MEETING ONE:

Agenda for tonight

• Introduce the team.

• Present commemorative opportunities for your comments based on the list shared with the team.
  
  - Review of items from the Douglass High School Commemorative Committee list.

  - Presentation of opportunities inside the building and within the site.

• Break out to each of the boards as you move around and note your comments with post-its on the boards.

• Follow up and next steps.
Views of the Main Hall/Auditorium
DOUGLASS HIGH SCHOOL- COMMEMORATIVE OPPORTUNITIES
MAIN HALL/AUDITORIUM PERSPECTIVE VIEWS
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES
FREDERICK DOUGLASS DISPLAY

View A: 3D view outlining display area for Frederick Douglass portrait or other commemorative opportunities

Portraits of Frederick Douglass
DOUGLASS HIGH SCHOOL- COMMEMORATIVE OPPORTUNITIES

LARGE WALL MOUNTED DISPLAYS

View B: 3D view outlining large wall display opportunity areas

Multi-screen interactive wall

Interactive display panels

Memorabilia display

Diorama
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES

WALL MOUNTED PANEL DISPLAYS

View B: 3D view outlining wall mounted panel display opportunity areas

Wall panel display

Pin-up panels

Framed panels

Wall mounted panels
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES

LARGE WALL MOUNTED DISPLAYS
MOVABLE DISPLAY OPTIONS

**View C:** 3D view outlining movable display opportunity areas

1. Transparent partitions with floor anchors
2. Transparent partitions with floor and ceiling anchors
3. Display attached to vertical rails
4. Display attached to horizontal rail
CABINET DISPLAY OPTIONS

1. Display cabinets
2. Display cases attached to information boards
3. Free standing display cases
4. Pull out displays
MAKING CITIZENS OF LOUDOUN COUNTY AWARE OF THE HISTORY OF THE SCHOOL AND THAT IT WAS A VERY IMPORTANT PART OF LOUDOUN COUNTY’S HISTORY. RECOGNIZING THOSE LIKE THE COUNTYWIDE LEAGUE WHO STRUGGLED FOR THE SCHOOL AND BLACK EDUCATION.

DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES
FRONT PLAZA AREA DISPLAY OPTIONS

Fountain

Seating
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES
FRONT PLAZA AREA DISPLAY OPTIONS

Low Wall

Pavers

WE SHALL OVERCOME, BECAUSE THE ARC OF THE MORAL UNIVERSE IS LONG, BUT IT BENDS TOWARD JUSTICE.

[Signature]

[Date]
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES

FRONT PLAZA AREA DISPLAY OPTIONS

Sculpture
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES

EAST SIDE DISPLAY OPTIONS

- Seat Walls
- Timeline Walk
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES

SOUTH SIDE DISPLAY OPTIONS

- Mural
- Decorative Fencing
DOUGLASS HIGH SCHOOL - COMMEMORATIVE OPPORTUNITIES

SOUTH SIDE DISPLAY OPTIONS

Court Art

Potential Mist Arbor

Mist Arbor
**DOUGLASS HIGH SCHOOL - COMMEMORATIVE COMMITTEE RECOMMENDATIONS**

July 2021 - Amended October 19, 2021

Those Items in **BLUE** have been Agreed to by the Committee - Those Items in **PINK** need to be voted on

Items not shaded in a specific color will be discussed at a later date

### OUTSIDE SPACE - Commemorative Opportunities and Ideas

<table>
<thead>
<tr>
<th>Front Plaza</th>
<th>Signage</th>
<th>Amphitheater/Side of Building</th>
<th>Walkways</th>
<th>Basketball Court</th>
<th>Path to W&amp;OD</th>
<th>Naming Opportunities</th>
<th>Miscellaneous</th>
<th>Groups or Individuals to be Acknowledged</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove Tobler Memorial - LCPS Project</td>
<td>Info on White Historic State of Virginia Sign</td>
<td>Replace Marqued Llloyd Memorial</td>
<td>Pavement with student names</td>
<td>Mural on Back Wall</td>
<td>Trailhead sign - NVRPA</td>
<td>Pavilion</td>
<td>Mural on side of building or shop - Pictures provided by Graduates</td>
<td></td>
</tr>
<tr>
<td>Remove Trees and replace in other space or keep - Keep 2 and lose 3 laminate those in the middle.</td>
<td>Plants with Douglass HS history</td>
<td>Decorative Fencing (2 sides)</td>
<td>Historic information pathway</td>
<td>Field</td>
<td>Field</td>
<td>Field</td>
<td>Larry Roeder showing students working in shop</td>
<td></td>
</tr>
<tr>
<td>Provide a light for historical plaque on school wall</td>
<td>Design Monument Sign</td>
<td>Pavement with other names</td>
<td>Fountain with Ram shape</td>
<td>Amphitheater</td>
<td></td>
<td></td>
<td>Students who Attended</td>
<td></td>
</tr>
<tr>
<td>Relocate Margaret Lloyd Memorial</td>
<td>Pavers with Douglass HS history</td>
<td>Mural on Back Wall</td>
<td>Band/Shop Building</td>
<td>Band/Shop Building</td>
<td></td>
<td></td>
<td>Living Legends</td>
<td></td>
</tr>
<tr>
<td>Create a bursary of time capsule</td>
<td>Douglass HS Education and Development Campus</td>
<td>Mural on Back Wall with plants &amp; misters</td>
<td>Amphitheater</td>
<td>Band/Shop Building</td>
<td></td>
<td></td>
<td>Principals</td>
<td></td>
</tr>
<tr>
<td>Status with lighting and water showing upward struggle; slope with children walking up with family/teachers</td>
<td>Flowers and continuous color</td>
<td>Wall of names</td>
<td>Timeline - Inside or Outside</td>
<td></td>
<td></td>
<td></td>
<td>Countywide League</td>
<td></td>
</tr>
<tr>
<td>Names in Pavers or around Statues(s)</td>
<td>Benches (stone or quartz)</td>
<td>Seating in Outdoor Area</td>
<td>Music of the Time</td>
<td></td>
<td></td>
<td></td>
<td>Custodians</td>
<td></td>
</tr>
<tr>
<td>Something smaller in front of windows when trees are removed such as statues and/or plants that will balance the area</td>
<td>Planter with Douglass HS history</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Bus Drivers</td>
<td></td>
</tr>
<tr>
<td>Chapels dedicated by Class of 1960 to stay: plaque needed</td>
<td>Mural on side of building or shop - Pictures provided by Larry Roeder showing students working in shop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Living Legends</td>
<td></td>
</tr>
<tr>
<td>Bench with Statue of Douglass sitting on bench (photo op)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Charles Hamilton Houston</td>
<td></td>
</tr>
<tr>
<td>Outside Space - Commemorative Opportunities and Ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MLK</td>
<td></td>
</tr>
</tbody>
</table>

