9-1-1956

Survey of public school buildings in Itawamba County School District, Fulton, Mississippi : a survey report of school building needs

Mississippi State College. School of Education. Department of Adult Education. Division of School Surveys.

SURVEY OF PUBLIC SCHOOL BUILDINGS

in

ITAWAMBA COUNTY

SCHOOL DISTRICT

FULTON, MISSISSIPPI

A SURVEY REPORT OF SCHOOL BUILDING NEEDS

by

DIVISION OF SCHOOL SURVEYS
DEPARTMENT OF ADULT EDUCATION
THROUGH THE SCHOOL OF EDUCATION

MISSISSIPPI STATE COLLEGE

State College, Mississippi

1956

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PREFACE AND ACKNOWLEDGMENTS

Pursuant to the authority invested in the Board of Education of Itawamba County School District, by acts of the State Legislature in Extraordinary Legislative Session, 1953, this survey of public elementary and secondary school-plant facilities was made. The survey was conducted through Mississippi State College, by the Division of School Surveys in the Department of Adult Education. The determination of school-plant needs and their conditions, as revealed by this survey, was based on the judgments of the director of surveys, assistants, and consultants who participated. Careful consideration was given to the specific data which were obtained from the following sources: the official records of the school districts; the Mississippi State Department of Education, especially the Division of Administration and Finance, and the Division of School Building and Transportation; the U. S. Census for 1950; U. S. Department of Health, Education and Welfare; the Mississippi State Board of Health, and other pertinent sources. (See Bibliography).

Believing that practicable and feasible recommendations should be based on sound criteria, the Survey Staff has submitted certain data and information from the sources above as supporting evidence in evaluating the existing conditions, appraising critical observations, and thereby reaching reasonable conclusions.

ACKNOWLEDGMENTS

Many assisted in making this study through their counsel and suggestions, and by furnishing pertinent data which are presented herein. The Survey Staff is especially indebted to the following:

Mr. Glen C. Loden, former Executive Secretary of the Itawamba County Board of Education and Superintendent of the County Schools, for his capable suggestions and whose help was given unstintingly.

Mr. Dexter A. Digby, present Executive Secretary of the Itawamba County Board of Education and Superintendent of the County Schools, for his splendid cooperation since assuming office.

Mr. G. J. Cain, Director of the Division of Administration and Finance, State Department of Education, and his efficient office staff, who aided greatly in verifying local data and furnishing other pertinent information.

Mr. T. H. Naylor, Director of the Division of School Building and Transportation, State Department of Education, who probably is better versed in the school-building needs of Mississippi than any one else.

Dr. W. D. McClurkin, Director of the Division of Surveys and Field Services, George Peabody College for Teachers, Nashville, Tennessee, who provided this Survey Staff with appropriate references and suggestions.

Acknowledgments are graciously proffered the secretarial force: Mrs. Betty Hillman, Mrs. Lucille Edwards, and Mrs. Maude Freeman for their stenographic services; and also Mr. James W. Crosby, Jr., Supervisor of the Division of Central Duplicating and Supply, for multilithing, assembling, and binding this volume.

To all of those above and to others who helped to make this study possible, the Survey Staff acknowledges its grateful appreciation.

J. D. Falls, Director
Division of School Surveys

State College, Mississippi

September, 1956

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CHAPTER I INTRODUCTION

PART 1 BACKGROUND

Itawamba County, located in the northeastern part of the state on the Alabama line, was established in 1836 with an area of 529 square miles. It is bounded on the south by Monroe County, on the west by Lee County, on the north by the Counties of Tishomingo and Prentiss, and on the east by the State of Alabama. The majestic Tombigbee River flows through this county, providing transportation, recreational facilities with great natural beauty, and alluvium for the enrichment of the soil. However, the river is not an unmixed blessing because of the occasional floods accompanying it; with the disruption of transportation, flooding of farm lands, and other destruction of high water. The size of the Tombigbee prohibits the building of numerous bridges and thus acts as a natural barrier between sections of the county which lie on either side. United States Highway 78, running east and west, provides the chief means of transportation; but there is a small private-owned railroad which traverses the southern portion of the county, having a northern terminus at Fulton. State Highway 25 winds through the eastern and central parts of Itawamba; and, with Highways 23 in the extreme eastern section and 363 in the western portion, provide for traffic traveling north and south.

There is considerable manufacturing in Itawamba County at the present time; however, most of its wealth lies in products of its soil. The county seat is the little town of Fulton, which is located near the geographical center of the county and has a population of approximately 1,350. The entire county is thickly dotted with small settlements where social conditions are good and life is calm, peaceful, and delightful.

