Douglass High School
Commemorative Committee

Overview of Site & Building Design and Construction Status

October 18, 2021
Committee Meeting
LCPS Department of Support Services

BEFORE (EXISTING)
- Exist Trees @ Bldg. Facade to be Removed
- Exist Landscaping Around Flagpole to be Removed
- Exist Flagpole to be Relocated
- Exist, Walkway Relocated Approx. 9 ft. Closer to Market St.

AFTER (PROPOSED)
- Increased Visibility of Historic Facade
- To Accommodate Proposed Entry Plaza from Market St.
- Increased Visibility of Front Entry
- Increased Landscape Area Directly in Front of Bldg.
LCPS Department of Support Services

1954 PAST

2022 POST RESTORATION

1963

2022 POST RESTORATION

1965

DOUGLASS RENOVATION
The Historic Douglass High School
Education and Development
Campus

PROPOSED SIGN FRONT VIEW

THE SENIORS OF '67
LCPS Department of Support Services

EXISTING
LOWER LEVEL FLOOR PLAN

PROPOSED
LOWER LEVEL FLOOR PLAN

[Legend]
- LOUDOUN COUNTY PRCS SPACES
- LCPS PROGRAM SPACES
- PUBLIC SPACES
PLANTING PLAN ENLARGEMENT
###-evergreen trees###

<table>
<thead>
<tr>
<th>QTY</th>
<th>BOTANICAL NAME</th>
<th>COMMON NAME</th>
<th>SIZE</th>
<th>TYPE</th>
<th>SPACING</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>JUNIPERUS VIRGINIANA 'AZAD'</td>
<td>TAPESTRY EASTERN RED CEDAR</td>
<td>8-10' HT</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>HEAVY, FULL TO GROUND</td>
</tr>
<tr>
<td>1</td>
<td>MAGNOLIA Grandiflora 'ALTA'</td>
<td>ALTA SOUTHERN MAGNOLIA</td>
<td>8-10' HT</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>SPECIMEN, FULL TO GROUND</td>
</tr>
</tbody>
</table>

###-understory trees###

<table>
<thead>
<tr>
<th>QTY</th>
<th>BOTANICAL NAME</th>
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<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Amelanchier LIEVENS AUTUMN BRILLIANCE</td>
<td>AUTUMN BRILLIANCE SERVICEBERRY</td>
<td>10' HT</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>3-STEMS, MATCHING SPECIMEN</td>
</tr>
<tr>
<td>5</td>
<td>CORNUS FLORIDA 'CHOEKEE PRINCESS'</td>
<td>CHOKEE PRINCESS DOGWOOD</td>
<td>2.5' CAL</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>FULL AND BALANCED</td>
</tr>
<tr>
<td>6</td>
<td>Lagerstroemia indica 'Natchez'</td>
<td>Natchez Crape Myrtle</td>
<td>8-10' HT</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>MULTI-STEM, HEAVY</td>
</tr>
<tr>
<td>16</td>
<td>Prunus serrulata 'YOSHINO'</td>
<td>JAPANESE FLOWERING CHERRY</td>
<td>2' CAL</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>MATCHING, BALANCED</td>
</tr>
</tbody>
</table>