### INTERIOR SPACE - Commemorative Opportunities and Ideas

<table>
<thead>
<tr>
<th>Front Entrance Room</th>
<th>Stage Area</th>
<th>Classrooms</th>
<th>Upstairs Hallway</th>
<th>Current Display Cases Up &amp; Down</th>
<th>Kiosk/Computer Screen</th>
<th>Gym</th>
<th>Naming Opportunities</th>
<th>School Motto for each Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diorama of Leesburg between 1941-1968</td>
<td>Maroon Curtains</td>
<td>Interactive Booth with historical info.</td>
<td>Letterman or Sweater Jackets</td>
<td>List of Graduates and Students who Attended</td>
<td>Mural Inside Gym 6 classrooms in front</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer screen with rotating information</td>
<td>Photo of Frederick Douglass at back of stage</td>
<td>Teacher Wall with photos, subject taught and time period</td>
<td>Photo of each Graduating Class</td>
<td>Interactive database for people to provide information</td>
<td></td>
<td></td>
<td></td>
<td>Frederick Douglass Quotes throughout building</td>
</tr>
<tr>
<td>Timeline for Feaster Schools</td>
<td>Maintain Podium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Moving photo on wall that runs continuously</td>
<td>Silhouette of stage where originally located in 1941</td>
<td>Photo of each Graduating Class</td>
<td></td>
<td>Touch screen to show a person and then click to get more info</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Display Case with Memorabilia</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bust of Frederick Douglass</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crowdsourcing site to leave info about Douglass Alumni</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brochure in lobby with guided tour information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral History Interviews (Simms/LCPS Project)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase $1 bill from 1941</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**S:\Planning\Donna's Folder\DOUGLASS\Commemorative Committee Info\Committee Members - Suggestions for Commemoration Committee Ideas - Continuous Update.xlsx**
Segregation Reconciliation Work Could Fall to Douglass School Committee

Article from Loudoun Now Nov 2, 2021

The proposal for a committee to establish and reconcile the impact of Loudoun’s history of racially segregated schools could land on the desk of one that already exists, the Douglass High School Commemorative Committee.

The committee was established earlier this year to come up with ideas for historic displays at Douglass High School, which is under renovation, and was the high school for Loudoun’s Black students form 1941 until Loudoun schools finally integrated in 1968. The committee includes members from groups including the Loudoun NAACP, the Black History Committee of the Friends of Thomas Balch Library; the Edwin Washington Project, the Loudoun County Heritage Commission, and the Loudoun Douglass Alumni Association, among others. And that could mean the committee is well suited to the task proposed by Supervisor Juli E. Briskman (D-Algonkian) “to study the harm caused by Loudoun County’s discrimination of Black students and seek out ways to rectify disparities.”

Part of that work, suggested by County Chair Phyllis J. Randall, (D-At Large) is specific to the Douglass School, where the Black community came together to buy the land. The local School Board refused to build on land its didn’t own, forcing the parents to sell property they’d bought for $4,000, to the school district for $1 in 1940. The money they’d paid for the land is equivalent to almost $78,000 today. The 10 acres the school stands on today, near the intersection of Plaza Street and Market Street near downtown Leesburg, could easily fetch a much higher price if put on the market.

During a meeting of the Joint School Board-Board of Supervisors committee on Monday night, Loudoun County Public Schools Chief Operations Officer Kevin Lewis suggested the existing committee may be willing to take on that additional work.

“That committee, as I said, has been working really, really hard, and I don’t know how the board would like to ask them to continue that, but I think at least they would be open to the conversation,” Lewis said.

Joint committee members directed school staff members to convey that request to the commemorative committee at its next meeting.

“That opportunity is there, and I think the alignment is very good, it really is. It sounds like the organization we have today has elements of all three organizations that we believe would be primary sources to enable us to move forward with that research,” said School Board Member Jeff Morse (Dulles), referring to the inclusion of the Loudoun NAACP, the Douglass Alumni Association, and the Edwin Washington Project.

The only concern was whether it would be too much additional workload for the committee, which was established on an ad-hoc basis.