The population is predominantly white, with some areas having almost no Negroes. For example, in 1940, the last Federal census where inhabitants were listed by race, there were 4,267 whites residing in Beat One and only 29 Negroes. The entire county at that time had a white population of 18,869 and a Negro population of 1,053.

The schools of Itawamba County, both white and Negro, have a long and colorful history from the days of the tiny one-teacher rural schools with no transportation, to the present system which provides consolidated schools and adequate transportation in all-steel buses. In 1954-55, there were 78 modern school buses carrying white and Negro children to and from school.

Today, the county operates sixteen white schools and four Negro with a white enrollment of approximately 3,200 and a Negro of 275. The primary purpose of this survey is to provide for further consolidation which should result in an even better public school system for children of both races.

PART 2 STATE LAWS AND CRITERIA

State Laws. Enactments by the Mississippi Legislature in Extraordinary Session, 1953, created the Mississippi Educational Finance Commission, and wrote into the statutes two basic laws: (1) Section 11 of House Bill Number 2 states:

> Subject to the provisions of any applicable statute, the Commission shall formulate policies and approve or disapprove plans for the location and construction of all necessary elementary and secondary school buildings. Subject also to any applicable statute, the commission shall have supervision over, and the power to approve, or disapprove, all surveys of educational needs made by any school board or board of education, may assist such boards in making such surveys, and make supplemental surveys of such needs.

(2) Section 3 of House Bill Number 3 reads as follows:

> Each school district reorganized or reconstituted under the provisions of this act shall embrace the educable children of all races living within the district. A satisfactory plan of equalization of facilities between the races shall be submitted and approved as a prerequisite to the reorganization or reconstitution of such district.

Criteria. To implement these statutes the Mississippi Educational Finance Commission was given full authority to carry out the purposes of these laws, and in so doing, the Commission published its following "Criteria for School District Reorganization" to be effective as of October 1, 1954. The essentials of these criteria are:

1. "---after having made a survey as required by law, rules and regulations promulgated by the State Educational Finance Commission, each municipal separate school district embraced therein shall submit its approved plan or plans to the Educational Finance Commission for the entire county reorganization before any action can be taken."

2. "Elementary schools shall be so planned as to have sufficient enrollment to provide a teacher for each grade taught, ---"

3. "Separate elementary school districts must be consolidated with high school districts."

4. "New high schools should have a minimum potential enrollment of 250 in grades nine through twelve, ---"

5. "Combination schools, grades 1 - 12, should have at least 12 teachers and 12 grades."

6. "Each school district (administrative unit) shall provide high school facilities within the district for both races."

7. "The essential requirement is that administration of school facilities for both races be under the control of the same board of trustees."

8. "Consideration should also be given to the principle of equalizing taxable wealth in the school districts. An area with a small proportion of the children to educate should not be created in such a way as to possess an undue proportion of the taxable wealth of the county."

9. "School districts should conform as nearly as possible with the natural socio-economic boundaries of a community."

10. "County Boards of Education of adjoining counties should meet together and work out desirable consolidations where overlapping occurs."

PART 3 THE DIVISION OF SCHOOL SURVEYS

The Board of Education of Itawamba County, contracted with the School of Education at Mississippi State College to make this school survey. Dr. Ben Hilbun, President of Mississippi State College, delegated this authority to the Division of School Surveys in the Department of Adult Education.

The Survey Staff has attempted in every respect to be guided by the school laws, the special statutes, and the promulgated criteria resolved by the Mississippi Educational Finance Commission. Any seeming deviations have been caused by land surface configurations such as relief, streams, roads, natural areas; by the sparsity of population, by certain socio-economic factors; and by other specific phases, that could not have been anticipated by the Finance Commission. In reaching the conclusion herein, these forces have been thoroughly studied before making recommendations.

CHAPTER II POPULATION

PART 1 ITAWAMBA COUNTY BY RACE

A study of the population of Itawamba County reveals that the most conspicuous feature is the predominantly white group. In 1900 there were a little less than twelve whites to each Negro while in 1950 there were more than sixteen whites to each Negro. Table I indicates that the white population had a slow and steady growth from 12,202 in 1900 to 18,869 in 1940 and then decreased by approximately 2,500 during the 1940-1950 decade, terminating in 16,279 in 1950. The Negro population, always small, registered a slight decline most of the time from 1900, when it was 1,342, to 1950, with 937 persons.

PART 2 BEATS

Table II, where population is shown by race and beats, gives in more detail the location of racial groups within the county. Beats One and Four are practically without Negroes. In 1940 there were 4,267 whites in Beat One and only 29 Negroes, while at the same time there were 2,349 whites and 31 Negroes in Beat Four. Beat Five had one of the highest percentages of Negroes with somewhat less than 10%. The population of Beat Three was slightly more than 10% Negro.