###-canopy trees###

<table>
<thead>
<tr>
<th>QTY</th>
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<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Acer Rubrum 'MAKO'</td>
<td>BUILT TO LAST RED MAPLE</td>
<td>2' CAL</td>
<td>B &amp; B</td>
<td>AS SHOWN</td>
<td>WELL BRANCHED, MATCHING</td>
</tr>
<tr>
<td>11</td>
<td>Acer Rubrum 'INNOSO'</td>
<td>BUILT TO LAST RED MAPLE</td>
<td>3' CAL</td>
<td>B &amp; B</td>
<td>AS SHOWN</td>
<td>MATCHING, SPECIMEN</td>
</tr>
<tr>
<td>2</td>
<td>CLAUDARTIS LUTEA</td>
<td>AMERICAN YELLOWWOOD</td>
<td>2'-3'</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>SPECIMEN</td>
</tr>
<tr>
<td>16</td>
<td>IYSVA SYLVA/TICA 'WILDFIRE'</td>
<td>SOUR GUM</td>
<td>5' CAL</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>WELL BRANCHED, MATCHING</td>
</tr>
<tr>
<td>5</td>
<td>PLATANUS OCCIDENTALIS</td>
<td>AMERICAN Sycamore</td>
<td>2'-2.5' CAL</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>WELL BALANCED</td>
</tr>
<tr>
<td>3</td>
<td>Quercus bicolor</td>
<td>SWAMP WHITE OAK</td>
<td>2'-2.5' CAL</td>
<td>B &amp; B</td>
<td>AS SHOWN</td>
<td>MATCHED SPECIMENS, FULL BALANCED CANOPY</td>
</tr>
<tr>
<td>6</td>
<td>Quercus phellos 'PST J'</td>
<td>WILLOW OAK ASCENSOR</td>
<td>5' CAL</td>
<td>B &amp; B</td>
<td>AS SHOWN</td>
<td>MATCHED SPECIMENS, FULL BALANCED CANOPY, PROVIDE FROM SELECT TREES</td>
</tr>
<tr>
<td>5</td>
<td>TAxodium Distichum 'BO FINE'</td>
<td>AUTUMN OLD BOLD CYPRUS</td>
<td>8-10' HT</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>HEAVY, FULL TO GROUND</td>
</tr>
<tr>
<td>17</td>
<td>Ulmus americana 'JEFFERSON'</td>
<td>JEFFERSON AMERICAN ELMS</td>
<td>3' CAL</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>WELL BRANCHED, MATCHING</td>
</tr>
<tr>
<td>6</td>
<td>Zelkova serrata 'Village Green'</td>
<td>VILLAGE ZELKOVA</td>
<td>3' CAL</td>
<td>BBB</td>
<td>AS SHOWN</td>
<td>WELL BRANCHED, MATCHING</td>
</tr>
</tbody>
</table>

###-shrubs###

<table>
<thead>
<tr>
<th>QTY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Azelea Satsuki Hybrid 'GUMPO PINK'</td>
<td>SATSUKI AZALEA</td>
<td>3'-5'</td>
<td>CONT.</td>
<td>AS SHOWN</td>
<td>FULL TO GROUND</td>
</tr>
<tr>
<td>16</td>
<td>Azelea Satsuki Hybrid 'GUMPO WHITE'</td>
<td>SATSUKI AZALEA</td>
<td>3'-5'</td>
<td>CONT.</td>
<td>AS SHOWN</td>
<td>FULL TO GROUND</td>
</tr>
<tr>
<td>179</td>
<td>Buxus Microphylla 'Green Gem'</td>
<td>GREEN BUX BOXWOOD</td>
<td>3'-6'</td>
<td>SPRED.</td>
<td>BBB</td>
<td>3'-5'</td>
</tr>
<tr>
<td>47</td>
<td>Cornus Sericea 'CARDINAL'</td>
<td>CARDINAL RED-Twig DOGWOOD</td>
<td>8'-10'</td>
<td>CONT.</td>
<td>6'-9'</td>
<td>HEAVY, FULL TO GROUND</td>
</tr>
<tr>
<td>7</td>
<td>Hydrangea macrophylla 'ALL SUMMER BEAUTY'</td>
<td>FULL SUMMER BEAUTY BIG LEAF HYDRANGEA</td>
<td>4'-5'</td>
<td>CONT.</td>
<td>4'-5'</td>
<td>HEAVY, FULL TO GROUND</td>
</tr>
<tr>
<td>7</td>
<td>Hydrangea quercifolia 'Snow Queen'</td>
<td>SNOW QUEEN DOAK LEAF HYDRANGEA</td>
<td>5'</td>
<td>CONT.</td>
<td>6'-9'</td>
<td>HEAVY AND FULL</td>
</tr>
<tr>
<td>140</td>
<td>Itea Virginica</td>
<td>VIRGINIA SUMMER SWEET</td>
<td>8'-10'</td>
<td>CONT.</td>
<td>4'-5'</td>
<td>HEAVY, FULL TO GROUND</td>
</tr>
<tr>
<td>24</td>
<td>Myrica Pensylvatica</td>
<td>NORTHERN BAYBERRY</td>
<td>3'-5'</td>
<td>SPRED.</td>
<td>BBB</td>
<td>AS SHOWN</td>
</tr>
<tr>
<td>86</td>
<td>Prunus laurocerasus 'OTTO LUYKEN'</td>
<td>OTTO LUYKEN LAUREL</td>
<td>5'-7'</td>
<td>CONT.</td>
<td>4'-5'</td>
<td>FULL TO GROUND</td>
</tr>
<tr>
<td>2</td>
<td>Rhodo dendron 'CAT AWRENSE'</td>
<td>CATAWASA RHODODENDRON</td>
<td>4'-5'</td>
<td>CONT.</td>
<td>AS SHOWN</td>
<td>MATURE, HEAVY</td>
</tr>
<tr>
<td>120</td>
<td>Rosa 'KNOCK OUT' TM</td>
<td>ROSE</td>
<td>#5</td>
<td>CONT.</td>
<td>4'-5'</td>
<td>HEAVY, FULL TO GROUND</td>
</tr>
<tr>
<td>93</td>
<td>Rosa 'NOISSELS TM</td>
<td>FLOWER CARPET YELLOW ROSE</td>
<td>18'-24'</td>
<td>SPRED.</td>
<td>CONT.</td>
<td>3'-5'</td>
</tr>
<tr>
<td>20</td>
<td>Viburnum dentatum</td>
<td>VIBURNUM</td>
<td>3'-5'</td>
<td>SPRED.</td>
<td>BBB</td>
<td>AS SHOWN</td>
</tr>
</tbody>
</table>