“I’m a little bit concerned because that committee sounds very narrow, and their work is
very important, and so I don’t know that I personally would want to have them have to have another very large task,” Briskman said.
Supervisor Kristen C. Umstattd (D-Leesburg) also worried that the group at the center of that issue—the Douglass Alumni—is now elderly, and may not be around for a broadly-worded, protracted process.
“I think the larger the scope of this effort, the longer it will take and the less likely that the alumni of the Douglass High School still living in the county—may not still be here to see the results of this,” Umstattd said. “My preference, if the committee agrees to take on an extra task, would be the make it a more limited task to try to see what they would recommend to right the wrong that was done back in the late ‘30s, early ‘40s.”
The Douglass High School Commemorative Committee is next scheduled to meet on Monday, Nov. 8 at 6 p.m. at Frederick Douglass Elementary School.
JOINT BOARD OF SUPERVISORS AND SCHOOL BOARD COMMITTEE
INFORMATION ITEM

SUBJECT: Study and Reconciliation for the Operation of Segregated Schools in Loudoun County

ELECTION DISTRICT: Countywide

STAFF CONTACTS: Monica Spells, County Administration
Shalom Black, County Administration
Mark Smith, Superintendent’s Office

PURPOSE: To discuss the study and reconciliation for the operation of segregated schools in Loudoun County; the forced sale of 8 acres of land in Leesburg on December 16, 1940, by the “County-Wide League” that conveyed land purchased for $4,000 to Loudoun County for $1 during its operation of segregated schools and to seek out ways to address that injustice; and recommendations for further actions to address the operation of segregated schools in Loudoun County and the community healing that needs to occur from the ongoing impact of segregation.

BACKGROUND: On September 25, 2020, the Loudoun County School Board (SB) and the Board of Supervisors (BOS) issued a formal statement of apology for the operation of segregated schools in Loudoun County. The apology to the Black community was for “the negative impact, damage and disadvantages to Black students and families that were caused by decisions made by the Loudoun County School Board, Loudoun County Public Schools Administration, and the Loudoun County Board of Supervisors.” The apology documents a history of racist policies enacted by these entities to prevent Loudoun’s Black residents from receiving the same level of education as white residents during the operation of segregated schools.

At the BOS Business Meeting on September 21, 2021, the BOS approved Supervisor Briskman’s Board Member Initiative (BMI) (6-3: Buffington, Kershner, and Letourneau opposed) directing staff to forward the item [BMI] to the Joint Committee, “for discussion and return to a future Board Business Meeting with recommendations.” The BOS approved a second motion (9-0) directing the Joint Committee to “review and discuss the forced sale by the then ‘County-Wide League’ that conveyed land purchased for $4,000 dollars to Loudoun County for $1, and to return to a future Board Business Meeting with recommendations to address that injustice.”

At the School Board meeting on October 12, 2021, the SB approved a motion (7-0-2: Barts and Hoyler abstained) to forward the item to the Joint Committee for review and discussion: “The Joint Committee, in collaboration and consultation with the community, will provide recommendations
for further actions to address the operation of segregated schools in Loudoun County and the community healing that needs to occur from the ongoing impact of segregation. Collaboration with community groups will include groups that widely represent the Black citizens of Loudoun County.”

**ISSUES:** The Joint Committee may choose to discuss the motions passed by each Board, determine any discrepancies between the motions, and if any, take back to each Board a recommendation on how to proceed, or if none, choose how to proceed.
Ms. Howard,

Good morning from Hilton Head, SC. As you can imagine I will not be present at the November 8 meeting.

Now, I am still conflicted over the apology from LCPS. My education in the segregated Loudoun County was fostered by the commitment of the parents and teachers who guided me through this environment. They should be honored for doing what was required to educate me and others. Segregation was a legal and codified construct. As such challenges had to be made through the court systems to which the NAACP and Thurgood Marshall so energetically pursued.

Very proud of those who worked through the system in place at the time.

I had a great education. Again, Plessy vs. Ferguson, separate but equal codified. Separation didn't bother me. The equal part was the injustice. But my folks accepted the challenge to become accomplished contributors to this society despite the best efforts, legal and customary, of others not allowing me to participate.

I don't understand the $4,000 question. Honor the County-Wide Leagues commitment. Demonstrate and highlight their commitment to play within the onerous laws in place to make things happen.

The question I have is was there pay equity for those teachers who taught me with their white counterparts in Loudoun County. Here is where serious consideration needs to be given to compensating them for this tragedy.

Onward.

Dwight W. Brooks, SFR, MRP
Associate Broker
Weichert, Realtors
20135 Lakeview Center Plaza #100
Ashburn, Va 20147
Licensed in DC and VA
Website: dwight-brooks.weichert.com

-----Original Message-----
From: Sara Howard-O'Brien <Sara.HowardOBrien@lcps.org>
To: LCPS-DCS-RENOVATION <DouglassRenovation@lcps.org>
Cc: Beverly Tate <Beverly.Tate@lcps.org>; Donna Torraca <Donna.Torraca@lcps.org>; Lottie Spurlock <Lottie.Spurlock@lcps.org>; Kevin Lewis <Kevin.Lewis@lcps.org>
Sent: Sat, Nov 6, 2021 8:50 am
Subject: DHS CC November 8 2021 Agenda

Committee Members: Please find attached the agenda for Monday night’s meeting, along with the draft October 25 meeting minutes. Also included is the Joint Committee of the Board of Supervisors
and School Board Nov 1. 2021 Staff Report on the study related to the operation of segregated schools in Loudoun County. The meeting’s agenda includes a briefing on the Joint Committee discussion. Finally, attached is summary of the broader Mission Statement ideas taken from the meeting minutes for your use.

We look forward to seeing you on Monday.

