economics Buildings.

The average number of years the Elementary and High School Buildings in Northumberland County have been in operation is twenty-eight years. The average number of years the Elementary and High School Buildings in Lancaster County have been in operation is fourteen years. The oldest building is the Elementary and High School Building at Wicomico, constructed in 1910, newer buildings consists of Agricultural and Home Economics constructed in 1940 and 1941.

The High School and Elementary Buildings are in "E" classification as given by Ward G. Reeder.

4. Office of Division Superintendent, 1945 Reports.

Table II

TYPE OF BUILDINGS, YEAR CONSTRUCTED, AND THE VALUE OF BUILDINGS AND EQUIPMENT
IN LANCASTER COUNTY

<u>Buildings</u>	<u>Type</u>	<u>Year Constructed</u>	<u>Value of Equipment</u>	<u>Value of Buildings</u>	<u>Total Value</u>	<u>Total Value By School</u>
Lively Elementary & High School	Brick	1928	\$1500	\$24000	\$25500	
Lively Home Economics	Frame	1927	\$1000	\$4500	\$5500	
Lively Agricultural	Frame	1937	\$900	\$4500	\$5400	
Lively Lunchroom	Cinderblock	1944	\$1400	\$2500	\$3900	\$40300
Ottoman Elementary School	Brick	1924	\$700	\$1500	\$15700	\$15700
Weems Elementary School	Brick	1918	\$300	\$5000	\$5300	\$5300
White Stone Elementary and High School	Brick	1923	\$3000	\$36000	\$39000	
White Stone Agricultural	Frame	1940	\$800	\$5500	\$6300	
White Stone Home Economics	Brick	1939	\$1000	\$5500	\$6500	\$51800
Kilmarnock Elementary And High School	Brick	1942	\$1500	\$67000	\$68500	\$68500
			\$12100	\$169500	\$181600	\$181600

Data taken from the County School Board Office
Report 1944 - 1945

A frame building constructed with wood above foundation with or without slate or other semi-fireproof material on roof is classified as an "E" type of building and the estimated life is twenty years. 5

The replaceable value of equipment and buildings in the four elementary and high schools is low, which indicates the condition of these buildings. The total replaceable value of buildings and equipment at Callao is \$32,200, at Heathsville is \$45,850, at Reedville is \$43,500, and at Wicomico is \$21,800.

5. Reeder, Ward G., The Fundamentals of Public School Administration, The Macmillan Company, New York, 1941, p. 346.

Table III

**TYPE OF BUILDINGS, YEAR CONSTRUCTED, AND THE VALUE OF BUILDINGS AND EQUIPMENT
IN NORTHUMBERLAND COUNTY**

<u>Buildings</u>	<u>Type</u>	<u>Year Constructed</u>	<u>Value of Equipment</u>	<u>Value of Buildings</u>	<u>Total Value</u>	<u>Total Value By Schools</u>
Callao High and Elementary	Frame	1924	\$1650	\$ 8000	\$ 9650	
Callao Auditorium	Frame	1924	\$2500	\$ 9000	\$11500	
Callao Agricultural	Frame	1940	\$1650	\$ 4000	\$ 5650	
Callao Home Economics	Frame	1940	\$1500	\$ 4000	\$ 5500	
						\$32,300
Heathsville High and Elementary	Frame	1918	\$1650	\$ 7500	\$ 9150	
Heathsville Auditorium	Brick	1936	\$2200	\$19000	\$21200	
Home Economics, Heathsville	Frame	1936	\$1500	\$ 4000	\$ 5500	
Heathsville Agricultural	Frame	1937	\$2500	\$ 4000	\$65000	
Heathsville Lunch Room	Frame	1939	\$ 500	\$ 3000	\$ 3500	
						\$45,850
Reedville High and Elementary	Frame	----	\$1350	\$10000	\$11350	
Reedville Auditorium	Brick	1927	\$1650	\$20000	\$21650	
Reedville Agricultural	Frame	1941	\$1000	\$ 4000	\$ 5000	
Reedville Home Economics	Frame	1937	\$1500	\$ 4000	\$ 5500	
						\$43,500
Wicomico High and Elementary	Frame	1910	\$2000	\$ 7500	\$ 9500	
Wicomico Home Economics and Agricultural	Frame	1926	\$2200	\$40000	\$ 6200	
Wicomico Auditorium	Frame	1920	\$ 600	\$2000	\$ 2600	
Wicomico Lunch Room	Frame	1939	\$ 500	\$3000	\$ 3500	
						\$21,800
			\$26,450	\$117,000	\$143,450	\$143,450

Data taken from the County School Board Office
Report 1944 - 1945

Population

The white population of the two counties consists, for the most part, of native born people, according to the U. S. Census ⁶ for a period from 1910 to 1940. In this same period there is a slight increase in the population of Lancaster County, while there is an increase from 1910 to 1920, there is a decrease in 1930 and also in 1940 in Northumberland County. In looking at the total population of both counties as indicated in Table IV, there is an increase from 1910 to 1920, but 1930 and 1940 show a decrease.

Table IV

POPULATION CENSUS FOR WHITE
IN LANCASTER AND NORTHUMBERLAND COUNTIES
1910 to 1940

<u>Year</u>	<u>Lancaster</u>	<u>Northumberland</u>	<u>Total</u>
1910	4613	6510	11123
1920	4754	6644	11398
1930	4826	6433	11259
1940	4992	6138	11130

6. U. S. Department of Commerce, Vols. I (1910-1940)

School Census

The School Census, ages seven to nineteen, for the white schools in the two counties from 1910 to 1945 show an increase from 1910 to 1915. From 1915 to 1935 there is no appreciable change, but the years 1940 to 1945 show a tremendous drop. Table V ⁷ and Chart I show this decrease.

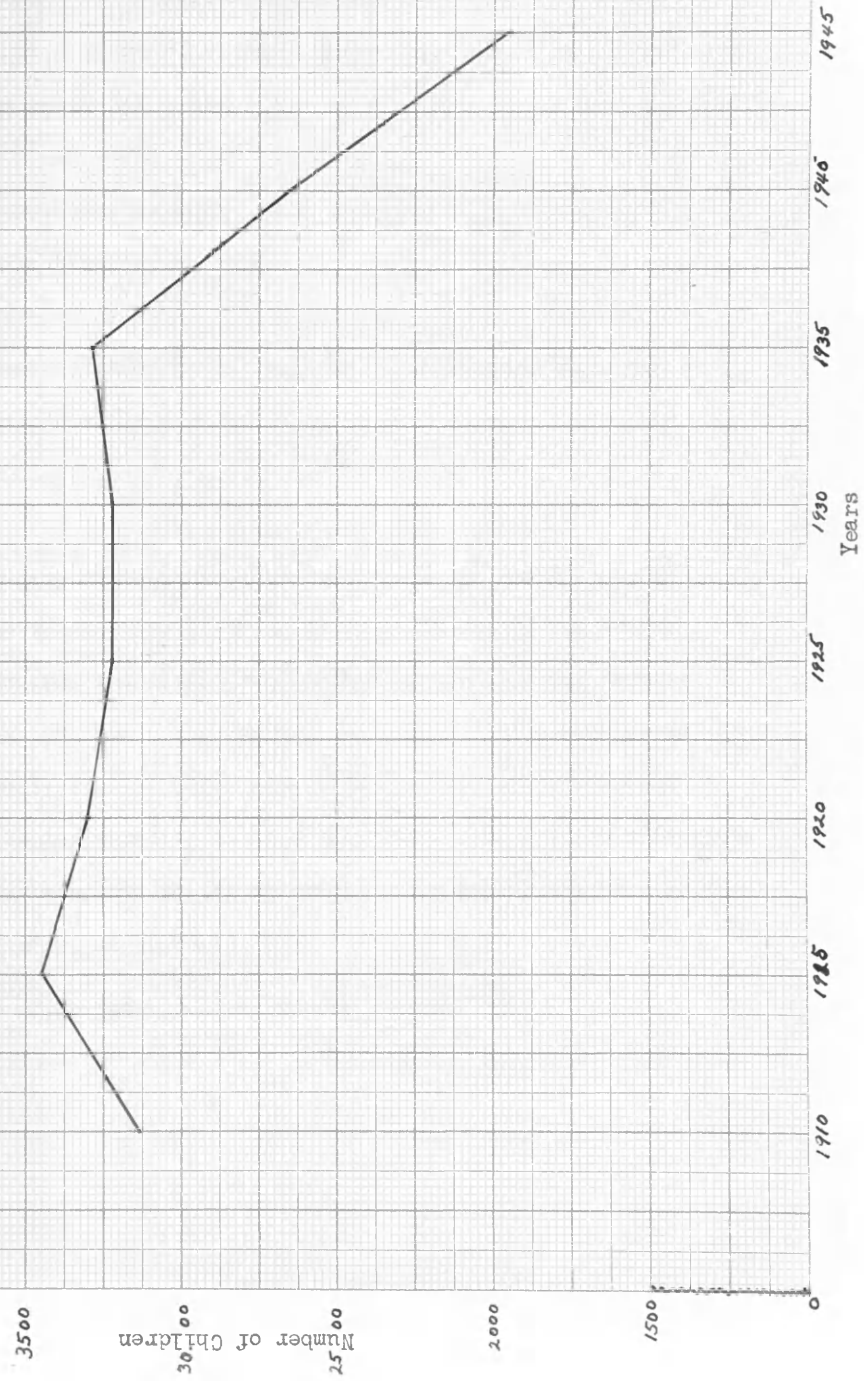
Table V

SCHOOL CENSUS FOR WHITE IN LANCASTER AND NORTHUMBERLAND COUNTIES - 1910 TO 1945

<u>Year</u>	<u>Lancaster</u>	<u>Northumberland</u>	<u>Total</u>
1910	1323	1811	3134
1915	1443	1994	3437
1920	1306	1994	3300
1925	1325	1915	3230
1930	1358	1879	3237
1935	1346	1951	3297
1940	1193	1445	2638
1945	896	1058	1954

7. State Superintendent's Annual Reports, and
Office of Division Superintendent.

Chart I
WHITE SCHOOL CHILDREN FOR LANCASTER AND NORTHUMBERLAND COUNTIES
FROM 1910 TO 1945



This decrease in population and school census has had definite effect on the number of schools from 1930 to 1945 as shown in Tables VI and VII. This continual decrease in school census from 1940 to 1945, including youth from seven years to nineteen years of age as shown in Table V and Chart I, has decreased the size of the schools and eliminated fourteen elementary schools and one high school since 1930, as shown in Table VI and VII.

This decrease in population and school census is partially explained by the migration of families to production centers, and by those entering the Armed Forces.

Enrollment

A great many changes have taken place in the number pupils enrolled in the schools from 1930 to 1945,⁸ and also in the number of schools. In 1930 the total elementary enrollment in the twenty-two schools was 1874 or 58 per cent of the school census ages seven to nineteen, while in 1945 there were 1123 enrolled or 58 per cent of the school census enrolled in nine elementary schools. This decrease in enrollment corresponds to the decrease in the school census over the same period of time, as shown in Table V and Chart I.