###-ground covers###

<table>
<thead>
<tr>
<th>QTY</th>
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</tr>
</thead>
<tbody>
<tr>
<td>598</td>
<td>Liriope Muscari 'Big Blue'</td>
<td>BIG BLUE LILY TURF</td>
<td>1 QAL</td>
<td>CONT.</td>
<td>1'-3'</td>
<td>MATURE</td>
</tr>
</tbody>
</table>

###-ornamental grasses###

<table>
<thead>
<tr>
<th>QTY</th>
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<tbody>
<tr>
<td>108</td>
<td>Calamagrostis X AGOPTLORA 'KARL FORSTER'</td>
<td>KARL FORSTER FEATHER REED GRASS</td>
<td>#3</td>
<td>CONT.</td>
<td>2'-4'</td>
<td>WELL ROOTED</td>
</tr>
<tr>
<td>94</td>
<td>Panicum virgatum 'Shenandoah'</td>
<td>SHENANDOAH SWITCH GRASS</td>
<td>#3</td>
<td>CONT.</td>
<td>3'-5'</td>
<td>WELL ROOTED</td>
</tr>
<tr>
<td>152</td>
<td>Perennial aloe 'Aloe'</td>
<td>FOUNTAIN GRASS</td>
<td>#3</td>
<td>CONT.</td>
<td>3'-5'</td>
<td>WELL ROOTED</td>
</tr>
<tr>
<td>65</td>
<td>Schizachyrium scoparium 'THE BLUES'</td>
<td>LITTLE BLUESTEM</td>
<td>#3</td>
<td>CONT.</td>
<td>3'-5'</td>
<td>WELL ROOTED</td>
</tr>
</tbody>
</table>

###-perennials###

<table>
<thead>
<tr>
<th>QTY</th>
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</thead>
<tbody>
<tr>
<td>169</td>
<td>Phlox Stolonifera</td>
<td>CREEPING PHLOX</td>
<td>1 QAL</td>
<td>CONT.</td>
<td>1'-3'</td>
<td>MATURE</td>
</tr>
</tbody>
</table>

