It is not too much to say that we are entering a new and hopeful phase in public education in Virginia. There has been a general renaissance of interest in, and indeed concern for, the quality of our schools. The preoccupation with the difficult integration problem, which diverted much of our attention and effort, has appreciably subsided. This problem remains acute in certain areas, and at best there will be a long and difficult period of readjustment. But, for the most part, the emphasis of our concern has shifted to the more conventional problems of how best to improve the end product of our public school system.

Among the hopeful signs on the educational scene in Virginia are the following:

(i) The intelligent and deep interest of Governor Harrison; (ii) the responsiveness in the General Assembly; (iii) the wholesome effect of the
splendid study and report of the Spong Commission; and
(iv) most important of all, an intensification of
interest by the public generally, and parents in
particular, in our schools and our teachers, and in
what can be done to assure the finest possible public
school system.

It is tempting to discuss several of these
encouraging signs, but in the limited time available
this evening, I will concentrate on one specific develop­
ment, which, in my opinion, holds great promise for
good. This is the establishment, within the State
Department of Education, of a new Division of Research
and Pilot Studies.

At the request of the State Board of Educa-
tion, the General Assembly appropriated $75,000 for
educational research during the current fiscal year,
and $100,000 for the fiscal year 1963-64. Although
there has been research work down through the years,
this is the first appropriation as such for this
specific purpose.
To assure the emphasis which this project deserves, the Board has established a separate division - which will rank on a parity with the other major divisions in the Department. Although difficulty in obtaining a highly qualified person to head this division has delayed implementation of our plans, both the Board and Superintendent Wilkerson attach the greatest importance to this new division.

There will, broadly speaking, be two areas of major emphasis. The first will be "pilot studies", which will be essentially an operational function. Special studies, as requested by the Board and the State Superintendent, will be conducted directly. Local school divisions will also be assisted in the planning and carrying forward of approved pilot studies of various kinds. These may include, for example, experimentation with and critical analysis of the effectiveness of team teaching, programmed instruction, language laboratories, and the teaching of foreign languages in the elementary grades.
The other major function of the new division will be engaged essentially in staff work, rather than in field experimentation. This will be a statistical services section, organized to meet the needs of the State Department for the collection, analysis and evaluation of pertinent data. All of this will be directed intelligently and vigorously, and may hope to identify the areas of weakness in our present program, and particularly to suggest imaginative areas and means for improvement of the quality of public school education.

But so much for generalities, I would now like, entirely on my own responsibility, to suggest a few subjects of possible inquiry by this new division.

1. **Size of Our High Schools.**

In his challenging book, *The American High School Today*, Dr. James Conant, concluded that the single greatest weakness in the American public school system was the fractionization of our high schools. There are some 21,000 high schools in America, and Dr. Conant thinks that at least 7,000 of these are too
small to function satisfactorily. He considers that a senior high school must have a graduating class of at least 100 students to be reasonably effective.

It is obvious, especially to an audience of professionals such as yourselves, that the smaller high schools cannot offer either the variety or depth of courses available in the larger schools. This is especially applicable to the sciences, advanced mathematics, and foreign languages. There are other obvious limitations to the small high school.

The inevitable watering-down of the academic program in such a school is bad for the entire student body. But it may be catastrophic for the boys and girls who have the capacity to do the advanced work which is usually obtainable only in the elective courses of the major high schools. The end result is squandering of one of our most precious assets — namely the potential talent of the ablest students who are denied these opportunities.
In Virginia, there are a total of 393 high schools, with graduating classes. Of these, it is estimated that approximately 290 have graduating classes of less than 100 students. Thus, if Dr. Conant's minimum standard is sound — and I suspect that he states the case conservatively — we have a serious problem here in Virginia. Although the General Assembly has sought to encourage consolidation of schools, I am not at all sure that the trend has been in the right direction. In my brief period of service on the State Board, I have noted with concern the number of applications which come to us for the creation of separate school divisions. This happens most frequently when a town becomes classified as a city, and decides to divorce itself from the school system of the county.

I appreciate that this may be more of a political than an educational problem. We have 98 counties in Virginia, and our laws permitting incorporation of cities are liberal. The element of local pride is also a major factor.
The end result is a complex and difficult problem, and there are no easy or pat solutions. But this problem is costing our state substantial money, as each new school division adds to operating cost and administrative overhead in various ways. More important, as noted above, the fragmentation of high schools in Virginia is diluting the educational content of our schools.