8. Office of Division Superintendent, Reports 1945

Table VI

ENROLLMENT OF THE WHITE ELEMENTARY SCHOOLS
IN LANCASTER AND NORTHUMBERLAND COUNTIES 1930 - 1945

<u>Schools</u>	<u>1930</u>	<u>1935</u>	<u>1940</u>	<u>1945</u>
LANCASTER COUNTY				
Irvington	101	122	Closed	-----
Island	22	Closed	-----	-----
Kilmarnock	132	130	112	126
Lancaster	62	56	Closed	-----
Lively	127	195	189	149
Ottoman	110	109	91	56
Weems	82	68	60	24
White Stone	167	210	154	143
NORTHUMBERLAND COUNTY				
Bluff Point	31	Closed	-----	-----
Callao	280	334	260	214
Corinth	17	Closed	-----	-----
Fairfields	126	145	101	Closed
Fairport ⁸	28	16	Closed	Closed
Gibeon	19	Closed	-----	-----
Gullicks Corner	20	Closed	-----	-----
Hacks Neck	50	Closed	-----	-----
Heathsville	142	182	165	144
Lake	22	Closed	-----	-----
Miskimon	21	Closed	-----	-----
Mundy Point	24	Closed	Closed	-----
Reedville	175	208	153	154
Wicomico	<u>116</u>	<u>145</u>	<u>146</u>	<u>113</u>
Total	1874	1920	1431	1123

Table VII

ENROLLMENT OF THE WHITE HIGH SCHOOLS
IN LANCASTER AND NORTHUMBERLAND COUNTIES 1930 - 1945

<u>Schools</u>	<u>1930</u>	<u>1935</u>	<u>1940</u>	<u>1945</u>
LANCASTER COUNTY				
Kilmarnock	86	77	85	75
Lively	73	102	112	101
White Stone	77	116	104	68
NORTHUMBERLAND COUNTY				
Callao	96	117	105	88
Fairfields	35	Closed	----	---
Heathsville	56	99	117	91
Reedville	77	140	116	66
Wicomico	47	65	69	54
	<hr/>	<hr/>	<hr/>	<hr/>
Total	544	716	708	543

The enrollment in the high schools ⁹ shows some variation, but to the extent of the elementary enrollment. In 1930 the total enrollment for the eight high schools was 544 or 17 per cent of the school census ages seven to nineteen, but in 1935 the enrollment increased to 716 or to 19 per cent of the school census in the seven schools then in operation, as shown in Table VIII. The enrollment in 1940 was 708 or 27 per cent of the school census and in 1945 the enrollment had decreased to 543 or 17 per cent of the school census, one less than in the year 1930. This decrease agrees with the school census as shown in Table V.

The enrollment of the individual high schools in the five year intervals from 1930 to 1945 as shown in Table VII, range from forty-seven at Wicomico in 1930 to one hundred and forty at Reedville in 1935. In 1930 five of the eight high schools had enrollment less than seventy-five while in 1935 one out of seven had less than seventy-five. The enrollment for 1940 shows one out of seven with less than seventy-five, but in 1945 there were three high schools out of seven with less than seventy-five.

Chart II, reveals considerable consistency in enrollment

(9. Office of Division Superintendent, Reports 1945

Chart II
ENROLLMENT OF ELEMENTARY AND HIGH SCHOOL WHITE PUPILS
IN LANCASTER AND NORTHUMBERLAND COUNTIES FROM 1930 to 1945



trends in the elementary and high schools. The fact that in 1930, however, 77.5 per cent of the total number pupils enrolled in the school were elementary and 22.5 per cent high school. In 1935, 37 per cent of the total number pupils enrolled were in the elementary and 27 per cent in the high school. In 1940, 67 per cent of the total number pupils enrolled were in the elementary and 33 per cent in the high school, while in 1945, 66 per cent of the total number of pupils enrolled were in the elementary and 34 per cent in the high school.

These percentages point out the fact that even though the total enrollments are decreasing, the per cent of elementary in the total number enrolled has decreased from 1930 to 1945, while the per cent of high school has increased.

The average daily membership ¹⁰ by primary, elementary, and secondary in 1943-1944 are shown in Table VIII. This is a representative of the enrollment, as the enrollment for the primary, elementary and secondary was not available. The total enrollment for 1943-1944, ¹¹ however, was 1784, while the total average membership was 1705 as shown in Table VIII. There were 30.9 per cent primary, 30.6 per cent elementary and 38.5 per cent secondary in the total daily membership for both counties in 1943-1944.

10. The Annual Report of The Superintendent of Public Instruction, 1943-1944, Richmond, Virginia, p. 310.

11. Ibid., p. 280

Table VIII

AVERAGE DAILY MEMBERSHIP
 PRIMARY, ELEMENTARY, AND SECONDARY WHITE PUPILS
 FOR LANCASTER AND NORTHUMBERLAND COUNTIES - 1943 - 1944

<u>COUNTY</u>	PUPILS PRIMARY	PUPILS ELEMENTARY	PUPILS SECONDARY	TOTAL
Lancaster	296	222	228	746
Northumberland	363	296	300	959
	<hr/>	<hr/>	<hr/>	<hr/>
Total	659	518	528	1705

Attendance

The average daily attendance ¹² and average daily membership show a steady decrease in both the elementary and the high school in each county over the seven year period from 1939 to 1945, as shown in Tables IX, X, XI. In 1939 there were 1387 or 90 per cent in average daily attendance in the elementary and 656 or 93 per cent in the high School for both counties, but in 1945 there were only 964 or 86 per cent elementary and 498 or 91 per cent high school pupils in average daily attendance. Here again the population and school census reflect in average daily attendance, as in the case of enrollment.

The number of days taught per year in all the schools over the seven year period from 1939 to 1945 was 180. The per cent of attendance for both counties ranges from 86 per cent but in 1944 and 1945 to 90 per cent in 1939 in the elementary schools; from 92 per cent both in 1940 and 1941 to 94 per cent in both 1939, 1944, and 1945 for the high school. These percentages for the high school are rather high despite the fact that so many of the boys and girls living on the farms have many more chores and part time jobs during the war years.

In Tables IX and X, the average number of day taught, average

¹²; Office of Division Superintendent, 1939 - 1945

Table IX

AVERAGE NUMBER DAYS TAUGHT, AVERAGE DAILY ATTENDANCE,
 AVERAGE DAILY MEMBERSHIP, AND PER CENT ATTENDANCE IN
 THE WHITE PUBLIC SCHOOLS IN LANCASTER COUNTY 1939 to 1945

<u>Year</u>	<u>Number Days Taught</u>	<u>Average</u>		<u>Average</u>		<u>Per Cent Attendance</u>	
		<u>Daily Attendance</u>	<u>H.S.</u>	<u>Daily Membership</u>	<u>H.S.</u>	<u>Elem.</u>	<u>H. S.</u>
1939	180	628	290	713	309	88	694
1940	180	597	288	684	310	87	93
1941	180	559	273	639	297	87	92
1942	180	521	244	593	265	89	92
1943	180	485	222	543	240	90	92
1944	180	442	212	518	228	86	93
1945	180	443	219	499	233	88	94

Table X

AVERAGE NUMBER DAYS TAUGHT, AVERAGE DAILY ATTENDANCE,
AVERAGE DAILY MEMBERSHIP, AND PER CENT ATTENDANCE IN
THE WHITE PUBLIC SCHOOLS IN NORTHERLAND COUNTY 1939 to 1945

<u>Year</u>	<u>Number Days Taught</u>	<u>Average</u>		<u>Average</u>		<u>Per Cent Attendance</u>	
		<u>Daily Attendance</u>	<u>H.S.</u>	<u>Daily Membership</u>	<u>H. S.</u>	<u>Elem.</u>	<u>H. S.</u>
1939	180	759	366	832	386	91	95
1940	180	729	390	822	415	88	94
1941	180	703	357	795	384	89	93
1942	180	655	330	723	349	90	94
1943	180	600	315	675	338	90	93
1944	180	578	283	659	300	87	94
1945	180	521	279	628	294	83	95

Table XI

AVERAGE NUMBER DAYS TAUGHT, AVERAGE DAILY ATTENDANCE,
AVERAGE DAILY MEMBERSHIP, AND PER CENT ATTENDANCE IN
WHITE PUBLIC SCHOOLS IN LANCASTER AND NORTHUMBERLAND
COUNTIES 1939-1945

<u>Year</u>	<u>Number Days Taught</u>	<u>Average</u>		<u>Average</u>		<u>Per Cent Attendance</u>	
		<u>Daily Attendance</u>	<u>H.S.</u>	<u>Daily Membership</u>	<u>H. S.</u>	<u>Elem.</u>	<u>H. S.</u>
1939	180	1387	656	1545	695	90	94
1940	180	1326	678	1506	725	88	92
1941	180	1262	630	1434	681	88	92
1942	180	1178	574	1316	614	88	93
1943	180	1085	537	1218	578	89	93
1944	180	1020	495	1177	528	86	94
1945	180	964	498	1127	527	86	94

daily attendance, average daily membership, and per cent of attendance for each county from 1939 to 1945 is given. Table XI is a composite of Tables IX and X, presenting the data for both counties.

The per capita cost of instruction ¹³ over a period of six years, 1940 to 1945, has increased in both counties. The per capita cost in elementary increased from \$30.06 in 1940 to \$40.02 in 1945, in Lancaster County. In Northumberland County the cost increased from \$26.95 in 1940 to \$40.85 in 1945. The high School per capita cost of instruction practically doubled in both counties from 1940 to 1945 as shown in Table XII. The average per capita cost of instruction from 1940 to 1945 in both cost, has been higher than the median for the counties in the State over the same period of time.

13. The Annual Reports of State Superintendent of Public Instruction 1940 to 1944, and Office of Division Superintendent, 1945.

Table XII

PER CAPITA COST OF INSTRUCTION PER PUPIL
IN AVERAGE DAILY ATTENDANCE FOR THE WHITE PUBLIC SCHOOLS IN
LANCASTER AND NORTHUMBERLAND COUNTIES 1940-1945

<u>Year</u>	<u>Lancaster County</u>		<u>Northumberland County</u>		<u>For Counties, Median</u>	
	<u>Elem.</u>	<u>H. S.</u>	<u>Elem.</u>	<u>H. S.</u>	<u>Elem.</u>	<u>H.S.</u>
1940	\$30.06	\$53.06	\$26.95	\$65.80	\$27.11	\$48.00
1941	30.35	58.85	27.72	49.42	28.42	49.66
1942	31.09	60.53	28.79	61.32	30.19	55.22
1943	18.97	72.11	35.87	72.46	35.00	65.00
1944	41.95	76.50	41.56	89.33	39.85	75.14
1945	40.02	94.80	40.85	121.28	Not Available	

With-drawals

The withdrawals for Northumberland County in 1944-1945 were thirty-three elementary and sixteen high school pupils, and in Lancaster County thirty-one elementary and twenty-nine high school pupils. The total numbers of with-drawals for both counties¹⁴ was sixty-four elementary and forty-five high school pupils. The number of withdrawals in the high school, approximately eight per cent of the pupils enrolled, can partially be explained by the fact that many went into the Armed Forces, while the large number in the elementary, approximately six per cent of the pupils enrolled, can be explained by the decrease in the population and the school census for 1940 and 1945.