###-bulbs###

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>396</td>
<td>Narcissus X Golden Bells</td>
<td>GOLDEN BELLS DAFFODIL</td>
<td>-</td>
<td>-</td>
<td>12' OC</td>
<td>TOP SIZE</td>
</tr>
</tbody>
</table>

###-ferns###

<table>
<thead>
<tr>
<th>QTY</th>
<th>BOTANICAL NAME</th>
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<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>253</td>
<td>Echinochloa purpurea 'KIM'S KNEE HIGH' TM</td>
<td>PURPLE POISON FERN</td>
<td>1 QAL</td>
<td>CONT.</td>
<td>1'-2'</td>
<td>MATURE</td>
</tr>
<tr>
<td>46</td>
<td>Ligularia stenocephala 'LITTLE ROCKET'</td>
<td>LITTLE ROCKET</td>
<td>1 QAL</td>
<td>CONT.</td>
<td>2'-4'</td>
<td>MATURE</td>
</tr>
</tbody>
</table>

###-perennials###

<table>
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<td>2'-4'</td>
<td>MATURE</td>
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</table>
COMMEMORATIVE COMMITTEE
PLAYGROUND RECOMMENDATIONS

HEROES:
Larry Roeder & Gert Evans    John Wanzer (3 photos provided)
Tammy Carter            Martin Luther King Jr
Unidentified Member         John Wanzer
Margaret Good       Martin Luther King
                     Harriet Tubman
                     Marie Medley Howard (NAACP)

STATUE:
Tammy Carter            Martin Luther King, Jr.

PANEL IMAGES:
MISSION & VISION

MISSION

Farmville Virginia’s former Robert Russa Moton High School, now a National Historic Landmark and museum, preserves and constructively interprets the history of Civil Rights in Education, specifically as it relates to Prince Edward County, and the leading role its citizens played in America’s transition from segregation toward integration.

Moton strives to promote dialogue and advance positions that ensure empowerment within a constitutional democracy.

VISION

The Robert Russa Moton Museum is envisioned to be a repository for historically significant materials that record Prince Edward County’s 13-year struggle to achieve Civil Rights in Education.

The Museum will feature exhibits that document and reflect upon the period of transition from segregation to integration of public education with particular attention to events occurring from 1951 to 1964.

The Museum will exist to commemorate the students and families whose courage and personal sacrifices brought about change.

The Museum will serve future generations as an education center that delivers the story, a policy center for the study of Civil Rights in Education, and a provider of community outreach services to support area citizens.

THE MOTON MUSEUM’S HISTORY

The year 2021 marks the 20th anniversary of the Robert Russa Moton Museum (Moton Museum) being open to the public. The Moton Museum was founded in 1996 by the Martha E. Forrester Council for Women.

In 1995, Prince Edward County declared the Moton building surplus. The Martha E. Forrester Council, a women’s civic association instrumental in Moton’s 1939 construction, spearheaded a community fundraising effort to acquire the building. In 1996 the Council republished Bob Smith’s They Closed Their
Schools: Prince Edward County, Virginia 1951-1964, and established the Moton Museum as a separate 501(c)(3) organization. Moton was named a National Historic Landmark in 1998 in a special ceremony with a keynote address by National Park Service director, Robert Stanton.

The Museum celebrated the 50th anniversary of the student strike in 2001 with the opening of the museum’s first exhibits. The year 2004 brought a visit by the National Brown v. Board of Education 50th Anniversary Commission in January and the launch of the regional based Civil Rights in Education Heritage Trail in May, which continues to be facilitated by Virginia Crossroads, a regional tourism consortium.

The year 2008 began a period of transformation, as the Moton Museum endorsed Moton 2011, the plan to open the museum’s permanent exhibit on April 23, 2011. In 2013, Moton completed renovation of the facility and opened its first permanent exhibition, The Moton School Story: Children of Courage. In 2014 the Moton Museum and Longwood University announced intentions to explore joint affiliation that would preserve the museum’s site and educational mission in perpetuity. In 2015 a formal partnership was finalized by the Museum’s Board of Trustees and Longwood University. Through the partnership, the Moton Museum and Longwood University continue to serve as a national model for university-museum partnerships.