In short, here is one specific area where both the quality of education can be improved and the cost of education reduced if intelligent solutions are found and applied. It is to be hoped that this will become a major area of critical inquiry by the new Division of Research.


The State Department of Education in New York - which perhaps has the leading division of educational research in the country - has recently announced plans for state-wide minimum competency tests in reading, writing and other basic subjects. These tests would be a prerequisite for high school
graduation in all high schools, both large and small. The purpose of such tests, prescribed as minimum standards by the State Board, would be to raise the levels of performance on a state-wide basis.

It seems to me that this is an idea of considerable merit, and one which should be explored promptly by our new Division of Research.

3. Length of School Year.

I hesitate to mention this subject for fear of being run out of my own home. When I recommended, several years ago, that we must face up to the need for a longer high school year, my children were embarrassed by the adverse reaction of their playmates - to the point of looking around for a foster father.

But at the risk of incurring the displeasure of my own young, I suggest that this is one of our more serious problems. I also suggest that we have been more interested in finding excuses for preserving an antiquated system (with all of its vested interests),
than we have been in seeking solutions comparable with the demands of our time.

There has been no significant change in the school year since the turn of the century. And yet the requirements of knowledge have expanded beyond man's wildest imagination of only a few years ago.

Moreover, the reason for the long summer vacation of three months no longer exists. The boys and girls are not needed on the farms, and they are not permitted to work in the factories. Even if there were no pressing educational demands for more time in school, there are relevant sociological considerations. Is it wholesome for teenage boys and girls to idle away three months in each year? To what extent does this contribute to the serious problem of juvenile delinquency?

But whatever the answers to these questions may be, certainly at the high school level, we must find a better solution than the horse and buggy concept of 180 school days. There are, of course,
all sorts of difficulties and problems involved in changing the present system. But the first step is careful analysis and study, together with a will and determination to do something about this anachronism of the past. A good place to start is in the new Division of Research.

* * * * * *

I have mentioned these specific areas of possible inquiry and study by the new Division of Research. We could all suggest many more, as the range of possibilities is almost unlimited.

My real purpose this evening is not to provide a blueprint for the new division, but merely to acquaint you with its existence, and let you know that we on the Board think this is a development of far-reaching importance.

And now a final word. When I was chairman of the Richmond School Board, my boss, Mr. Willett, permitted me to speak to the teachers at their annual
convocation in September of each year. Only a very bold superintendent will permit a school board member to talk on education directly to the teachers. Perhaps this is why I was especially pleased by the opportunity to be with you tonight.

Serving on the State Board is not as much fun as being a local school board member.

But I can report to you, in good conscience, that I have been reassured and stimulated by what I have found in my brief service on the State Board.

We have a first rate Department of Education. It is led and staffed by men and women of dedication and devotion. I can also say to you that the teachers in Virginia have the full confidence, admiration, and affectionate support of the Board and the Department of Education.

While there is never any room for complacency in education, we think the public school system in Virginia is one of the finest in the country. And it hardly need be said that our greatest source of strength is the great body of teachers whom you represent here tonight.
It is not too much to say that we are entering a new and hopeful phase in public education in Virginia. There has been a general consciousness of interest in, and indeed concern for, the quality of our schools. The preoccupation with the difficult integration problem, which divided much of our attention and effort, has appreciably subsided. This problem remains acute in certain areas, and at best there will be a long and difficult period of readjustment. But for the most part the emphasis of our concern has now shifted to the more conventional problems of how best to improve the end product of our public school system.

Among the hopeful signs on the educational scene in Virginia are the following:

(1) The intelligent and deep interest of Governor Harrison; (2) the responsiveness in the General Assembly; (3) the wholesome effect of the splendid study and report of the Spong Commission; and (4) most important of all, an intensification of interest by the public generally, and parents in particular, in our schools and our teachers, and in what can be done to assure the finest possible public school system.

I will concentrate on one specific development, which, in my opinion, holds great promise for good. This is the establishment, within the State Department of Education, of a new Division of Research and Pilot Studies. At the request of the State Board of Education, the General Assembly appropriated $75,000 for educational research during the current fiscal year, and $100,000 for the fiscal year 1963-64. Although research work has been done through the years, this is the first appropriation as such for this specific purpose.