Table XIII presents the number of elementary and high school withdrawals in each school in both counties. The total number of elementary withdrawals in both counties is sixty-four and forty-five in high school.

14. Office of Division Superintendent, Reports 1945.

Table XIII

WITHDRAWALS IN THE WHITE PUBLIC SCHOOLS IN
LANCASTER AND NORTHUMBERLAND COUNTIES, 1944 & 1945*

<u>SCHOOLS</u>	<u>ELEMENTARY</u>	<u>HIGH SCHOOL</u>	<u>TOTAL</u>
Northumberland County			
Callao	9	7	16
Heathsville	10	3	13
Reedville	12	3	15
Wicomico	2	3	5
Total	33	16	49
Lancaster County			
Kilmarnock	13	8	21
Lively	7	15	22
White Stone	9	6	15
Ottoman	0	0	0
Weems	2	0	2
Total	31	29	60
Grand-Total	64	45	109

*Principal's OrHead Teacher's Term Report, Superintendent's Office

PUPIL PROMOTION

The number of pupils promoted ¹⁵ in Northumberland County in 1944-1945 was 840 from 924 enrolled with 84 retained; and in Lancaster County 616 promoted from 742 enrolled with 113 retained. The total for the two counties shows 1456 promoted out of 1666 enrolled with 197 retained, or approximately 87 per cent promoted and 13 per cent retained. Table XIV shows the number enrolled, number promoted, and the number retained by schools in each county.

15. Office of Division Superintendent, 1945

Table XIV

PUPILS PROMOTED AND RETAINED IN WHICH PUBLIC SCHOOLS
LANCASTER AND NORTHUMBERLAND COUNTIES 1944-1945*

<u>SCHOOLS</u>	<u>ELEMENTARY</u>			<u>HIGH SCHOOL</u>			<u>TOTAL</u>		
	Enroll.	Prom.	Ret.	Enroll.	Prom.	Ret.	Enroll.	Prom.	Ret.
Northumberland County									
Callao	214	204	11	88	76	9	302	280	20
Heathsville	144	132	10	91	79	9	235	213	19
Reedville	154	134	27	66	62	1	220	196	28
Wicomico	113	98	16	54	53	1	167	151	17
Total	625	570	64	299	270	20	924	840	84
Lancaster County									
Kilmarnock	126	105	18	75	43	25	201	148	43
Lively	149	130	21	101	80	8	250	210	29
White Stone ⁸	143	136	14	68	50	16	211	186	30
Ottoman	56	50	10	-	-	-	56	50	10
Weems	24	22	1	-	-	-	24	22	1
Total	498	443	64	244	173	49	742	616	113
Grand-Total	1123	1013	128	543	443	69	1666	1456	197

* Term Report, Principal or Head Teacher
Superintendents' Office, Lancaster and Northumberland Counties

Graduates

The majority of the high schools in Lancaster and Northumberland Counties receive no further training in colleges or trade schools.¹⁶ Over the ten year period from 1935 to 1944, the per cent of graduates going to both colleges and trade schools combined ranges from 23 per cent to 46 per cent, while the median of these percentages is approximately 32 per cent. On the average, in the ten year period 32 per cent of the total graduates took training either in colleges vocational schools, while 68 per cent of the graduates received no further training. Table XV shows the number of graduates, number going into trade schools, and the number going to colleges by schools in both counties from 1935 to 1944. Chart **III** following Table XV shows the percent of graduates going into colleges and trade schools for the same ten year period. There seems to be no particular change in any of the years except in the years 1940, which showed advance of about 10 percent from 1939, and 1941 or an increase of about 14 per cent above 1939. This fluctuation in 1940 and 1941 was no doubt due to the war and effect of the war.

16. The Annual Report of State Superintendent of Public Instructions, 1935 to 1944.

Table XV

NUMBER OF WHITE GRADUATES GOING TO TRADE SCHOOLS AND COLLEGES OFFERING
DEGREES IN LANCASTER AND NORTHUMBERLAND COUNTIES FROM 1935 to 1944

Year	Wicomico			Callao			Heathsville			Kilmarnock			Lively			Reedville			White Stone			Total			
	G	T	C	G	T	C	G	T	C	G	T	C	G	T	C	G	T	C	G	T	C	G	T	C	
1934-1935	11	3	3	10	4	2	8	2	2	2	18	0	4	10	3	2	24	2	5	21	4	4	102	18	22
1935-1936	16	2	2	14	1	4	20	2	2	2	20	7	7	19	4	0	25	5	8	18	0	2	132	21	25
1936-1937	14	0	2	19	3	2	16	5	4	15	4	3	24	2	3	20	3	4	19	3	3	127	20	21	
1937-1938	11	0	1	26	5	6	21	0	5	20	4	5	19	1	6	22	0	6	22	2	2	140	12	31	
1938-1939	4	1	1	12	1	0	30	6	8	11	2	1	27	2	5	22	5	3	23	1	5	129	18	23	
1939-1940	11	0	4	25	1	3	28	1	6	19	0	2	20	2	2	19	3	3	17	2	3	139	9	23	
1940-1941	14	4	4	22	4	4	31	10	6	15	5	4	27	6	7	26	4	8	22	1	6	137	34	39	
1941-1942	14	0	2	16	0	1	13	2	3	22	6	7	21	5	1	18	2	4	16	2	1	120	17	19	
1943-1944	11	0	1	17	1	5	16	1	5	12	2	2	13	1	2	14	2	4	15	1	1	98	8	20	

G -- Graduates

T -- Trade School

C -- College

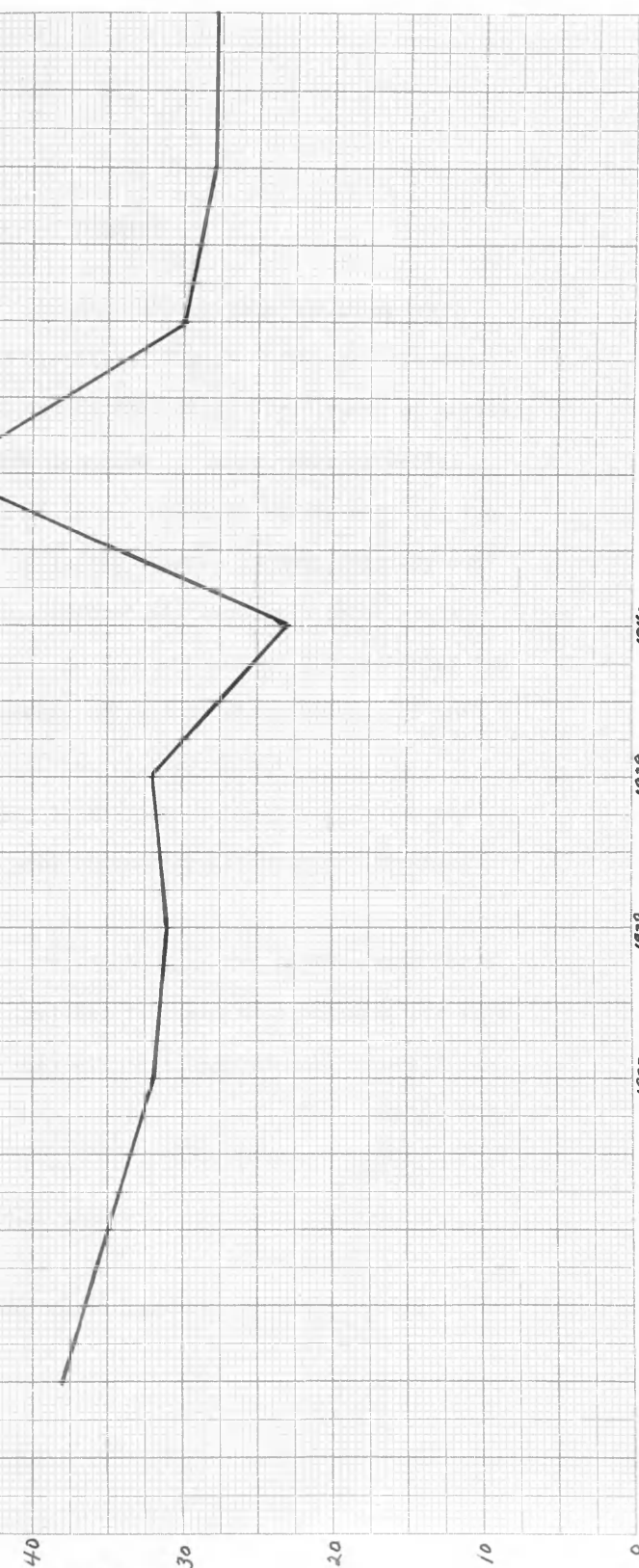
Chart III

PER CENT OF WHITE GRADUATES IN LANCASTER AND NORTHUMBERLAND COUNTIES
GOING TO COLLEGE OR TRADE SCHOOL FROM 1935 to 1944

Per Cent

Year

KEUFFEL & ESSER CO. N. Y.



Program of Studies

The courses offered ¹⁷in the seven high schools are very limited in the academic and vocational fields. The academic and vocational subjects offered are as following: four years of English; two to three years of Mathematics; two to three years of Social Studies, including Medieval History, Sociology in two schools; two to three years of Science, including General Science, Biology and Chemistry; one year of Latin, offered in three high schools; two to three years of Agriculture and Shop offered in five schools; two to three years of Home Economics offered in six schools; and one to two years of Commercial offered in two schools.

This scope of offering in the high schools is limited and pupils are not offered the same courses in all schools, creating inequalities.

These courses are sufficient to meet the requirements for a high school diploma, which includes four years of English, one year of U. S. History, one-half year of vocational Civics, one-half year of Government, one year of Mathematics and eight other courses selected by the pupil and teacher to complete the sixteen units required for graduation. The high schools, however, only offer from sixteen to

¹⁷; Office of Division Superintendent, Reports, 1945

twenty subjects a year, and, therefore, very little choice can be made in courses for individual needs. The practical arts and fine arts are excluded from the courses offered in the high school, with the exception of the Agriculture, Home Economics, and Commercial subjects mentioned above.

These high schools are set up on a four year plan, and the average student takes four classes each year. If a student fails a course in the first or second year, the student will, in most instances, have to wait until the junior or senior year to take the course failed, as some of the required as well as the electives are offered every other year in order to get in as many electives as possible.