Donna and Sara

Sara Howard-O’Brien
Land Management Supervisor
LCPS Planning Services
21000 Education Court
Ashburn VA 20148
571-252-1156
703-969-8919 (cell)

CONFIDENTIALITY / PRIVACY NOTICE – This email and attachments may contain confidential and/or legally protected information. If you are not the intended recipient, or the person responsible for providing the information to the intended recipient, you are notified that any disclosure, copying, distribution of this information, and any other use of or reliance upon it, are strictly prohibited. If you have received this email or attachments in error, please notify the sender immediately. All correspondence with Loudoun County Public Schools, including email, may be subject to disclosure in accordance with the Virginia Freedom of Information Act.
**Douglass High School Commemorative Committee: Ideas for the Message or Theme of the Commemoration**

The following excerpts from the DHS CC meeting minutes provide an overview of the broader mission or theme discussed by the Committee. These excerpts focus on the overarching message as opposed to the specific proposals for the commemoration and are provided for easy reference and continued consideration.

**Excerpt from May 24, 2021 DHC CC Minutes:**

The Mission Statement for the Committee was provided by Mr. Avery:

Our mission is to capture the history of the Douglass High School and put it on display for all to see. This history will be available for our children and our children’s children and for all who have any connection to this iconic building. We have the opportunity to put our stamp on this historical landmark.

**Excerpt from June 28, 2021 DHC CC Minutes:**

In preparing for the commemoration, the question was posed as to what message is the Committee trying to convey? When visitors arrive it (the collective commemoration) should say, welcome to our experience.

**Excerpt from July 26, 2021 DHC CC Minutes:**

The Committee then reviewed the Mission and Theme of the group. Charles reminded the group that they are recording and making history. Committee members shared their thoughts on what their mission is. Thoughts included:

- Making citizens of Loudoun County aware of the history of the school and that it was a very important part of Loudoun County’s history.
- Recognizing those like the Countywide League who struggled for the school and black education
- Preserving the history of the black education and the history of Douglass
- Show the resiliency, resourcefulness and self-sufficiency of the black community
- Tell the story of the struggle and how the black citizens came together as a community including economically.

After watching a video of the Tokyo Olympic torch lighting Charles encouraged the Committee and guests to offer additional comments on why the group was formed. What do we want folks to see, feel, and touch? For everyone that walks through the door, what should the connotation be?

- Want people to be inspired and uplifted when they visit the school; Want other to feel that they too can overcome whatever challenges they may be facing.
- Show the pride of the black community in the building and its history
Want people to understand the history of the school and the black Americans that made this happen. Capture the struggle, pride and passion that was involved to ensure their children had educational opportunities.
# COMMEMORATIVE COMMITTEE
# PLAYGROUND RECOMMENDATIONS

## HEROES and/or PANEL IMAGES:

<table>
<thead>
<tr>
<th>Name</th>
<th>Committee Member(s) Recommending</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Wanzer (3 photos provided) (Countywide League)</td>
<td>Larry Roeder, Gert Evans, Unidentified Member</td>
</tr>
<tr>
<td>Martin Luther King Jr</td>
<td>Tammy Carter &amp; Margaret Good</td>
</tr>
<tr>
<td>Harriet Tubman</td>
<td>Margaret Good</td>
</tr>
<tr>
<td>Marie Medley Howard (NAACP)</td>
<td>Margaret Good</td>
</tr>
<tr>
<td>John C. Walker</td>
<td>Larry Roeder</td>
</tr>
<tr>
<td>Mae Carol Jemison</td>
<td>Jim Roberts</td>
</tr>
<tr>
<td>General Colin Powell</td>
<td>Gert Evans</td>
</tr>
<tr>
<td>Barack Obama</td>
<td>Gert Evans</td>
</tr>
<tr>
<td>Gertrude Alexander</td>
<td>LDAA</td>
</tr>
<tr>
<td>Willie Hall (provided donations to purchase the land)</td>
<td>LDAA</td>
</tr>
<tr>
<td>W.S. Gibbons (Sold property to Countywide League)</td>
<td>LDAA</td>
</tr>
<tr>
<td>Charles Hamilton Houston</td>
<td>LDAA</td>
</tr>
<tr>
<td>George Washington Carver</td>
<td>Sylvia Smith</td>
</tr>
<tr>
<td>Carr Phillip Cook (Longtime Pres. LDAA)</td>
<td>Charles Avery</td>
</tr>
<tr>
<td>Barbara Johns (Moton H.S.)</td>
<td>Dwight Brooks</td>
</tr>
<tr>
<td>Toni Morrison</td>
<td>Erica Bush</td>
</tr>
<tr>
<td>James Baldwin</td>
<td>Erica Bush</td>
</tr>
<tr>
<td>Arthur Ashe</td>
<td>Dwight Brooks</td>
</tr>
<tr>
<td>Jackie Robinson</td>
<td>Larry Simms</td>
</tr>
</tbody>
</table>

S:\Planning\Donna's Folder\DOUGLASS\Commemorative Committee Info\Documents for Committee -\Nov. 8 2021\Playground Recommendations 11.8.2021.docx
COMMEMORATIVE COMMITTEE
PLAYGROUND RECOMMENDATIONS

Caroline Thomas (Quaker)                         Larry Roeder
Anna T. Jeanes (created the Jeanes Fund)          Larry Roeder
Sarah Steer (First teacher for Waterford Colored School A) Larry Roeder

STATUE:
Tammy Carter                                        Martin Luther King, Jr.
Quakers:

Sarah, I am not an expert on Quakers, but here are some thoughts.