To assure the emphasis which this project deserves, the Board has established a separate division—which will rank on a parity with the other major divisions in the Department. Broadly speaking, there will be two areas of major emphasis: First will be "pilot studies," essentially an operational function. Special studies as requested by the Board and the State Superintendent, will be conducted directly. Local school divisions will also be assisted in the planning and carrying forward of improved pilot studies of various kinds. These may include, for example, experimentation with and critical analysis of the effectiveness of team teaching, programmed instruction, language laboratories, educational TV, and the teaching of foreign languages in the elementary grades.

The other major function of the new division will be essentially in "staff work," rather than in field experimentation. This will be accomplished through a statistical services section, organized to meet the needs of the State Department for the collection, analysis and evaluation of pertinent data. If all of this directed intelligently and vigorously, we may hope to identify the areas of weakness in our present program, and suggest imaginative areas and means for improvement of the quality of public school education.

But so much for generalities. I would now like, entirely on my own responsibility, to suggest a few subjects of possible inquiry by this new division.

1. Size of Our High Schools. In his challenging book, The American High School Today, Dr. James Conant concluded that the single greatest weakness in the American public school system was the fractionization of our high schools. There are some 21,000 high schools in America, and Dr. Conant thinks that, at least 7,000 of these are too small to function satisfactorily. He considers that a senior high school must have a graduating class of at least 100 students to be reasonably effective.

It is obvious that the smaller high schools cannot offer either the variety or depth of courses available in the larger schools. The inevitable watering-down of the academic program in the small high school is bad for the entire student body. But it may be catastrophic for the boys and girls who have the capacity to do the advanced work which is usually obtainable only in the elective courses of the major high schools. The end result may be the squandering of one of our most precious assets—namely the potential talent of the ablest students who are denied these opportunities.
is true of the whole state of Oklahoma. In Oklahoma 99.7% of all their teachers have finished college. And we rank right at the bottom of the Southern States in the number of teachers of the elementary and high school grades who have their M.A. degree.

Cloud number 2 is this, and I quote the Industrial Development Consultant to Governor Harrison, Richard C. Holmquist, who said: "Virginia has some of the finest schools in the country at all levels. They are excellent and I will rank them against those anywhere else, but there are certain areas in the State that need to be brought up to a higher standard. This hurts us not only because it is unfair to the youth who are growing up in those communities but because it lowers certain overall statistical averages for the State. Plant location decision makers do look at statewide statistics."

I think that this is pretty well pointed up by the fact that while in 1961-62 the average classroom teacher's salary in Virginia was $4640, but about 90 per cent of all the counties and there were about this average. Were it not for the help of Federal funds and for the fact that in some areas of the State our salaries are relatively high as compared with the rest of the State, we would not have so high an average.

The final cloud that I want to discuss is the cloud that will overhang this auditorium in the morning, when we take up the issue which has been discussed so much that it is not even necessary for me to say more of it. But in any event, on this matter of Local Option, members of the Virginia Education Association range in opinion, conviction and sincere belief from one extreme to the other. They are poles apart and the only thing that you can do in a situation like this in an organization like this, is what we hope will be done tomorrow and that is to provide ample time for a free airing of the issue, a full discussion of the problem, and then take the vote.

Lifting of Clouds

As far as "cloud one" is concerned with training teachers I saw the cloud lifting a little last night when Dr. Woodrow Wilkerson said that in local and regional education courses initiated by division superintendents with the cooperation of Virginia colleges and universities had increased enrollment from 1907 teachers in 1960-61 to an estimated 5280 this year. I think that is a fine tribute to the superintendents who have helped to establish these courses and to the teachers who have enrolled in them.

Cloud number 2 which results from wide variances in public education in Virginia, referred to by Mr. Holmquist, will be removed as we improve our method of distributing State funds, and the localities contribute their fair share to the support of public education.

The cloud which will overhang us tomorrow can only be lifted if when the vote is taken we will behave in a truly professional way, being tolerant of the rights of other people to think differently, aware of the fact that circumstances and environmental influences determine how organizations adjust.