Pupil-Teacher Ratio

The pupil-teacher ratio in the high schools of Lancaster and Northumberland Counties ¹⁸ ranges from twelve to nineteen pupils per teacher. In the elementary schools the pupil-teacher ratio ranges from twenty-four to thirty-one. Table XVI shows the pupil-teacher ratio of elementary and high schools by schools and counties. The ratio is as low as twelve in the high school, with an average of sixteen for all high schools in the counties.

18. Office of Division Superintendent, Reports, 1945.

Table XVI

PUPIL-TEACHER RATIO IN THE WHITE PUBLIC
SCHOOLS IN LANCASTER AND NORTHUMBERLAND COUNTIES
1944 - 1945

<u>SCHOOLS</u>	<u>ELEMENTARY</u>	<u>HIGH SCHOOLS</u>
Wicomico	28	12.
Reedville	31	16.5
Heathsville	29	16.5
Callao	31	16.
Kilmarnock	31	19
Lively	30	17.
White Stone	27	13.
Ottoman	28	-
Weems	24	-

Teaching Personnel

The average number of elementary teachers ¹⁹ for the nine schools in the two counties are four, ranging from one teacher at Weems Elementary School to seven in Callao Elementary School. The Average number of high school teachers ¹⁹ in the seven high schools, including principals, agricultural and Home Economics teachers, are five. The total number of elementary teachers in both counties are thirty-eight and thirty-five high school teachers, as shown in Table XVII for the school year of 1944-1945.

Table XVIII presents teacher cost ²⁰ of the elementary and high school separately for each school in both counties. The thirty-eight teachers receive \$39,015.00, and the thirty-five high school teachers, including the principals', agricultural and Home Economics Teachers' salaries, receive \$52,827.00, or a total in teachers salaries for both counties of \$91,842.00, as of 1944-1945.

19. Office of Division Superintendent, Reports, 1945

20. Ibid.

Table XVII

NUMBER WHITE TEACHERS IN THE PUBLIC SCHOOLS IN
LANCASTER AND NORTHUMBERLAND COUNTIES 1944-1945

<u>SCHOOL</u>	<u>NUMBER ELEMENTARY</u>	<u>NUMBER HIGH SCHOOL</u>	<u>PRINCIPAL</u>	<u>HOME ECONOMICS</u>	<u>AGRICULTURAL</u>	<u>TOTAL</u>
Lancaster County						
Kilmarnock	4	3	1	0	0	8
Lively	5	3	1	1	1	11
Ottoman	2	-	-	-	-	2
Weems	1	-	-	-	-	1
White Stone	5	3	1	1	1*	11
Northumberland County						
Callao	7	2	1	1	1*	12
Heathsville	5	3	1	1	1*	11
Reedville	5	3	1	1	0	10
Wicomico	4	2	1	1	1*	9
Total	38	19	7	6	5	75

* Indicates Teachers who teach in two schools.

Table XVIII

NUMBER AND COST OF ELEMENTARY AND HIGH SCHOOL TEACHERS*
FOR THE WHITE PUBLIC SCHOOLS IN LANCASTER AND NORTHUMBERLAND COUNTIES 1944-1945

SCHOOLS	TEACHERS		COST		TOTAL COST	
	NO. ELEMENTARY	NO. HIGH SCHOOL	ELEMENTARY	HIGH SCHOOL	TEACHERS	TEACHERS
Callao	7	6**	\$6,930.00	\$8,666.00		\$15,596.00
Heathsville	5	6**	4,950.00	8,815.00		13,765.00
Kilmarnock	4	4	4,185.00	5,645.00		9,830.00
Lively	5	6	5,265.00	8,065.00		13,330.00
Ottoman	2	-	1,980.00	---		1,980.00
Reedville	5	5	5,220.00	7,320.00		12,540.00
Weems	1	-	990.00	---		990.00
White Stone	5	6**	5,310.00	7,832.50		13,142.50
Wicomico	4	5**	4,185.00	6,483.50		10,668.50
TOTAL	36	36	39,015.00	52,827.00		91,842.00

* Includes salaries of Principals, Agriculture and Home Economics, High School Teachers and Elementary Teachers.

** Indicates Agricultural Teachers who teach in two schools. Total of the column is thirty-eight, but actually only thirty-six.

Certification of High School Teachers

The teachers in the high school, for the most part, held Collegiate Professional Certificates, with the exception of four local permits and three special permits for the year 1944-1945.²¹ Of the thirty-one high school teachers eighty per cent held Collegiate Professional Certificates, eleven per cent held local permits, and nine per cent held special permits. Table XIX shows number of certificates and the kind of certificates held by the teachers for 1944-1945.

21. Office of Division Superintendent, Reports, 1945

Table XIX

TYPES OF HIGH SCHOOL CERTIFICATION FOR 1944-1945
WHITE PUBLIC SCHOOLS IN LANCASTER AND NORTHBUMBERLAND COUNTIES

<u>COUNTIES</u>	<u>LOCAL PERMITS</u>	<u>SPECIAL PERMITS</u>	<u>COLLEGIATE PROFESSIONAL</u>
Northumberland County			
Callao	0	0	6*
Heathsville	0	1	5*
Reedville	1	-	4
Wicomico	1	-	4*
Lancaster County			
Kilmarnock	0	0	4
Wively	1	1	4
White Stone	1	1	4*
TOTAL	4	3	31

* One Agricultural Teacher shares his work in another school.
Data from Table XIX taken from Preliminary Annual High School
Reports at Office of the Superintendent.

Transportation

In 1944-1945 there were twenty-six buses ²² operating in the two counties transporting children to eight schools, since Weems had no pupils transported by bus. Seven of these buses made two trips or had two separate routes. The twenty-six buses were driven by sixteen adults and ten student drivers. The total number of elementary pupils transported were 561 in Northumberland and 360 in Lancaster, 267 high school pupils in Northumberland and 170 high school pupils in Lancaster. The total number of elementary pupils transported for both counties was 921, or eighty-two per cent of the elementary pupils enrolled, and 437 high school pupils, or eighty per cent of the high school pupils enrolled.

The distance these buses traveled varied from two and one-half miles to thirty-four miles one way, based on routes as set up in 1944-1945. The buses did not always start at the beginning of the routes but where the driver lived as shown on Map I. The average for all the buses one way was thirteen miles. Also the time spent traveling on buses varied from eight minutes to one hour and fifteen minutes, while the average time spent in travel for all the buses was thirty-six minutes. The average length of the school day for the pupils in both elementary and high schools is seven hours and

22. Office of Division Superintendent, 1945

thirty minutes based on the six hours in school and the time traveling both ways, plus five minutes between arriving and school opening, as shown in Table XX.

These buses are not all county owned, but fourteen are county owned and twelve are privately owned and operated by contract. Table XXI indicates the number of county owned and contract buses by schools in both counties.

There are thirty-three separate routes made by the twenty-six buses in the two counties, bringing the pupils to the eight schools. The highway Map I of the two counties shows the routes marked off by colored pencils so that each route can be distinguished from the others going into the various schools. Also the starting points of each bus is marked by a triangle with the number of the bus in the triangle, which does not always correspond with the end of the route.

The cost of transportation ²³ per pupil in Lancaster County is \$17.56 and in Northumberland County the cost is \$16.70 per pupil. The cost of transportation per pupil per bus mile in Lancaster County is twelve and one-half cents and in Northumberland County the cost is five and eight tenths cents per pupil per bus mile, approximately half the cost in Lancaster County. The cost of the public owned buses is not figured in this operating cost which accounts for the wide variation in the two counties.

²³. Office of the Division Superintendent, Reports, 1945

Table XX

SHOWING BUS NUMBER, PUPILS TRANSPORTED, MILES TRAVELED, TIME TRAVELED
BY EACH BUS TO THE WHITE SCHOOLS AND TOTAL LENGTH OF SCHOOL DAY IN LANCASTER
AND NORTHUMBERLAND COUNTIES 1944-1945

SCHOOL	BUS NO.	PUPILS		MI. TRAVELED ONE WAY	TIME TRAVELED ONE WAY (IN MIN.)	SCHOOL DAY TOTAL LENGTH	
		ELEM.	H.S.			Hrs.	Min.
Callao	6	24	13	12.4	39	7	23
	6	17	7	4.1	18	6	41
	22	23	8	9.5	30	7	5
	18	33	13	21.8	45	7	35
	18	41	15	12.2	40	7	25
	21	29	8	8.4	30	7	5
	21	23	13	11.5	28	7	1
	21	23	13	11.5	28	7	1
Heathsville	4	38	19	17.5	75	7	35
	8	17	21	23.	50	7	45
	5	23	22	21.5	50	7	45
	2	28	9	20.	45	7	35
	3	36	15	17.	50	7	45
	3	36	15	17.	50	7	45
Reedville	5	45	11	6.1	25	6	55
	9	31	18	3.	16	6	37
	9	14	12	12.6	26	6	57
	10	39	17	19.1	55	6	55
Wicomico	11	22	6	13.	31	7	7
	11	3	6	6.	13	6	31
	12	14	17	16.	50	7	45
	13	31	17	34	63	8	11
Ottomon	1	27	-	8	32	7	9
Lively and Ottomon	5	24	29	16.8	50	7	45
Lively	2	40	11	7.	25	6	55
	3	20	13	10	25	6	55
	4	27	22	10	31	7	7
	6	42	6	25	55	7	55
	6	42	6	25	55	7	55
Kilmarnock	7	48	27	17.	45	7	35
	16	19	5	7.	30	7	5
	16	14	1	6.	15	6	35
White Stone	8	22	10	13.4	35	7	15
	8	15	15	2.5	8	6	21
	9	21	12	9.5	30	7	5
	10	51	19	8.	25	6	55
TOTALS							
Lancaster		360	170	140.2			
Northumberland		561	267	288.7			
GRAND TOTAL		921	437	428.9			

Table XXI

SHOWING OPERATING COST OF COUNTY OWNED
AND CONTRACT BUSES IN THE WHITE PUBLIC SCHOOLS IN LANCASTER
AND NORTHUMBERLAND COUNTIES 1944-1945 *

<u>SCHOOLS</u>	<u>NO. BUSES</u>	<u>BUSES COUNTY OWNED</u>	<u>BUSES CONTRACT</u>	<u>TOTAL COST</u>
Callao	4	2	2	\$ 2882.17
Heathsville	5	5	-	5407.33
Kilmarnock	2	2	-	1225.60
Lively	5	-	5	4410.00
Ottomon	1	0	1	567.00
Reedville	3	2	1	2403. 02
Weems	-	-	-	.00
White Stone	3	-	3	3105.00
Wicomico	<u>3</u>	<u>3</u>	<u>-</u>	<u>3175.81</u>
TOTALS	26	14	12	\$23176.63

* Office of the Division Superintendent,
1945

Chapter IV

An Expression of Lay- and Professional- Opinion

Public Opinion

Realizing the importance of public opinion in initiating a new or revised program in education, the author proceeded to get a cross-section of public opinion by preparing a questionnaire dealing with important questions relevant to the project. Community leaders, school-minded citizens, and informed people were the basis for selection of the representatives from each district. Table XXII shows the various occupations of these people by districts in the two counties. These questionnaires were delivered personally by the author to five of the leading citizens in each of the seven school districts in the two counties, making a total of thirty-five questionnaires.