**Before the civil war** there were severe restrictions on educating Blacks. Despite the prohibitions, Quakers and others from the north continued educating southern enslaved and freed Blacks. One school in Savannah operated in secret by Jane DeVeaux for thirty years until Union troops occupied the city.[1] Loudoun County Quakers in the villages of Goose Creek (called Lincoln after the Civil War) and Waterford educated both the enslaved and the freed. Some slave owners also taught their slaves to read and write.[2] However, real progress in Black education would not come until Quakers like the Janney’s of Loudoun and northern missionaries began efforts in territories reclaimed from the rebellion by the Union Army.

In 1816, the American Society for Colonizing the Free People of Color of the United States (ACS) was founded by Charles Fenton Mercer of Loudoun and others to advocate moving former slaves throughout the United States to what became Liberia, as well as Sierra Leone and Haiti. The society met in the Oakdale school, which educated both Blacks and whites, making it one of Virginia’s earliest integrated schools.

**Civil War:** To the advantage of Blacks, once federal troops reasserted national authority in rebel territories, about 80 societies, starting with the American Missionary Association (AMA), began their own operations. AMA was congregationalist, and with others started schools for contraband Blacks (escaped slaves). Associations in Boston, Chicago, Cincinnati, New York, and Philadelphia also collected money for their own efforts which were a mix of religious and nonsectarian programs. In Loudoun, the main effort was led by local and Northern Quakers.

**1873.** Lincoln’s 1863 emancipation order and later the cessation of hostilities, Blacks began to see more educational opportunities, thanks to the Quakers and the Freedmen’s Bureau. According to Harrison Williams’ oft-cited history of Loudoun, during Reconstruction “there was little, or no racial animosity and the negroes appear to have been more content and appreciative, as well as dependable in their work, than in many of the other counties.”[3] Evidence to the contrary was seen in the treatment of Quakers like Caroline Thomas who came from the North to educate Blacks.

- **1815.** Oakdale, established by the Quaker Janney family in Goose Creek (later...
Lincoln), converted in 1866 to a Freedman School with funding for teachers from the “Charity Society” of Jericho Long Island Friends. The school had been teaching Blacks since the 1850’s.[4]

1866/7. The first Freedmen School in Leesburg was led by Caroline Thomas, who taught Edwin Washington

- 1867: Waterford’s school, formally Colored School “A”, was set up with the help of the Freedmen’s Bureau, Waterford and Philadelphia Quakers and the local Black trustees. The first teacher, Sarah Steer, did not wait for construction and began teaching Blacks in her home and back yard. The school house, colloquially known as the Second Street School, is still standing today and is part of the Waterford National Historic Landmark.[5]

1907: The Jeanes Fund (aka The Negro Rural School Fund) was created when Quaker Anna T. Jeanes donated $1 million to assist schools for Blacks by funding Black supervisory instructors. The model, and first U.S. Jeanes Supervisor, was Virginia Randolph, a pioneering Black teacher from Henrico County. Loudoun did not get one until 1921.


[5] second-street-school | History of Waterford Virginia (waterfordhistory.org)

On Sat, Nov 6, 2021 at 8:51 AM Sara Howard-O'Brien <Sara.HowardOBrien@lcps.org> wrote:

Committee Members: Please find attached the agenda for Monday night’s meeting, along with the draft October 25 meeting minutes. Also included is the Joint Committee of the Board of Supervisors and School Board Nov 1. 2021 Staff Report on the study related to the operation of segregated schools in Loudoun County. The meeting’s agenda includes a briefing on the Joint Committee discussion. Finally, attached is summary of the broader Mission Statement ideas taken from the meeting minutes for your use.

We look forward to seeing you on Monday.
Donna and Sara

Sara Howard-O’Brien
Land Management Supervisor
LCPS Planning Services
21000 Education Court
Ashburn VA 20148
571-252-1156
703-969-8919 (cell)

CONFIDENTIALITY / PRIVACY NOTICE – This email and attachments may contain confidential and/or legally protected information. If you are not the intended recipient, or the person responsible for providing the information to the intended recipient, you are notified that any disclosure, copying, distribution of this information, and any other use of or reliance upon it, are strictly prohibited. If you have received this email or attachments in error, please notify the sender immediately. All correspondence with Loudoun County Public Schools, including email, may be subject to disclosure in accordance with the Virginia Freedom of Information Act.

You're receiving this message because you're a member of the Douglass HSCC group from Loudoun County Public Schools. To take part in this conversation, reply all to this message.

View group files  |  Leave group  |  Learn more about Microsoft 365 Groups
According to Harrison Williams’ oft-cited history of Loudoun, during Reconstruction “there was little, or no racial animosity and the negroes appear to have been more content and appreciative, as well as dependable in their work, than in many of the other counties.” [1] Evidence to the contrary was seen in the treatment of Quakers like Caroline Thomas who came from the North to educate Blacks. There was also disdain in Loudoun over the idea that white Southern voters had been disenfranchised while former slaves and Virginian Unionists were enfranchised in March 1865.