But the Virginia Education Association has been perking along now since 1863. We have had our ups and downs. We have gone through several metamorphoses. We have had since 1954 some vigorous, intense and emotionally charged battles here on the floor of the Delegate Assembly but from all of these battles, all of these conflicts, and all of these disagreements, we have emerged united. Sometimes it has taken a little doing to mend the broken pieces. But I have every confidence that the 28,000 members of our great VEA will be able to vote differently but at the same time wind up not in a state of disaffection but resolved to go forward together.

Local Option Study Committee Report

The VEA Local Option Committee appointed by President Woodrow W. Robinson in 1961 as authorized by the 1962 VEA Delegate Assembly upon recommendation of the VEA Board of Directors respectfully submits its report to the VEA Board of Directors as follows:

We have carefully considered the question of extending local option to local associations in terms of membership policy and although we are fully aware of the problems existing in certain sections of Virginia with respect to modifications in membership policy, after a sampling of the opinion of our membership in our respective districts, it is our opinion that it is to the best interest of the VEA and public education in Virginia that the present VEA membership policy be continued.

We, therefore, recommend that local option in membership be denied.

E. E. Trent, District A

Dr. B. G. Nelson, District B

Elsie Smoak, District C

E. Armstrong Smith, District D

G. O. McGhee, District E

Earl Smith, Jr., District F

N. C. Guyan, District G

Paul Peter, District H

Louis Kovacs, District I

Mrs. Lucille Michie, District J

Hugh Morgan, District K

W. L. Harrell, District L

Mrs. George Wilson, District M

James Givens, District N

A. F. Levick, District O

Harold W. Ramsey, District P

Chairman

for DECEMBER, 1962
In Virginia, there are 393 high schools. Of these, it is estimated that approximately 290 have graduating classes of less than 100 students. Thus, if Dr. Conant’s minimum standard is sound, we have a problem of some proportions here in Virginia. Although the General Assembly has sought to encourage consolidation of schools, I am not at all sure that the trend has been in the right direction. In my brief period of service on the State Board, I have noted with concern the number of applications which come to us for the creation of separate school divisions. This problem is costing our State substantial money, as each new school division adds to operating cost and administrative overhead in various ways. More important, as noted above, the fragmentation of high schools in Virginia is diluting the educational content of many of our schools.

Here is one specific area where both the quality of education can be improved, and the cost of education reduced, if intelligent solutions are found and applied. It is to be hoped that this will become a major area of critical inquiry by the new Division of Research.

2. Minimum Competency Tests. The State Department of Education in New York—which perhaps has the leading division of educational research in the country—has recently announced plans for state-wide minimum competency tests in reading, writing and other basic subjects. These tests would be a prerequisite for high school graduation in all high schools, both large and small. The purpose of such tests, prescribed as minimum standards by the State Board, would be to raise the levels of performance on a state-wide basis.

Credentials Committee Report—Registration
The members of the Credentials Committee wish to express appreciation to all who registered at the convention for your patience, consideration and understanding which made our job a pleasant one.

The Credentials Committee registered 1253 certified delegates in all. 119 presidents of local associations; 79 superintendents; 14 school board members; 12 Virginia Education Association Board of Directors; and 2 college presidents were registered in addition to the delegates. This meant that a total of 1253 delegates registered as against 1182 last year. A total of 6794 members registered. 73 local associations had 100% of their certified delegates and presidents registered.

The total registration for the convention last year was 6432.

Mrs. Lena Blanton, Richmond, Chairman
Margaret Baker, Richmond
Tom Coleman, Henrico County
Mack Moore, Chesterfield County
Charles Sherron, Richmond
Fred Smith, Richmond
Charles Todd, Jr., Henrico County
Richard Weakley, Richmond

It seems to me that this is an idea of considerable merit, and one which should be explored by our new Division of Research.

3. Length of School Year. At the risk of incurring the displeasure of my own young, I suggest this is one of our more serious problems.

There has been no significant change in the school year since the turn of the century. And yet the requirements of knowledge have expanded beyond man’s widest imagination of only a few years ago. Moreover, the reason for the long summer vacation of three months no longer exists. The boys and girls are not needed on the farms, and below certain ages they are not permitted to work in the factories. Even if there were no pressing educational demands for more time in school, there may be relevant sociological considerations. Is it wholesome for teenage boys and girls to idle away three months in each year? To what extent does this contribute to the serious problem of juvenile delinquency?