Thirty-two of these questionnaires were returned, and thirty-one were answered. All the answers to the questionnaire have been tabulated on Chart IV, except questions under nine, fourteen, fifteen and sixteen, as shown on questionnaire on page 57.

In the districts of Northumberland County, four questionnaires were returned from Lottsburg, five from Heathsville, five from Wicomico, and four from Fairfield. In Lancaster County five were returned from Mantua, four from White Stone, and five from White Chapel.

QUESTIONNAIRE

1. Do you think the school is meeting the needs of pupils in your community?_____.
2. Do you think the people of the two counties are getting enough in return from the schools for the amount of money spent for them?_____.
3. Would you object to the school in your community being moved to a High School centrally located?_____.
4. Do you think the people of the two counties are ready for High School consolidation?_____.
5. Are you satisfied with the present setup of High Schools?_____.
6. Would you favor a high school centrally located for the pupils of Lancaster and Northumberland Counties?_____.
7. Do you think that one high school for the two counties, Lancaster and Northumberland, would be better than two schools, one in each community?_____.
8. Would you favor one high school for the four counties, Lancaster, Northumberland, Richmond, and Westmoreland?_____.
9. If the high schools of Lancaster and Northumberland were consolidated where do you think the central high school should be located?_____.
10. Would you be willing to help decide where the central school should be located?_____.
11. Do you think that further consolidation of elementary schools in your county would be practical?_____.
12. Do you think that a system of transportation could be worked out for a central high school?_____.
13. Would you be willing to pay approximately \$2.00 on a \$100.00 valuation in taxes instead of \$1.50 as you now pay in order to have better schools?_____.

14. If you feel that the schools are not meeting the pupils' and community's needs, where do you think the fault lies?_____.
15. What are the disadvantages, if any, to consolidation of our high schools?_____.
16. In what district in the county do you live?_____.

Table XXII

SHOWING OCCUPATIONS OF COMMUNITY LEADERS WHO WERE ASKED
TO FILL OUR THE QUESTIONNAIRE USED IN THIS STUDY BY EACH DISTRICT

OCCUPATION	NORTHUMBERLAND COUNTY			LANCASTER COUNTY		Total
	<u>Fairfields</u>	<u>Heathsville</u>	<u>Lottsburg</u>	<u>White Chapel</u>	<u>White Stone</u>	
Medical Dr.	1					2
Minister		1			1	1
Housewife	1		1			2
School Board Member			1			2
Farmer	1	2	2	1		9
Public Office Holder			2	2		5
Judge		1				1
Senator						1
Lawyer					1	2
Insurance Sales.					1	2
Merchant			1		1	3
Business Man	2		1	1	1	4
Banker		1				1
TOTAL	5	5	5	5	5	35

The people of the two counties feel that the schools are not meeting the needs of the pupils in their communities, and too, that they are not getting enough in return from the schools for the amount of money spent for them as revealed in Chart IV. Few of those questioned however, would object to the high school in their community being consolidated in a central location provided an adequate educational program could be had at the central high school.

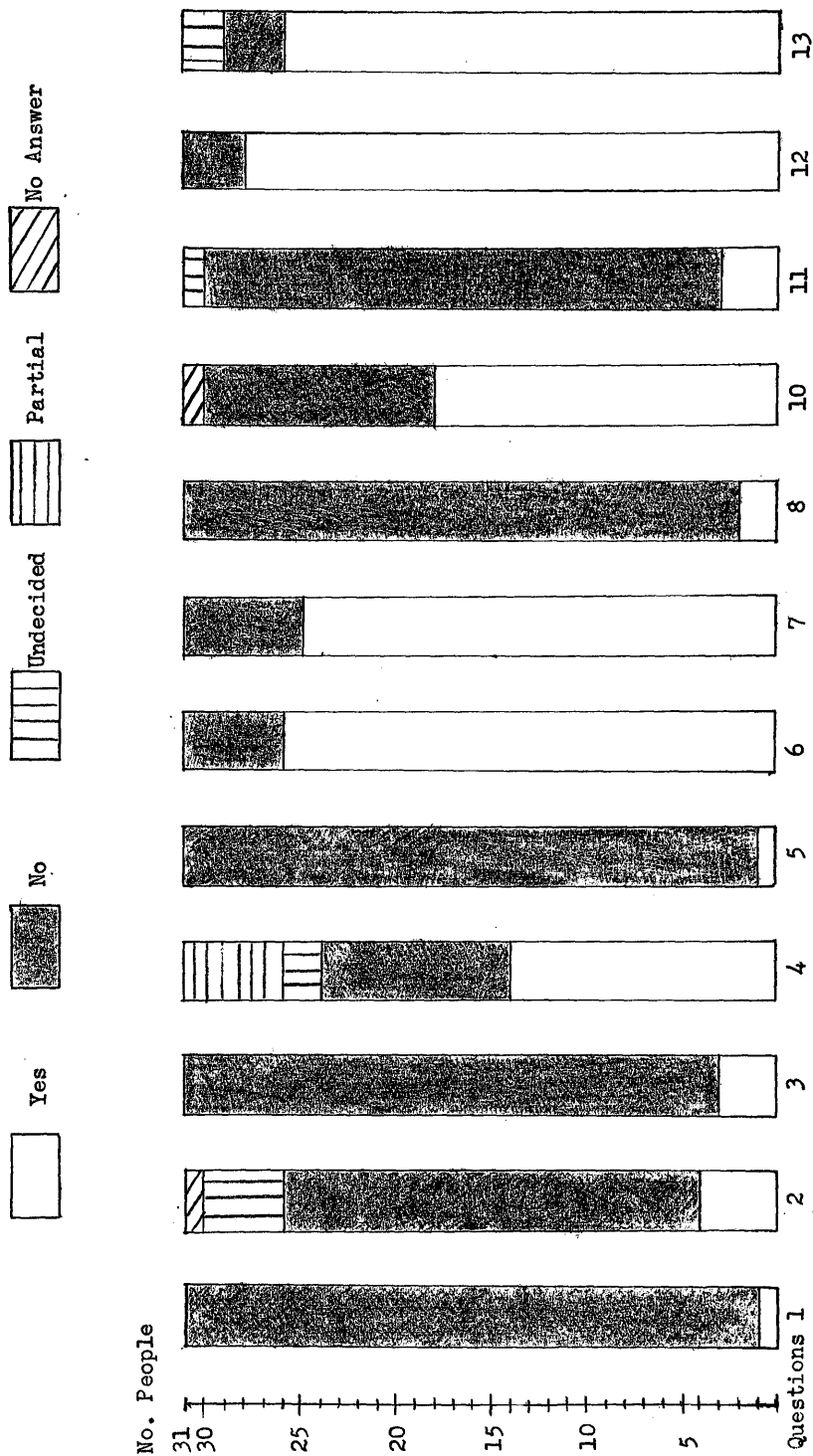
The people are not satisfied with the present set up of schools, although there is a divided opinion as to whether the people of the counties are ready for consolidation or not; yet twenty-six favor a centrally located high school for the two counties, and would be willing to help to decide where the central school should be located.

There seems to be little doubt that there has been sufficient consolidation in the elementary schools, possible due to the fact that there has been quite a bit of consolidation of the elementary schools in both counties in the last fifteen years, as shown in Table VI. Also, the fact that the average child has to ride thirteen miles one way to school and that there is an elementary school in practically all of the community centers seems to be the consensus of opinion.

It was gratifying to know that the people are willing to pay for better schools, by raising the tax rate from \$1.50 to \$2.00 per hundred dollar's valuation. This expression indicates that the citizens

Chart IV

CROSS SECTION OF PUBLIC OPINION
IN LANCASTER AND NORTHUMBERLAND COUNTIES AS EXPRESSED BY QUESTIONNAIRE



are anxious and willing to have better schools.

Opinion as to the location of the central high school in question nine as shown on Questionnaire varied to some degree, but the majority favored the high school in a central location, with good highways, and in or near a community center. Four went so far as to designate the location, Miskimon, Brown Store, and Wicomico Church, being suggested. Three stated that the location should be decided by the State Department of Education, so as to eliminate any partiality.

Transportation of the pupils is also a big problem in a consolidated program, but the people feel that a satisfactory system can be worked out for a central high school. One reply stated that, "The government has set a world's record in the transportation of war materials, and that there was no reason why a transportation problem couldn't be worked out in the two counties."

The weaknesses pointed out in the present school system as expressed in question fourteen on the questionnaire were many, and some of those suggested were lack of properly trained teachers, limited offerings, parents indifference, lack of funds, poor salaries, too many small high schools, lack of adequate legislation, and political interference. The suggested disadvantages of a central high school were in proper transportation, destroying local community centers, financing a bi-county school from two separate funds, lack

of interest on the patrons in the central school, and inability of teachers to contact homes of pupils. These disadvantages as stated point out the fact that people are thinking about their schools in the light of better ones and are familiar with the problems to be confronted in setting up a central school.

The author went further in sampling public opinion by contacting other citizens of the counties in regards to the present schools and their ideas of improvement. Some of these replies are as follows:

First, "I think that the school is all right, I'll be glad if John can finish here".

Second, "I can hardly afford to send John to this school, much less send him off to a central school".

Third, "I stay worried about my child riding on the bus the distance he has to go now, and I could'nt stand to have him ride off to another school."

Fourth, "I think a consolidated school is the real thing, I'll be willing to pay more taxes, to have better schools."

Fifth, "I've had to send one child to a prep school, and if there isn't a change, I'll have to send my youngest child too, in order for her to be able to enter college."

Sixth, "The trouble with the school is that there are too many high schools and poor salaries of teachers."

These views as expressed in the Questionnaire and in conversations with the public point out rather clearly that the people are not particularly satisfied with the schools, and would like to see a change. The author is aware, however, of the fact that more

enlightenment of the people on the subject of the present schools and possibilities of better schools, should be given through parent-teacher associations in all the schools, forums, home visits by teachers, outside speakers, and newspapers.

Views of The State Department of Education

A new educational program or a revision of an existing program must meet legal requirements as set up by the State Department of Education, since education is a function of the State. In securing the views of the State Department of Education the author consulted Dr. Fred M. Alexander, Supervisor of Secondary Education, and stated the proposed plan for the white public schools of Lancaster and Northumberland Counties, as given in Chapter V. In answer to this proposal Dr. Fred M. Alexander gave the author a Statement of Principles¹ which govern the State Departments views on consolidation.

The following statements express the views of the State Department of Education on consolidation:

First , With relatively few exceptions it is impracticable, if not impossible to offer a modern educational program on an elementary or secondary level that is designed to serve community needs for pupils of school age or adults, or both, unless there are reasonably adequate and suitable spaces to accommodate such educational programs.