Any gift has the ability to make an impact that far exceeds its size. Together we can work to share the Moton Story and ensure that countless individuals know how Prince Edward County became the birthplace of the student-led civil rights movement.

2020 gifts helped us engage with more than 20,000 individuals via our onsite and offsite programming. Help us continue this important work with your gift. All donations are tax deductible.

Check out the various ways that your gift can make an impact on behalf of Moton!

Give Now Volunteer

434.315.8775 | info@motonmuseum.org
This, from me to you, may easily be accepted as a traditional message—a final one such as might come from any principal to any high school senior group about to graduate. However, I am trusting that you will appreciate these few sentences as a most sincere message intended to felicitate, to encourage and even to urge you to the end that your past accomplishments may be fully appreciated and that your present opportunities and obligations to move on to higher ground may be thoroughly understood.

If this were a sermon, the text might fittingly be: "WHERE THERE IS NO VISION THE PEOPLE PERISH."

Of the countless thousands of young people who have graduated from high schools in our country in past years, many have become great leaders in education, in law, in medicine and in various other professions. Some have achieved well in business or industry. Some have meekly joined the ranks of the mediocre. Still others have simply faded into oblivion. Vision, ambition, determination and hard work have made the difference!

Where do you go from here? What do you see in your future? Are you willing to work hard enough and long enough to achieve your goals?

Let me be honest in pointing out to you that the road ahead in 1968 is certainly not an easy one. Temptations, false illusions, insatiable desires and the urge to find any easy way can quickly ruin your future. The best decisions will often be the most difficult and delicate ones to make. Always you will need vision, and always you will have to work hard and with a firm determination to make those visions become realities in your lives.

The world is waiting for good men and women who really have something to offer. In science, in government, in education and especially in human relations the need for intelligent, effective, honest and Christ-like leadership is exacerbatedly evident in our times.

God grant that you may bear, understand, and then fit yourselves appropriately to answer humanity's desperate call.

Your Principal
(1968)

[Signature]
GUIDANCE COUNSELOR

TO THE GRADUATING CLASS OF 1968

We at Douglass High School will miss you but the anticipation of a promising future for you outweighs the sting of sadness of your leaving us. Each of us feels that we have a stake in your future.

You absolutely should go to a type of school which fits your abilities and interests. "Absolutely" is not at all too strong a word for the importance of preparing yourself for the many job opportunities which are becoming available. Your world will have changed in revolutionary ways in another twenty-five years. A look back may give you some idea of how different your world will be when you are nearing the height of your career. Not too long ago there were no home TV sets, no jet transports, no transistor radios, no polio vaccines, no giant computers, no U.N., no A-Bomb or H-bomb and no Red China.

Then can you say exactly what your world will be like twenty-five years ahead? What we can say, though, is that the world is changing faster and faster every year. We can say that an almost explosively rapid growth of knowledge is underway, with all that we know and need to know doubling about every ten years. We can also say that mankind stands at the brink of some of the greatest adventures as well as the greatest dangers, ever before it. We are pushing out into space and can at last conquer hunger, want and disease, perhaps even hate.

I cannot say too often or urge you too much to Wake Up, Be Alive, equip yourself to share most fully in the tremendously promising high adventure of our times.

Hopefully,
Your Guidance Counselor
Marie Briscoe
TO THE MEMBERS OF THE CLASS OF 1965

My dear Young Friends:

Ten years ago most of you were probably in the second grade. The majority of you were about seven years of age. Few, if any, of you had any serious thoughts about high school work, diplomas, college degrees, vocational or professional pursuits.

What a difference a decade makes! Now, you must be entertaining many serious thoughts. Doubtless some of your thoughts are tinged with anxiety. Even a bit of pessimism may sometimes creep into your feelings. After graduation, what? This is the question of paramount importance to each one of you.