- **1867**: Waterford’s school, formally Colored School “A”, was set up with the help of the Freedmen’s Bureau, Waterford and Philadelphia Quakers and the local Black trustees. The first Quaker teacher, Sarah Steer, did not wait for construction and began teaching Blacks in her home and backyard. The school house, colloquially known as the Second Street School, is still standing today and is part of the Waterford National Historic Landmark.[1]

**Caroline Thomas (1833 - 1896)**: Ms. Thomas was born in Philadelphia to a family with ties to the Quakers, though it is unclear if her immediate family were members until the 1870s. Little is known about Thomas’ life prior to being hired in 1867 by Philadelphia Quakers to teach Black students at the Freedmen School in Leesburg. In 1868 threats of violence from whites resulting from her boarding with a Black family and poor working conditions led her to leave for Lincoln, the home of her close friends the Janney family, prominent Quakers. Funded by the Friends of Long Island, NY, following the beginning of public education, she left for Nebraska in 1871 to teach the Winnebago Indians with Samuel M. Janney of Loudoun, Superintendent of Indian Affairs in Nebraska. She instructed the Winnebagos there until 1880.

Thomas and her Quaker friends in Loudoun genuinely wished to educate, clothe, and help Loudoun Blacks, and they did much good, though it is unclear if they saw either the Blacks or the Winnebago as truly equal. Despite what was likely a bit of paternalism, most who instructed Blacks were on a moral quest to correct the ills born of slavery, like illiteracy which certainly inhibited the potential of freed people to materially advance. A lack of literacy also set up the recently freed for abuse if they could not read their contracts. Ethics was also a part of the Indian program. Interestingly Quaker schools were not free, and Thomas opposed free schools, an irony for one who fought hard to educate nearly penniless people.
Douglass High School Commemorative Committee
MEETING SCHEDULE

Frederick Douglass Elementary School – 6:00p.m.
510 Principal Drummond Way, SE Leesburg

January 10, 2022
January 24, 2022
February 7, 2022 (First Monday)
February 28, 2022
March 14, 2022
March 28, 2022
April 18, 2022 (only one meeting in April)
May 9, 2022
May 23, 2022
June 13, 2022
June 27, 2022
July 11, 2022
July 25, 2022
August 8, 2022
August 22, 2022
September 12, 2022
September 26, 2022
October 11, 2022 (Tuesday after holiday)
October 24, 2022
November 14, 2022
December 12, 2022

CONTACT: DouglassRenovation@LCPS.org
571-252-1050
https://www.lcps.org/Page/224865
Douglass High School: Legacy of a Changing Era
An article appearing first in Loudoun Magazine, February 2004 By Elaine E. Thompson, with her permission.

The days spent at Douglass High School seem distant now. But the memories, the events, and the spirit of that remarkable era endure. As the last graduating class of Douglass marched forth to meet the world, they did so with hope and a touch of sadness. The year was 1968. That class was representative of a relatively short, often turbulent, but proud history of secondary education for African Americans in Loudoun County. The commemorative graduation ceremony was special because it marked the closing of not just any school, but of one conceived and born with sweat and tears, and most of all, with love. The Frederick Douglass High School, on what is now Market Street in Leesburg, welcomed its first students in 1941. The school was the pride of the African American community. Its opening marked the culmination of years of sacrifice and commitment to ensure that students shut out of rural white schools were educated in a safe environment. In an era of adamant segregation, resistance often marked the pathway to the construction of Douglass. Reaching the community’s goal of having a new countywide, accredited high school for African Americans was a triumph first. The road was not easy. Until schools desegregated in the 1960s, the black community provided all but the bare essentials for the education of its children in Loudoun. For years delegations of parents and patrons met with the school board to request a new high school building, an expanded curriculum and additional teachers. Action was postponed or refused on the grounds that funds were not available. In the absence of progress with an all-white county school board, the consequence was a hardening of attitudes on both sides. A COALITION OF FORCES Gertrude Alexander, the first supervisor of African American teachers, recommended that all groups and delegations, especially the elementary school parent teacher associations, coordinate their efforts and work under the umbrella of a County Wide League. This action resulted in significant progress. The Loudoun County Wide League organized in the 1930s and elected John Wanzer of Middleburg as president and Eva Clark Sanford of Hamilton as secretary. Trustees were Robert Ambers, Luckett; Howard W. Clark, Sr., Hamilton; Fred Lewis, Round Hill; Elizabeth Quisenbury, Leesburg; and John Washington, Middleburg. The primary goals of the League were securing a decent secondary school building, obtaining state accreditation and providing bus transportation. Membership was open to those interested in improving the quality of education for African American students. The main reason the School Board gave for not building a new high school was the lack of suitable land. One of the first official acts of the League was to locate a site. With money raised by the elementary PTAs and groups such as the Loudoun Training School’s Happy Pals Club, plus the $6.00 yearly membership dues, the trustees purchased eight acres of land just outside Leesburg’s then eastern limits. The owner, W. S. Gibbons, met the trustees at night and agreed to keep finalization of the $4000.00 transaction secret. The trustees feared the school board and the county supervisors, who had twice refused to help with the purchase costs, would learn of the sale and find another roadblock. According to the deed dated November 4, 1939, the trustees paid fourteen hundred dollars as a down payment, with the balance secured by a vendor’s lien payable in ten equal installments. A month later, William Hall, an African American contractor, secured a bank loan of $2600.00 for the League enabling them to get a clear title. It is ironic that at the same time the African American community was struggling to purchase this land, the board of education used
$4000 “surplus funds” to purchase land adjacent to the white school in Leesburg to be used for its future expansion. With the land issue settled, the question of funding the construction came to the forefront. The superintendent, Oscar L. Emerick, and his board, used every tactic, including the infamous “divide and conquer” to stop the movement. The school board normally used loans from the State Literary Fund to finance construction of schools. They told the County Wide League they had applied for a loan when in fact they knew the fund was exhausted, and no new applications were being accepted. To add insult to injury, the board clouded the issue by voting in May 1939, “that whenever a colored high school will be built, it will be located on the Cook lot in Purcellville.” After a public hearing attended by so many the meeting was moved to the courthouse, they rescinded this action.