Second, That to be efficient in service, with economy in operation, and to offer an adequate educational program on the secondary school level, high schools

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1. State Department of Education, Public School Consolidation and Recommendation For a Long-Range School Building Program For White Elementary and High Schools, Nansemond County, Virginia, 1945, unpublished material.

should be organized with enrollments of at least 360 or more. If a twelve-year program is adopted and the extra grade included in the high school program, this minimum should be 500. Enrollments smaller than the minimum stated calls for higher per pupil costs if adequate educational offerings are provided, or else reduced and inadequate high school educational activities and program. It may be said of this principle that it is fundamental and something apart from geographical distribution of school buildings or satisfaction of local pride.

Third,

It has been more or less customary to assume that unless high schools are distributed over a school division there is lacking adequate provisions for local community social activities. There is no logical reason for associating the community activities exclusively with a high school. On the other hand the community interest is more closely tied up with the elementary school. The design of high school plants should be based on those enrollments which will permit economical operation, while obtaining the highest degree of efficiency possible.

Fourth,

The need for consolidation of elementary schools is not so great in the interest of economy and operation as for the high school. Generally speaking, it is highly desirable both educationally and economically, to consolidate elementary groups into units of six or seven teachers. Generally speaking elementary schools should be so distributed that elementary children are not riding on bus on an average of more than one half hour each way per day, or eight to ten miles.

Chapter V

PROPOSAL

This proposal is made on the basis of the findings in the previous studies made of the two counties, Lancaster and Northumberland, including the condition of the schools in 1945, with trends in population, enrollments, etc., public opinion, and views of the State Department of Education. The author is also aware of the fact that consolidation of the high schools means the removing of the present high schools, for which the people have long worked and struggled, from the local communities to a location, in some cases, rather remote.

The transporting of the pupils from their community into another community, the financing of a bi-county school from two separate funds, and the educating of adults to recognize the needs of youth, so that the adults will cooperate with school officials in establishing a school system that will meet the pupils' needs, are problems which the author kept in mind as this proposal was made.

It is suggested that the central high school for Lancaster and Northumberland Counties be located in the vicinity of Browns Store. This location is convenient to the highways and approximately the geographical center as seen on Map III. This location

is also the approximate school population center as shown on Map II, obtained from the State Planning Board, Richmond, Virginia. This map is the latest school population map available and shows the location of the homes of elementary and high school pupils as of 1938. It is believed by the author that even though there has been a decrease in the total population of the two counties that this map is still a representative of the location of homes of elementary and high school pupils.

The elementary schools should remain where they are located, with exception of Weems Elementary School, which would be consolidated with Kilmarnock, due to small enrollment, twenty-four in the first four grades and approximately seven miles from Kilmarnock. The elementary schools are located in each of the larger communities, thus promoting social activities of the communities.

Consolidation of schools as expressed by Arthur B. Moehlman is,

Natural community districts of the future will undoubtedly require a single central secondary school to secure a sufficiently large membership to make a diversified program economically feasible but there is no reason to assume that all elementary school children should be sent to a central building by long and expensive transportation. 1

1. Moehlman, Arthur B., School Administration.
Haughton Mifflin Company, New York 1940, p. 177

The central high school should be arranged to meet the needs of a comprehensive program, including the academic, vocational, industrial arts, fine arts, and physical education, as set up in the High School Manual ² in 1942.

The school ground should be large enough to provide for adequate playground space. The minimum as set forth by the State Department ³ is ten to fifteen acres, where land is available.

The enrollment of the central high school based on the school year, 1945, as shown in Table VII, would be 543, also there would be an approximately 100 more pupils coming in on a five-year program, making a total enrollment of 643. On the basis of a decrease in school census, as shown in Table V, since 1940 or during the war there will probably be an increase in the enrollment after the war when these people return.

The high school enrollment of Lancaster County was 244 in 1945 in 1945 and 299 in Northumberland County in 1945, as shown in Table VII, neither of which meet the minimum standard as set forth in the Report of the Virginia Education Commission in 1944.

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2. Manual of Administration for the High Schools of Virginia, State Board of Education, Richmond, Virginia 1942, p. 58.
 3. Ibid, p. 106

In general no high school should attempt to operate with an enrollment of less than 360 and preferably a minimum of 500 and generally not over 1,000. 4

The author proposes a five-year program for the central high school in order to hold pupils in school until they are seventeen and eighteen years of age, and to give additional training beyond the present four-year period, so that the pupils will be better prepared to go to college or to take a position. This is in agreement with the recommendation of the State Board of Education as shown in Table XXIII.

The State Department of Education has set up a proposed program of offerings on a five-year plan for a consolidated rural high school, as shown in Table XXIII. The author proposes that this program of offerings be adopted for the central high school, with a few modifications in order to meet the needs of approximately 650 pupils rather than of 1200, as proposed and set up in the program of offerings by the State Department of Education. This program offers all the required subjects for high school graduates, plus five years of Physical Education. The electives include, six courses in Mathematics, four in English, three in Social Studies, four in Science, two in Fine Arts, two in Foreign Languages, four in Commercial, and eleven in other vocational subjects.

4. The Report of the Virginia Education Commission,
Virginia Public School System, Richmond, Virginia 1944, p.125

This proposed program offers the pupils the required subjects for graduation, plus a variety of electives that will enable the pupils to be better prepared for college or for vocation training. Also this program offers equality of opportunity to all the students.

The teaching personnel should be made up of college graduates holding Collegiate Professional Certificates, with special training in the subjects to be taught. The teaching staff for the enrollment of approximately 650 pupils, as previously estimated, will require thirty-two teachers, including Agricultural and Home Economics Teachers. This number of teachers is based on a pupil-teacher ratio of twenty to one.

The practice of various school systems regarding the pupil-teacher ratio vary widely. Some systems set the size of class at twenty pupils, whereas others set it at twenty-five, thirty, thirty-five, or some other number. 5

The Virginia Education Commission Recommends:

A pupil-teacher ratio of 20 is accepted, there, as the standard for a comprehensive high school providing a minimum offering. 6

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5. Reeder, Wm. G., The Fundamentals of Public School Administration, The Macmillian Company, New York 1941, p.531.
 6. Report of the Virginia Education Commission, The Virginia Public School System, Richmond, Virginia, 1944, P.129

Table XXIII

PROPOSED HIGH SCHOOL OFFERING OF A VIRGINIA COUNTY FOR
A FIVE YEAR HIGH SCHOOL GRADES 8-12

<u>Required Subjects</u>	<u>8th Grade</u>	<u>9th Grade</u>	<u>10th Grade</u>	<u>11th Grade</u>	<u>12th Grade Grade</u>
English(one semester in 8th grade)	x	x	x	x	
General Mathematics (one semester)	x				
General Science (one semester)	x				
Social Studies (one semester)	x				
Industrial Arts (for boys-one semester double periods)	x				
Home Economics (for girls-one semester double periods)	x				
Music (one semester)	x				
Art (one semester)	x				
Physical Education	x	x	x	x	x
Civics and Consumer Problems					x
American History			x		
<u>Electives</u>					
Mathematics:					
Algebra		x	x		
Plane Geometry				x	
Solid Geometry and Trigonometry					x
Practical Arithmetic				x	
Shop Mathematics		x			
General Mathematics		x			
English:					
Public Speaking and Dramatics					x
Creative Writing					x
Systematic Grammar					x
History and Types of Literature					x
Social Studies:					
World History		x			
Economics					x
Geography					x
Science:					
General Science		x			
Biology			x		
Chemistry				x	
Physics					x

<u>Electives</u> (Continued)	<u>8th</u> <u>Grade</u>	<u>9th</u> <u>Grade</u>	<u>10th</u> <u>Grade</u>	<u>11th</u> <u>Grade</u>	<u>12th</u> <u>Grade</u>
Language:					
Latin		x	x	x	
French or Spanish			x	x	
Commercial:					
Bookkeeping			x	x	
Typewriting		x	x		
Shorthand				x	x
Office Practice					x
Other Vocational:					
Industrial Arts		x			
Home Economics		x	x	x	x
Agriculture		x	x	x	x
Diversified Occupations				x	x
Electricity				x	x
Mechanical Drawing			x		
Machine Shop				x	x
Internal Combustion Engines				x	x
Sanitary Engineering				x	x
Woodworking or Sheet Metal				x	x
Distributive Education				x	x

Schedule

School day 9:00 a.m. - 3.00 p.m.

6 50-minute periods

30 minutes daily for activities

30 minutes daily for lunch

Enrollment 1200

Administrative, Supervisory and teaching staff 60

One full period daily for guidance and counseling

In the teaching staff there would be two or more Agricultural and Home Economics Teachers. Their classes should be so arranged that they could assist the elementary schools in vocational training.

The transportation of the high school pupils to the central school and the elementary pupils to the elementary schools has been set up on the basis of the number enrolled in 1944-1945, plus the 100 pupils that would probably come in on a five-year program, and the same number of buses, twenty-six as used in 1944-1945.

These buses would transport both elementary and high school pupils to the elementary schools and then reload for central school with exception of bus number ten at White Stone and buses number six, twenty-two, twenty-one, at Callao, which would transport only high school pupils to the elementary schools and reload for central school. The elementary pupils in these two schools would be transported by the buses not going to the central school at a later time, so that they would not have to remain at the elementary schools as long as forty-five minutes before the school opens.

The 543 high school pupils enrolled in 1944-1945 and the approximately 100 pupils coming in on the five-year plan would be transported by thirteen buses to the Central High School, with an

average of fifty pupils per bus. The present buses can transport this number as shown in Table XX.

The elementary pupils would be picked up by the same bus as shown on Map I with exception of the elementary pupils at both White Stone and Callao. The routes of buses transporting the high school pupils to the Central School are shown on Map III.

The number of buses, number of pupils transported, time traveling one way, distance traveled one way, and the length of the school day, including six hours at school and the time traveling and reloading are shown in Table XXIV. This Table was drawn using the same routes as shown on Map I, and the same time and distance traveled in the present program as shown in Table XX which were clocked by the drivers, plus the time used in traveling from the elementary schools to the Central High School at a rate of thirty miles an hour.

The lonest distance traveled one way would be thirty-eight miles, as compared with the present system where the longest distance traveled one way is thirty-four miles. The average distance traveled one way would be twenty-four miles as compared with thirteen miles in the present system.

The lonest time spent in traveling one way would be seventy-one minutes, as compared with seventy-five minutes in the present system in the case of number Four from Heathsville which has been

rerouted in this proposal as shown in Map III. The average time in traveling would be fifty-eight minutes as compared with thirty-six minutes in the present system.