Your scholastic success of the past ten or more years should certainly provide ample proof of your academic ability to succeed. Certainly there should be no thought in your minds of stopping in 1965. Whether your fondest dream lies in the area of vocational or professional careers, my admonition to you is this: Keep on keeping on! Contentment at this point could result in ultimate failure.

Someone has said: "There are two kinds of discontent in this world: the discontent that works and the discontent that wrings its hands. The first gets what it wants, and the second loses what it has. There is no cure for the first but success, and there is no cure at all for the second."

I trust that in the immediate future each one of you may be seized and possessed by that discontent which works. Thus may you continue onward and upward to heights of success which you may not be able to even visualize at this hour.

Congratulations -- and bon voyage.

Your Principal,

J. B. Woodson
The Thoughts of an Eighth Grader

At last seven years have passed by;
And finally I have reached Douglass High.
Here I learn to cherish as mine;
And to love til the end of time.

Here we all are trying to learn,
How to make money and save what we earn,
How to maintain peace among the nation,
No matter what race, color or creation.

So we thrive to do our best,
Though some go at it with great distress;
But together and always we will try,
To do our best at Douglass High.
"THE WORLD IS WAITING FOR US"

We used to think when we were freshmen,

That all we needed to be a man, was just to grow up.

That was before we learned so much at Douglass High,

Of grown-up values that manhood needs.

Now that we have reached a decisive point,

It's not who we are, nor where we are,

It's all in the direction we face.

The world is waiting for us, classmates,

If our purpose is strong and true,

If we know the truth that makes men free, and

If we have the nerve and skill,

The world is waiting for us.

Then let us awake, and prepare for the battle of life.

The Senior Class
1963
THE TEACHER'S PRAYER
"For just a very little while it is the
 task of mine
To train the very young at heart. I pray
I may incline
Each one of them to learn well and plant the
 "need for quest"
Of all the joy that learning brings -- not just to
 "score the best,"
But feel the challenge knowledge brings and help them
to explore
That vast, exciting wealth to which their school-days are
 "the door."
It is my task not just to teach to count -- to read aloud,
To spell and write, but the skills with which each is
endowed.
And try to make each one of them secure because he
fills
A special "niche" regardless of what the test
score wills."
If he can make the fullest use of gifts be-
stowed at birth,
Each boy or girl can make a life of
dignity and worth."
-- Harriet Elmblad
On September 7, 1949, we entered Douglass High School as Freshmen with approximately 50 pupils. We were divided into two sections, 9A section and 9B section. Miss Sewell was the homeroom teacher for the 9A section and Mr. Barrett was the homeroom teacher for the 9B section. The class president for our first year were, Thomas Brown 9A section and Harry Coates 9B section. The sections combined for the popularity contest and we had one contestant, Felicia Butler, who won second prize in the contest sponsored by the Athletic and Student Councils.

We began our sophomore year with 47 students enrolled and Miss Sewell as our homeroom teacher. During the year we were very successful, we won first prize in the clean-up campaign sponsored by the S. A. A., we won first prize in the annual popularity contest sponsored by the Athletic and Student councils. We also won first prize in a quiz contest. The class officers in our Sophomore year were Mary Roberts, President; Julia Brooks, Vice President; Axie Peterson, Secretary; Jane Howard, Assistant Secretary; and Josephine Hickerson, Treasurer.

Our junior year was a very prosperous one, we began the year with 34 students and Miss Sewell as our homeroom teacher. Class officers were, Charles Polk. President; Mary Roberts, Vice President; Thomas Brown, Secretary; Josephine Hickerson, Assistant Secretary; and Edgar Young, Treasurer. The Junior and Senior Proms were very successful. The theme of the Junior Prom was "Love's Shop". We feel that everyone had an enjoyable time.

Now as Seniors we have 30 pupils enrolled, Miss Sewell is our homeroom teacher. The class officers are, Charles Polk, President; Mary Roberts, Vice President; Jane Howard, Secretary; Faye Smith, Assistant Secretary; William Allen, Treasurer; and Thelma Brown, Chaplain. Class recorder are Armania Robinson and Christine Tremain. Representatives to the Student Council are Faye Smith and Thelma Brown. The class colors are maroon and white and our motto is--"Ever Climbing".