LEGAL INTERVENTION

Its ongoing struggles with the school board prompted members of the African American community to seek legal counsel. Mrs. Alexander, acting on the League’s behalf, invited Charles Hamilton Houston, Chief Legal Counsel for the National Association for the Advancement of Colored People, to visit Loudoun, to speak to the people and to evaluate the educational system. Already familiar with Loudoun, Houston readily agreed and in February 1940 made the first of many trips to the county to assist in resolving the educational problems. As an official of the NAACP, his services were without charge. Houston believed that the heart of racial inequality in America was its segregated educational system. He was opposed to “the separate but equal” philosophy, and his ultimate goal was to overturn Plessy v. Ferguson, the 1896 Supreme Court ruling that approved legally enforced segregation. However, the situation in Loudoun was so deplorable that it called for immediate relief. The only solution was to attempt equalization of the dual system. Because he suspected they would need legal action, Houston recommended organizing a local Branch of the NAACP and forming a broader coalition of forces. Marie Medley of Leesburg was elected its president. At that point, technical leadership on the school initiative shifted from the County Wide League to the NAACP, with the League remaining as the chief fund raising and public relations arm. It encouraged citizens to pay the poll tax and to vote. Churches and other organizations helped get the message to the community. In a letter to Wanzer, Houston requested that meetings be held in some of the smaller villages to take the message to the people. The Leesburg Parent Teachers Association headed by William C. Harris was another part of the coalition. Because elementary students shared the same unsafe building as the high school students at the Training School on Union Street, these parents had a double interest. Houston asked a delegation of citizens to accompany him to inspect the public minutes of the school board as well as the receipt and disbursement records of the Loudoun schools. Marie Corum, Marie Medley, Elizabeth Quisenbury, and Irene Roberts volunteered for the task. Houston began building a case to show the inequities that existed in the school system. His point was that separate, but equal was an impossible policy. The school board reacted by hastening repairs to the Training School, but as Houston pointed out to them, “This action is a mere scratch on the surface of the problem.” Even the Virginia State Department of Education called the building, “a very hazardous structure that should be abandoned at the very earliest time possible.” Belatedly, the School Board asked the Board of Supervisors “to make supplementary appropriations of $4,500 for improved Negro education.” They declined. Instead of condemning both boards, Houston and his clients were the epitome of courtesy. But at the same time, they methodically
and incisively analyzed and documented everything. In a letter to the school board dated March 16, 1940, Houston outlined all the violations and the consequences for not correcting them. He concluded, if facilities, curriculum and transportation provided for white children were not provided for Negroes, the board of education was liable and could be sued. “We seek no favors. We want simple justice, the rights which are ours according to the law of the land.” Eventually the school board approved the site for what would become Douglass High School. In a deed dated December 16, 1940, the eight-acre tract was sold for one dollar in cash to the Loudoun School Board with the stipulation that it be “used for the benefit of the Negro public school children as an athletic field and as the location of a public Negro school and other improvements to be constructed thereon.”

PRIDE OF OWNERSHIP

By January of 1941, the county solicited bids for building the new school. At the February meeting, they opened the sealed bids. William N. Hall, the contractor who had secured the loan for the County-Wide League, lost out to the Taylor Manufacturing (Douglas High School Legacy of Change 11/7/15, 11:37 AM http://www.balchfriends.org/Glimpse/DouglasHSLegacy.htm Page 4 of 6) Company of Farmville, Virginia with a low bid of $35,438. By March the loans had been approved and the construction contracts signed. The Colonial Revival-style brick building consisted of four classrooms, a library, the principal’s office, a combined gym and auditorium and two lavatories. At the request of the community, the school was named Frederick Douglass in honor of the famous abolitionist. The Board appointed George William Liverpool as principal, and in addition to the standard staff, hired a librarian, and home economics and industrial arts teachers. Throughout the summer of 1941, African Americans from all over the county made trips to Leesburg to see the fruits of their effort now under construction. Their work, however, was not over. Aside from desks, the school board supplied little else. Again, the County Wide League and other members of the coalition began serious fund raising. They purchased curtains for the stage and front windows, folding chairs for the auditorium, a piano, books for the library, miscellaneous equipment and supplies. Other items and landscaping were donated. Later, the industrial arts students built the shop as part of their class work. The African American community considered Douglass their school, and the pride of ownership was very evident. At the November dedication, they filled the auditorium and adjoining classrooms. A.G. Richardson, supervisor of Negro education in Virginia gave the keynote speech. Principal Liverpool, who also taught Latin and history, presented the new teachers: Gladys Kent, Edith Smith, Elsie Pierce, Florence Carroll, Elizabeth Jones and Moses Knox. Ruby Vaughan, the new supervisor of teachers; John Wanzer; Marie Medley and others brought greetings. The Afro-American newspaper of Baltimore covered the event extensively, and clippings of the articles were placed in scrapbooks. The school year was off to a good start, but it was apparent the building was already too small. Classes were held on the stage, in the library, and in the corners of the gymtorium. (In later years when the concept of open classrooms became popular, students who had attended Douglass chuckled because they had always had wall-less classrooms.) But nothing could dampen the enthusiasm of the students and teachers. Courses that had not been available at the Training School were offered. Clubs and athletic teams were organized. In January 1942, Douglass High School received its certificate of accreditation for the 1941-1942 school year. In a letter to NAACP president Marie Medley, Liverpool wrote, “We are justly proud of these great strides in Negro education for Loudoun County, and are ever mindful of the outstanding role played by your Branch of the NAACP…” No doubt a letter was sent to the County Wide League
as well, but the majority of their records have not survived. When The United States entered World War II, the Douglass students participated in the war effort. Most male members of the senior class joined the armed services. The school, which had become the hub of community fund raising activities to benefit Douglass, was told to conserve energy by curtailing all programs not directly sponsored by the school. Monthly meetings of the local PTA and the County-Wide League were the only exemptions. All other activities required the approval of Dr. B. Douglas (High School Legacy of Change 11/7/15, 11:37 AM http://www.balchfriends.org/Glimpse/DouglasHSLegacy.htm Page 5 of 6) A. Brann, resident member of the school board. Life at Douglass went on, and the school swiftly built a fine reputation. The Glee Club, Drama Club, New Homemakers of America and the sports teams competed on regional and state levels and brought home trophies. The school formed a chapter of The Lincoln National Honor Society to recognize outstanding students. In February 1944, the students printed their first newspaper, North Star, named after Frederick Douglass’s 1848 periodical. The newspaper staff changed the name to The Douglass Comet in the mid-1950s.