The length of school day including the six hours in school, plus the time spent in traveling would vary from six hours and fifty-five minutes to eight hours and twenty-seven minutes, while the average time would be eight hours and two minutes for the thirteen buses. The maximum standard for transportation and length of the school day as set up by the State Department of Education is,

In general, the maximum time a high school pupil should spend on the bus should not exceed sixty minutes each way. The maximum length of the school day for high school pupils should not be more than eight to eight and one-half hours including bus traveling. 7

In this proposed program six of the thirteen buses travel over sixty minutes, but no pupil spends as much as eight and one-half hours in a school day as shown in Table XXIV.

7. Manual of Administration for the High Schools of Virginia, State Board of Education, Richmond, Virginia 1942, p.98

Table XXIV

SHOWING BUS NUMBER, NUMBER OF PUPILS, TIME TRAVELED,
DISTANCE TRAVELED, AND TOTAL LENGTH OF SCHOOL DAY

COMMUNITIES	BUS NO.	NO. OF PUPILS	TIME TRAVELED	MI. TRAVELED	SCHOOL DAY	
			ONE WAY (IN MIN.)	ONE WAY	TOTAL LENGTH	
					Hrs.	Min.
Wicomico	13	42	71	38	8	27
Wicomico	11	6	25	9	6	55
White Stone	10	50	65	31	8	15
White Stone	8	50	63	28	8	11
Kilmarnock	7	43	62	28	8	9
Lively	5	57	70	24	8	25
Lively	2	44	50	17	7	45
Heathsville	2	42	65	29	8	15
Heathsville	3	30	60	26	8	5
Callao	22	55	60	25	8	5
Callao	6	33	60	27	8	5
Reedville	9	50	60	21	8	5
Reedville	10	41	40	13	7	35

The cost of operating the proposed program of education in Lancaster and Northumberland Counties will increase over the present costs. The system would require approximately the same number of elementary and high school teachers, but an increase in salaries. The same number of buses would be used, but an increase in the number of routes in transporting high school pupils separately from the grade schools, as in the case of the communities of Callao and White Stone, plus the transportation of the high school pupils to the central high school, would be necessary.

The construction of the Central High School plant would involve an expenditure for which there are few sources in the counties. The sources in Lancaster County to meet this expenditure are, the sale of Weems Elementary School, plus funds in the County Treasury ⁸ for school building program, as the general school fund of \$6,981.25 and an emergency fund of \$4000, however, there is a debit of \$45,063.36 from building Kilmarnock. These figures represent the financial condition of the schools as of June 30, 1945. The sources in Northumberland County, obtained from the County Treasurer⁹ as of June 30, 1945, shows an operating fund of \$22,404.80, a building fund of \$1789.70, and an emergency fund of \$24,707.58, with no debits outstanding.

To complete the financing of the Central School Plant, the

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- 8. Cleveland Marsh, Assistant County Treasurer, Financial Statement of School Funds, Lancaster, Virginia June 1945
 - 9. Elsa Rowe, County Treasurer, Financial Statement of School Funds, Heathsville, Virginia, June 1945

author proposes borrowing the amount necessary from the Literary Fund. This fund is available for the construction of school plants, at an interest rate less than two per cent.

The author also proposes an increase in the tax rate from \$1.50 to \$2.00 per hundred dollar's valuation, to meet the increased cost of operation, and the debit brought about in the construction of the Central High School.

For the operation of this proposed school program, involving two separate funds, the author proposes that each county assume the expenditures incurred in the operation of the elementary schools in the individual county, and the transportation of the pupils to both elementary schools and to the Central School. The cost of operating the Central School, in addition to transportation, should be determined on the basis of the number of children enrolled from each county.

This program is proposed in order to eliminate the inequality of opportunity that now exists and to meet the needs of youth, rather than to reduce expenditures. It will require careful study by the citizens and a program of interpreting the plan to the people of the two counties, using faculty meetings, Parent-Teachers Meetings, Newspapers, and forums.

Chapter VI

SUMMARY AND CONCLUSIONS

Summary

The two recent studies made of the Counties, one of Lancaster and the other of Northumberland point out the fact that there has been a tendency toward consolidation in both the elementary and high schools since 1930, and that there is a need for further consolidation of the high schools of both counties.

The school buildings in Northumberland County are practically all frame buildings and one of these buildings has been used since 1910, when it was constructed. The buildings in Lancaster are all of brick construction, with the exception of two frame buildings, and White Stone has the oldest high school building, constructed in 1923.

The population and school census show a decrease in 1940, perhaps due to the effects of the War. The enrollments show a continual decrease from 1935 to 1945, however, there is a larger per cent of elementary pupils going to high school from 1935 to 1945, than from 1930 to 1935, as shown in Chart II. The per cent in average daily attendance from 1939 to 1945 has not varied over four points in the elementary and only two points in the high school,

with averages of eighty-eight and ninety-two respectively. In 1945, eighty-seven per cent of the pupils enrolled were promoted and thirteen per cent retained. From 1935 to 1945, there has been an average of thirty-two per cent of the high school graduates from the two counties entering college and trade schools for further training.

The elementary and high school pupils of the two counties are transported by the operation of twenty-six buses. Eighty-two per cent of the elementary pupils are transported and eighty per cent of the high school pupils enrolled were transported in 1945. The average time spent in traveling was thirty-six minutes, and the average distance traveled was thirteen miles.

The program of subjects offered is limited in both academic and vocational fields in all the high schools. In a total of seven high schools in these two counties five high schools offer Agriculture and Shop, six offer Home Economics, and two offer Commercial Work in 1945. This situation creates an inequality of opportunity, even in a limited program.

Eighty per cent of the high school teachers in the two counties held Collegiate Professional Certificates, eleven per cent held Local Permits, and nine held Special Permits in 1945.

The per capita cost of instruction per pupil in average daily attendance for the elementary and high schools in Lancaster and

Northumberland Counties has been higher than the median for the counties in the State, from 1939 to 1944, as shown in Table XII.

Public opinion as to the adequacy of the present system and as to a consolidated high school, showed that the people were not satisfied with the schools and that a large majority were willing to cooperate in having a better high school, as illustrated in Chart IV.

The views of the State Department of Education were in favor of the consolidation of the rural high schools, as a means of breaking down the inequality of opportunity, and of offering a program that will better the youth of the two counties for college or vocational training or placement.

The proposed program for the schools in Lancaster and Northumberland Counties suggested that a consolidated high school be located at Brown Store, and that the elementary schools remaining in the communities as they are, with the exception of Weems Elementary School which would be consolidated with Kilmarnock.

The problem of transportation is worked out in such a way that no high school pupil would travel more than seventy-one minutes one way to school, or more than thirty-eight miles to school. The average time traveled by the buses would be fifty-eight minutes and the average miles traveled by the buses would be twenty-four miles.

The average length of school day for the high school pupils would be eight hours and two minutes, which meets the requirements set-up by the State Board of Education.

The program of offerings in this proposal requires thirty-two teachers including Agricultural and Home Economics Teachers. The program would be arranged in order that one Agricultural and Home Economics teacher would give part-time classes to the elementary schools. The subjects offered would meet the State requirements for high school graduation, plus a selected list of electives in academic subjects, vocational subjects and in industrial arts and fine arts. This program would provide for all the pupils an equal educational opportunity.

The cost of constructing the Central High School plant would be financed by using the available school funds, and by borrowing the remainder from the Literary Fund.

This proposal is made in order to eliminate inequalities of opportunities and to meet the needs of youth.

Conclusions

This proposal is offered as a means of complying with the State Board of Education's requirements that high schools have a minimum enrollment of 360. In the two proposals for the counties by Brent and Booker, Consolidation was worked out on a county basis.

It has been shown that one school could serve both counties, Whether or not this can take place will depend upon the leadership in developing public opinion favorable to this proposal.

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APPENDIX

Maps

USE	NOT IN USE
✓ FARM UNIT	
✓ DWELLING OTHER THAN FARM	
✓ GROUPS OF BUILDINGS CLOSELY SPACED	
✓ GROUPS OF DWELLINGS CLOSELY SPACED	
✓ CHURCH (COLONED)	
✓ SCHOOL (WHITE)	
✓ CHURCH (COLORED)	
✓ CEMETERY	
✓ SEVERAL DWELLING	
✓ GROUP OF SEVERAL DWELLINGS	
✓ SEVERAL SMALL BUSINESS ESTAB	
✓ BUSINESS EST & FILING STATION	
✓ GROUP OF HOUSE	
✓ FILING STATION	
✓ FACTORY OR INDUSTRIAL PLANT	
✓ CAMP OR LODGE	
✓ CAMP OR LODGE	
✓ COMMUNITY TOWN OR GRANGE	
✓ STADIUM OR BALL PARK	
✓ LODGENT STATION	
✓ GERMAL	
✓ ATHLETIC FIELD OR AMUSEMENT PARK	
✓ HIGHWAY GARAGE	
✓ MULTIPLE BUILDING	
✓ MANUFACTURENTIAL	
✓ HOTEL, INN	
✓ GROUP OF RESTAURANT, TANNERY, GAS OR DRUG	
✓ BORDER PORT OF ENTRY	
✓ CORRELATION OF EXISTING	
✓ OR OVER	