But whatever the answers to these questions may be, certainly at the high school level we must find a better solution than the horse and buggy concept of 180 school days. There are, of course, all sorts of difficulties and problems involved in changing the present system. But the first step is careful analysis and study, together with a will and determination to do something about this anachronism of the past. A good place to start is in the new Division of Research.

My real purpose this evening is not to provide a blueprint for the new division, but merely to acquaint you with its existence and let you know that we on the Board think this is a development of far-reaching importance.

CREDIT UNION Organizations and Services for Local Associations were discussed at a special meeting of those interested during the VEA Convention. Mrs. Gay B. Neal of Roanoke County is shown speaking on the subject. At right is Mrs. Laura W. Twyford, president of the Hampton Education Association Credit Union and chairman of the State Education Committee for Credit Unions, who presided at the meeting. Seated at left is Garland K. Keeling of Lynchburg, managing director of the Virginia Credit Union League.
I. Proposed State-wide Salary Schedule*

<table>
<thead>
<tr>
<th>No. Years Taught</th>
<th>Normal Professional</th>
<th>Bachelor’s</th>
<th>Master’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$3400</td>
<td>$4200</td>
<td>$4700</td>
</tr>
<tr>
<td>1</td>
<td>3600</td>
<td>4400</td>
<td>5100</td>
</tr>
<tr>
<td>2</td>
<td>3800</td>
<td>4600</td>
<td>5300</td>
</tr>
<tr>
<td>3</td>
<td>4000</td>
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<td>5500</td>
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<td>5900</td>
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<tr>
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<td>5400</td>
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<td>5000</td>
<td>5800</td>
<td>6500</td>
</tr>
<tr>
<td>9</td>
<td>5200</td>
<td>6000</td>
<td>6500</td>
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<tr>
<td>10</td>
<td>5400</td>
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<td>6700</td>
</tr>
<tr>
<td>11</td>
<td>5600</td>
<td>6400</td>
<td>6900</td>
</tr>
<tr>
<td>12</td>
<td>5800</td>
<td>6600</td>
<td>7100</td>
</tr>
<tr>
<td>13</td>
<td>6000</td>
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<td>19</td>
<td>7200</td>
<td>8000</td>
<td>8500</td>
</tr>
<tr>
<td>20</td>
<td>7400</td>
<td>8200</td>
<td>8700</td>
</tr>
</tbody>
</table>

II. Retirement

We recommend:

1. That benefits under the Virginia Supplemental Retirement System for retirement (service) be calculated by taking 14% of average compensation for the highest five consecutive years of creditable service for each year of service with no limit on salary or service and that contributions be paid on the first $1200 of salary. (At the present time, contributions and benefits are based on salary in excess of $1200.)

2. That a member retiring under the early service retirement provision, effective upon attaining age 60 and credited with 30 or more years of service in the Retirement System shall receive a retirement allowance from the Virginia Supplemental Retirement System without the allowance being actuarially reduced. (At present, the normal retirement age is 65, and one who retires before age 65 is paid an actuarially reduced amount.)

3. That a member who withdrew accumulated contributions in 1952 may redeposit the amount withdrawn with interest thereon and receive credit for service prior to March 1, 1952.

4. That the amount of Group Life Insurance under the Virginia Supplemental Retirement System for each member continue to be based on the total salary and that the member be allowed the option to purchase at his own expense an equivalent amount.

5. That a member who leaves State service after five years of creditable service may leave his contributions in the retirement fund and be eligible for a deferred allowance. (At present, 15 years of service are required as qualification for a deferred allowance.)

6. That disability after 10 years service be provided all new teachers without requiring them to file the Health Status Declaration, Form VSRS-32.

* To be provided out of both State and local funds.
The Year-Round School Is Here

Summer is not what it used to be for many children in Virginia. The picture of the closed school door and youngsters engaged in aimless, if agreeable, play for three long months is changing.

The nine-month or 180-day school year, a remnant of the Agrarian Age in which children were needed for the planting, cultivation, and harvesting of farm crops, is on the way out. A lengthened school year makes possible a more necessary harvest for these hard days. Thousands of Virginia's teachers and youngsters are finding increasingly that the regular school year isn't long enough for what the school would like to do and should do.