MONUMENTAL EVENTS

The 1950s introduced other monumental events. The first class under the twelve-year plan graduated. In 1953, students published their first yearbook. Among improvements made to the building was a modern science laboratory. On May 17, 1954, the United States Supreme Court issued its unanimous ruling in Brown v. Board of Education declaring state-sponsored segregation in public schools unconstitutional. In addition to the obvious implications, Douglass High School had a personal interest in this ruling. Although he was no longer living, and his protégé Thurgood Marshall had argued the case, Charles Hamilton Houston was, as Marshall said, “the engineer of it all.” Aided and abetted by Virginia’s massive resistant laws, some white Loudouners who had supported the building of Douglass High School and the equalization of teachers’ pay were adamantly opposed to integration. Unlike other school systems that either obeyed the law or defied it by “standing in the school house door,” the Loudoun County School Board took a wait and see approach. They probably discussed it in closed sessions, but a search of their minutes reveals not one mention of the Supreme Court ruling. While the civil rights movement swirled about them, obvious changes at Douglass were minimal. The board refused the County Wide League’s request to have Douglass’s graduations held at the much larger Loudoun County High School. A delegation consisting of Lovell Parham, Gladys Bryant, Hester Ramey, Violet Jackson, Charles Turner and Margaret Middleton asked the board to appoint an interracial committee to prepare for integration. The school board postponed action. They also refused to consider after-school bus transportation for students participating in extracurricular activities. Parents, though more militant in their demands, continued to furnish the “extras”. Students, bombarded by television accounts of civil rights protests, busied themselves with minor demonstrations, book reports, exams, college applications, homecoming parades, games, puppy love affairs, proms and graduations. The status quo was alive and well. Or was it? In June 1962 twelve students, already enrolled or slated to enter Douglass in the fall, applied to the Virginia Pupil Placement Board to attend the county’s two white high schools. One student was assigned to Loudoun County High School in Leesburg and three to Loudoun Valley in Purcellville. Eight students were rejected. The NAACP, on behalf of the students who were denied placement, filed suit in the United States District Court in Alexandria calling for the desegregation of the school system. The court ordered the Board of Education to implement a (“Freedom of Douglas High School Legacy of Change 11/7/15, 11:37 AM
http://www.balchfriends.org/Glimpse/DouglasHSLegacy.htm Page 6 of 6 Choice” plan to phase out segregated schools. The Board hired Carlton Penn, II, later a commonwealth’s Attorney and circuit court judge, to represent them in the civil suit. Some students enrolled in the previously all white schools, but five years later, little progress had been made. Douglass continued to have an all black student body. In addition to Liverpool, three other principals, Ulysses Oliver; Stephen Sydnor and James Woodson guided the school through changing times. C. M. Bussinger was now superintendent of schools, and McKinley Jackson was president of the NAACP, but there was no meeting of the minds. The patience of the African American community was wearing thin, and so was that of the Court. With backing from the NAACP, Samuel Eugene Corbin, et al, Plaintiffs and the United States Justice Department, Plaintiff-Intervenor sued the School Board of Loudoun County. In 1967, Judge Oren Lewis ordered total integration on staff and student levels by the 1968-69 school year. The School Board went down to the wire. Twenty-seven years after its founding, and fourteen years after the Brown v. Board of Education ruling, Douglass closed its doors as a high school. The Legacy Continues In recognition of the enormous contributions of the African American community to public education and as a monument to their unique experiences, Douglass High School was designated a Historic Virginia Landmark in 1991. The National Register of Historic Places added it as a site in 1992. Several years after the closing of Douglass, former students organized the Loudoun Douglass Alumni Association. One of their major accomplishments was to have the name Douglass restored to the building which had taken on a variety of names depending on its use by the school board since ceasing to be a high school. Since its founding, the Alumni Association has awarded thousands of dollars in scholarships to the descendants of students who attended Douglass. [* In the official records, the school is referred to as Loudoun Training. However, diplomas are titled Loudoun County High School or Loudoun County Colored High School.] The author is indebted to Moorland-Spingarn Research center, Howard University, Washington, DC for the use of the Charles H. Houston papers and photograph; Loudoun County School Board for the use of its minutes; the County of Loudoun for use of court records; the Loudoun-Douglass Alumni Association for use of its records and photographs. Elaine E. Thompson, a graduate of Douglass High School, is a retired teacher.

FYI: Elaine E. Thompson, will be honored with the naming of an Elementary School, in the Arcola area in the next school year.