Now that we are ready to leave Douglass High School we regret parting with our friends; nevertheless, we hope that in the future, Douglass High School will be proud of us.
Dedication

We, the Seniors of '54 dedicate our annual to our parents, whose patience, loyalty, and guidance have been an inspiration throughout our school career.

Mr. and Mrs. Robert W. Ambers
Mr. and Mrs. John E. Berry Sr.
Mr. and Mrs. Joseph P. Butler
Mr. and Mrs. Rollins R. Clark
Mr. and Mrs. Arthur L. Douglas Sr.
Mrs. Estella J. Grayson
Mr. and Mrs. Warren Harris
Mr. and Mrs. Thomas Holmes
Mrs. Agnes L. Manly
Mrs. Anna C. Johnson
Mr. Jim F. Mallory
Mr. and Mrs. Robert Wiley
Mr. and Mrs. Lewis Nelson
Mrs. Dorothy E. Scott
Mr. and Mrs. Robert H. Simms
Mr. and Mrs. Anderson Simms Jr.
Mr. and Mrs. John W. Tolbert Jr.
Mr. and Mrs. Henry H. Thornton
Mrs. Gertrude A. Trammell
Mr. and Mrs. William M. Young

We also wish to express our thanks to them for their untiring support throughout the years and their unselfish supplying of our many desires and needs.

We will always remember how their love has helped us on many an unhappy or dark occasion. So again dear parents we dedicate our annual to you.
Foreword

This new edition of Memories has been published with but one objective: to capture four years between its covers. While we know that life at Douglass is a multitude of realities which are too intangible to be related in black and white, perhaps in some small way we can preserve the friendships which we all hold so dearly. If this book will serve to bridge the past and bring to mind the priceless memories of joy and pleasures of the years just gone, it will have served its purpose.

With these thoughts, we proudly present to you, the students, your new Memories.

THE MEMORIES STAFF
Douglass HS - Class Motto:

1941
1942
1943
1944
1945
1946
1947
1948
1949
1950
1951
1952
1953 Ever Climbing (from Graduation Announcement)
1954 Together we stand, divided we fall (from 1953 Junior-Senior Prom memory book)
1955 Climbing the Ladder to Success
1956 (None found in yearbook)
1957
1958
1959 (None found in yearbook)
1960 Striving for the Best
1961 (Nothing found in yearbook)
1962
1963 (None found in yearbook)
1964
1965 (None found in yearbook)
1966 Beyond the Horizon There is a New Tomorrow (commencement card)
1967 (None found in yearbook)
1968 First, Deserve and then Desire
**OUTSIDE SPACE - Commemorative Opportunities and Ideas**