INDEX TO COUNTY LOCATION

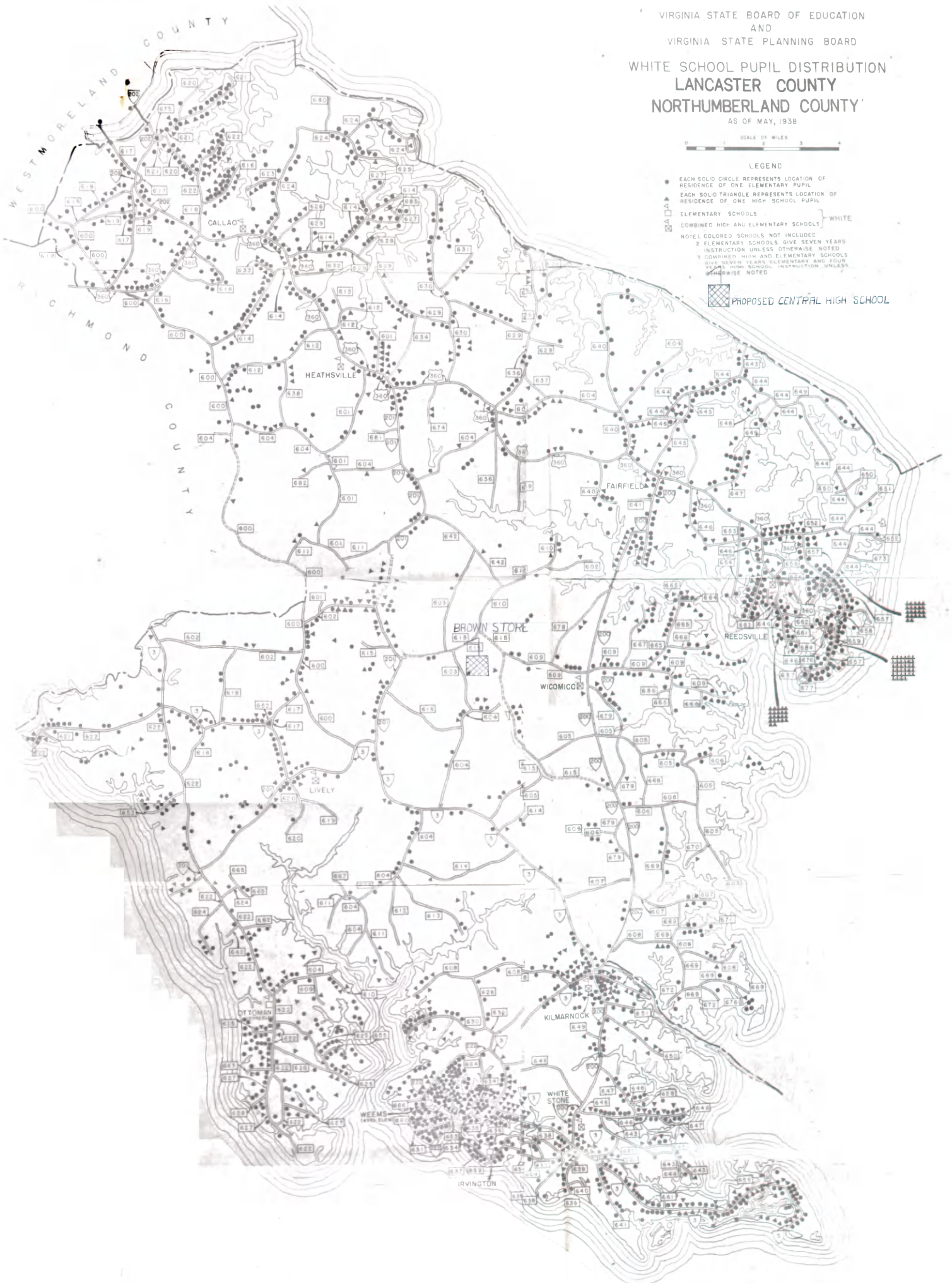
VIRGINIA STATE BOARD OF EDUCATION
AND
VIRGINIA STATE PLANNING BOARD

WHITE SCHOOL PUPIL DISTRIBUTION
LANCASTER COUNTY
NORTHUMBERLAND COUNTY
AS OF MAY, 1938



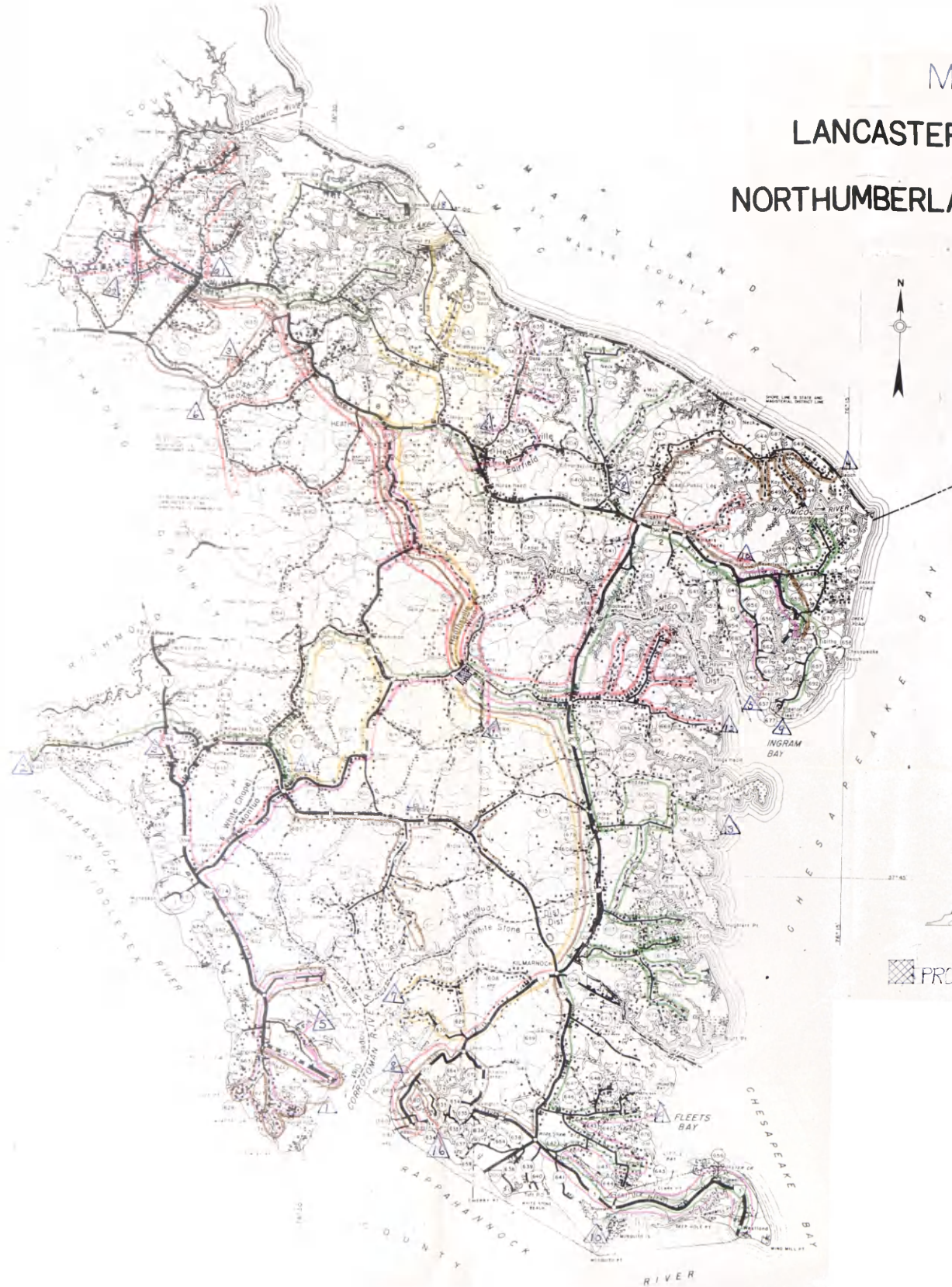
- LEGEND
- EACH SOLID CIRCLE REPRESENTS LOCATION OF RESIDENCE OF ONE ELEMENTARY PUPIL
 - ▲ EACH SOLID TRIANGLE REPRESENTS LOCATION OF RESIDENCE OF ONE HIGH SCHOOL PUPIL
 - ELEMENTARY SCHOOLS
 - COMBINED HIGH AND ELEMENTARY SCHOOLS
 - WHITE
 - NOTED COLORED SCHOOLS NOT INCLUDED
 - 2 ELEMENTARY SCHOOLS GIVE SEVEN YEARS INSTRUCTION UNLESS OTHERWISE NOTED
 - 1 COMBINED HIGH AND ELEMENTARY SCHOOLS GIVE SEVEN YEARS ELEMENTARY AND FOUR YEARS HIGH SCHOOL INSTRUCTION UNLESS OTHERWISE NOTED

PROPOSED CENTRAL HIGH SCHOOL



MAP III

LANCASTER COUNTY NORTHUMBERLAND COUNTY



LEGEND

- CORPORATE LIMITS POPULATION IN THOUSANDS
- HIGHWAYS THROUGH TOWNS
- COUNTY SEAT
- SMALL TOWN OR VILLAGE
- STATE LINE
- COUNTY LINE
- MARSH/ESTUARINE DIST.
- PARK, MONUMENT OR RESERVATION
- RAIL & STREET RAIL ROUTES
- SCHOOL BUS ROUTES
- IMPROVED ROAD
- GRADED & GRAVEL ROAD
- SOIL, GRAVEL OR STONE
- BITUMINOUS SURFACE ON PAVED ROAD
- DISTANCE ON PRIMARY ROADS BETWEEN TOWNSHIP INTERSECTIONS AND/OR COUNTY LINES
- U.S. HIGHWAY
- PRIMARY HIGHWAY
- SECONDARY HIGHWAY
- FOREST SERVICE ROAD
- FORD
- HIGHWAY BRIDGE 20 FEET & OVER
- TOLL FERRY
- FREE FERRY

- | IN USE | FARM UNIT | NOT IN USE |
|--------|------------------------------------|------------|
| ● | DWELLING OTHER THAN FARM | ○ |
| ● | GROUPS OF BUILDINGS CLOSELY SPACED | ○ |
| ● | GROUPS OF DWELLINGS CLOSELY SPACED | ○ |
| ● | SCHOOL (WHITE) | ○ |
| ● | SCHOOL (COLORED) | ○ |
| ● | CHURCH (WHITE) | ○ |
| ● | CHURCH (COLORED) | ○ |
| ● | CEMETERY | ○ |
| ● | SEASONAL DWELLING | ○ |
| ● | GROUP OF SEASONAL DWELLINGS | ○ |
| ● | STORE OR SMALL BUSINESS ESTAB. | ○ |
| ● | BUSINESS EST. & FILLING STATION | ○ |
| ● | POST OFFICE | ○ |
| ● | FILLING STATION | ○ |
| ● | SEASONAL INDUSTRY | ○ |
| ● | FACTORY OR INDUSTRIAL PLANT | ○ |
| ● | CAMP OR LODGE | ○ |
| ● | HALL, COMMUNITY, TOWN OR GRANGE | ○ |
| ● | STADIUM OR BALL PARK | ○ |
| ● | LOOKOUT STATION | ○ |
| ● | SARAILL | ○ |
| ● | ATHLETIC FIELD OR AMUSEMENT PARK | ○ |
| ● | GRAVEL PIT | ○ |
| ● | HIGHWAY LARAGE | ○ |
| ● | MUNICIPAL BUILDING | ○ |
| ● | WAREHOUSE, GENE TEL. | ○ |
| ● | HOTEL, INN | ○ |
| ● | GROUP OF STORAGE TANKS, GAS OR OIL | ○ |
| ● | BRIDGE PORT OF ENTRY | ○ |
| ● | CONVENTION INSTITUTION | ○ |
| ● | 4-1/2 IN. OR OVER | ○ |



INDEX TO COUNTY LOCATION

PROPOSED CENTRAL HIGH SCHOOL

VITA

Carrington S. Cockrell, son of Mary Homar Crabbe and the late Samuel Urban Cockrell, was born September 25, 1916 at Miskimon, Northumberland County, Virginia. He was married to Leah Annie Marsh of Miskimon, Virginia, on June 12, 1942.

His early education was received at Lively High School in Lancaster County, Virginia; receiving the Bachelor of Science Degree in Chemistry and Biology from the College of William and Mary in 1939.

He taught at White Stone High School, Lancaster County, Virginia, from 1940-1941; Heathsville High School, Northumberland County, Virginia, in 1942; principal of Pleasant Hill High School, King and Queen County, Virginia, in 1943; and principal of Wicomico High School, Northumberland County, Virginia from 1944-1945.