Not only are many high school doors open during the summer months but elementary doors as well. Thousands of boys and girls are attending voluntarily—not only by those who need to make up failed work (as used to be the case), but by youngsters who are eager to advance more rapidly and enrich their lives through new learning experiences. The development of a strong summer school program should also tend to decrease the number of school dropouts.

The elimination of wasteful, do-nothing vacations for Virginia's children also results in utilizing more effectively Virginia's billion dollar school plant which formerly was shut down for almost one-fourth of the year.

High School Summer Schools

The characteristics of the summer high school of the future (already the summer school of today for many youngsters and teachers in Virginia) emerge from a study which the VEA has just completed. Here they are:

1. The length of the summer school will be 8 weeks, making a school year for teacher and pupil of approximately 11 months or 220 days.
2. Summer school doors will be open 4 hours a day, 5 days per week.
3. As many as 3 credits may be earned.
4. Teachers will be employed on a 12-month basis.
5. Available subjects will run the entire gamut of the regular school term.
6. Summer school costs will be increasingly borne from public funds.

Our new VEA study reveals that 27,879 Virginia high school students enrolled in 1962 summer school or one out of ten of the total high school enrollment.

Of the 115 school divisions, 64, or more than half, held summer school for high school students.

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elementary summer school programs entirely from local funds; 13 charged tuition; and 4 used a combination of tuition and public funds.

The majority of the summer schools ran for 6 weeks, making an eleven-month school year.

As was true in the high school summer school program, the purpose was for making up failed work, acceleration, and enrichment.

TABLE I

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>High School Enrollment</th>
<th>Summer School Enrollment</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>264,786</td>
<td>23,822</td>
<td>3,803</td>
<td>9.0%</td>
</tr>
<tr>
<td>1962</td>
<td>282,368</td>
<td>27,879</td>
<td>4,720</td>
<td>9.9%</td>
</tr>
</tbody>
</table>

As an indication, if the fact that the pupil in summer school is moving away from make-up or remedial work to acceleration and enrichment, of the 27,879 attending summer school in 1962, 10,939 were taking all new subjects and 2644 were taking both old and new.

Public funds completely financed the summer school program in only three of the 64 localities holding summer schools; 912 in 1961. In six of the 64 localities, the teachers were paid on a 12-month basis.

TABLE II

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Enrollment</th>
<th>Elementary School Enrollment</th>
<th>Summer School Enrollment</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1961</td>
<td>606,760</td>
<td>3,903</td>
<td>6,756</td>
<td>0.6%</td>
</tr>
<tr>
<td>1962</td>
<td>617,899</td>
<td>4,881</td>
<td>7,999</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

Only three of the 20 counties and cities furnished elementary summer school programs entirely from local funds; 13 charged tuition; and 4 used a combination of tuition and public funds.

The average salary for the classroom teacher for 1961-62 was $4,640. During this year, 91 counties were below the average and 14 cities.

A Deceptive Average

Virginia’s 1961-62 average salary of $4,640 for the classroom teacher is quite deceptive.

As the world's knowledge increases and as it becomes more and more imperitive that we utilize to the fullest possible extent the time and talents of both children and teachers, not to mention making the fullest possible use of an enormously expensive educational plant, we will move forward to a longer school year.

As a result, our citizens will be able to live more abundant and productive lives and a higher return on our immense school investment will be realized.

The new summer harvest will increase a thousand-fold the State and the localities provide fuller support for the operation of summer schools.

Public funds now provide a system of free public education in Virginia for nine months out of the year. Inevitably we believe public funds will be provided to finance the year-round school in Virginia.

Other than funds to strengthen and improve the regular nine-month school program, could there be a better investment of the people’s money?

The average salary for the classroom teacher for 1960-61 was $4,938. The following table indicates the increase in summer school attendance in 1962 as compared with 1961.

<table>
<thead>
<tr>
<th>County or City</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arlington</td>
<td>$6,380</td>
</tr>
<tr>
<td>Fairfax</td>
<td>5,689</td>
</tr>
<tr>
<td>Henrico</td>
<td>4,795</td>
</tr>
<tr>
<td>Prince William</td>
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The average salary for the classroom teacher for 1960-61 was $4,938. During this year, 91 counties were below the average and 14 cities.