<table>
<thead>
<tr>
<th>Front Plaza</th>
<th>Signage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remove Tobler Memorial - LCPS Project</td>
<td>Info on White Historic State of Virginia sign to correct information and replace sign (LDAA/LCSA Project)</td>
</tr>
<tr>
<td>Remove Trees and replace on side of building - living legends</td>
<td>Relocate Margaret Lloyd Memorial with students name</td>
</tr>
<tr>
<td>Replace 2 trees beside elementary school with 2 end trees and eliminate those in the middle?</td>
<td>Pavers with students name</td>
</tr>
<tr>
<td>Provide light for historical plaque on sidewalk</td>
<td>Mural on Back Wall</td>
</tr>
<tr>
<td>Design Monument Sign</td>
<td>Trailhead sign - NVRPA</td>
</tr>
<tr>
<td>Create &amp; bury a time capsule</td>
<td>Pavilions</td>
</tr>
<tr>
<td>Place &quot;Douglas HS 1941-1968&quot; on peak of building</td>
<td>Explore cornerstone to see if time capsules exist within</td>
</tr>
<tr>
<td>Photograph students working in shop</td>
<td>Sign at W&amp;OD Trail</td>
</tr>
<tr>
<td>Explore cornerstone to see if time capsules exist within</td>
<td>Symbolic MayDay with flags &amp; pictures</td>
</tr>
<tr>
<td>Create a Mural on side of building</td>
<td>benches</td>
</tr>
<tr>
<td>Explore cornerstone to see if time capsules exist within</td>
<td>Band/Shop Building</td>
</tr>
<tr>
<td>Explore cornerstone to see if time capsules exist within</td>
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</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/ Kiosk/Computer Screen</th>
<th>Gym</th>
<th>Naming Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama of Leesburg between 1941-1968</td>
<td>Maroon Curtains</td>
<td>Interactive Booths with historical info.</td>
<td>cafeteria or sweater jacket</td>
<td>list of graduates and students who attended</td>
<td>gym</td>
<td>Historical plaque on school wall</td>
</tr>
<tr>
<td>Computer screen with rotating information</td>
<td>Photo of Frederick Douglass at back of stage</td>
<td></td>
<td>Teacher wall with photos, subject taught and time period</td>
<td></td>
<td></td>
<td>School Motto for each class</td>
</tr>
<tr>
<td>Timeline for Feeder Schools</td>
<td>Maintain Podium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Frederick Douglass Quotes throughout building</td>
</tr>
<tr>
<td>Moving photo on wall that runs continuously</td>
<td>Silhouette of stage where originally located in 1941</td>
<td></td>
<td>Photo of each Graduating Class</td>
<td></td>
<td></td>
<td>FedEx/Douglass Quotes throughout building</td>
</tr>
<tr>
<td>Display Case with Memorabilia</td>
<td>bust of Frederick Douglass</td>
<td></td>
<td>interactive database for people to provide information</td>
<td>Touch screen to show a person and then click to get more info</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bust of Frederick Douglass</td>
<td>Crowdsourcing site to learn info about Douglass Alumni</td>
<td></td>
<td>interactive database for people to provide information</td>
<td>Touch screen to show a person and then click to get more info</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral History Interviews - (Simms/LCPS project)</td>
<td>Purchase $1 bill from 1941</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase $1 bill from 1941</td>
<td>Basketball hoops reinstalled in front room</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Basketball hoops reinstalled in front room</td>
<td>Marking the floor with the former basketball court</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Marking the floor with the former basketball court</td>
<td>Hologram</td>
<td></td>
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</tbody>
</table>
Tammy Carter has submitted sketches and pictures that offer a conceptual layout for commemoration of the Douglass HS grounds. Below is a description. Many of these ideas have been discussed by the Committee and/or the Outdoor Sub-Committee. These sketches and pictures are being provided to both the Committee as well as to the architects for consideration as the outdoor design evolves.

The first sketch includes the front plaza area, between Market Street and the school building. The concept includes a landscaped and grass area with a central fountain with interconnecting pathways. It would include benches for sitting. Around the fountain could be pavers that recognize the years for each graduating class. Adjacent to the street would be a low wall that has the name on the outside facing the street and inspirational words on the inside facing the fountain/seating area. The front plaza area would include a location for a statue, signage and a location for a trash/recycle receptacle. On the west side of the building could be a display adjacent to the workshop along with tables and planters for outdoor seating. On the east side of the building would be information “did you know” panels to provide information about Douglass HS and across the internal drive, the proposed amphitheaters. The amphitheater offers additional commemorative and seating opportunities.

The second sketch is for the area south of the building at the pavilion. This concept includes covered seating areas to the west of the playground and a mist arbor to the west of the pavilion. The pavilion could include a white wall or space for projection that could allow for movies or similar showings. The pavilion could also be provided with moveable benches that could open the area for a variety of events and activities. Grills continue to be provided for the traditional picnics.

The pictures accompanying the sketches provide examples of fountains, landscaping, amphitheaters, pavilions, a statue, a planted mist arbor and other components for consideration.
These would have one end with wall in the middle that would be used for showing movies, performance etc.