TABLE I

WHITE AND NEGRO POPULATION OF ITAWAMBA COUNTY, 1900 - 1950

Census	White	Negro*	Total	Census	White	Negro*	Total
1900	12,202	1,342	13,544	1930	17,178	1,047	18,225
1910	13,328	1,198	14,526	1940	18,869	1,053	19,922
1920	14,573	1,074	15,647	1950	16,279	937	17,216

*Since there is such a slight difference between the number of Negroes and non-whites as indicated in the Federal Census, the term Negro is used throughout this survey.

TABLE II

ITAWAMBA COUNTY TOTAL POPULATION BY RACE AND BEATS, 1930 - 1950

Beat	1930		1940		1950*
	White	Negro	White	Negro	
One	3,834	35	4,267	29	3,624
Two	4,581	138	4,597	177	4,012
Mantachie village	(188)		(238)		(178)
Three	2,617	417	3,078	373	3,092
Four	2,197	83	2,349	31	1,674
Five	3,949	374	4,578	443	4,814
Fulton town	(927)		(1,154)		(1,343)
Total	17,178	1,047	18,869	1,053	16,279 937
Grand Total	18,225		19,922		17,216

*Not separated by race in 1950 Census.

TABLE III

WHITE AND NEGRO LIVE BIRTHS IN ITAWAMBA COUNTY IN 1947-1954

Births	1947	1948	1949	1950	1951	1952	1953	1954
White	486	381	370	343	302	276	169	277
Negro	35	32	31	42	34	26	23	30
Totals	521	413	401	385	336	302	192	307

PART 3 LIVE BIRTHS

Live births among Negroes have been approximately 10% of the white births from 1947 to the present time, as shown in Table III. During the years under discussion there were 2,604 whites and 253 Negroes born, or about 9% were Negroes. Under the circumstances, Itawamba County has only a minor problem in taking care of the education of its Negro children. Transportation of these scattered pupils is more expensive and difficult than providing instructors and facilities.

CHAPTER III SCHOOL POPULATION IN ATTENDANCE CENTERS

Chapter III deals with the average daily attendance and enrollment in the various existing white and Negro centers in Itawamba County. The following tables depict the trends in average daily attendance and school enrollment during the last eight years. These data will further aid in predicting the probable future building needs in the county system. There are no separate school districts in Itawamba County and none are to be established under the reorganization program.

PART 1 WHITE ADA

Table IV indicates that Itawamba County operated seventeen attendance centers for white pupils on the elementary and secondary levels in 1954-55. Of this number, twelve taught grades 1 - 8; two, grades 1 - 10; two, grades 1 - 12; and the Itawamba Agricultural High School taught grades 9 - 12. Fawn Grove, New Salem, Oakland, Pleasant Grove, Splunge, and Turon Districts have been abolished. There were 126 teachers and 78 busses used to carry on the program. One school employed only two teachers, five had three teachers, one had four, and the remaining centers had from five to eighteen teachers. The ADA fluctuated quite a bit from 1947-48 through 1954-55, reaching a peak of 4,275 in 1949-50 and a low of 3131 in 1954-55 -- a drop of 1144 or more than 25%.

The ADA for the 1954-55 school term is given by grades and attendance centers in Table V. Here it can be readily seen that many of the smaller schools have far

TABLE IV

WHITE ATTENDANCE CENTERS, AVERAGE DAILY ATTENDANCE 1947-48 THROUGH 1954-55, NUMBER TEACHERS AND BUSSES, GRADES TAUGHT IN ITAWAMBA COUNTY

Attendance Center	Grades Taught 1954-55	Number 1954-55		1947 1948	1948 1949	1949 1950	1950 1951	1951 1952	1952 1953	1953 1954	1954 1955
		Teachers	Busses								
Banner	1 - 8	8	5	228	221	244	237	246	256	235	153
Carolina	1 - 8	3	4	124	122	123	126	125	132	87	63
Centerville	1 - 8	3	3	84	81	81	77	71	91	73	66
Clay	1 - 8	4	4	123	118	121	122	120	132	109	101
Dorsey	1 - 8	5	4	184	186	182	181	182	189	161	116
Evergreen	1 - 8	2	1	46	46	49	50	60	80	48	47
Fairview	1 - 10	11	8	392	367	364	391	358	367	311	291
Fawn Grove	-	-	-	71	73	37	35	35	*		
Friendship	1 - 8	6	4	181	181	184	181	189	201	176	137
Fulton	1 - 8	14	7	475	353	377	377	365	368	364	416
Hopewell	1 - 8	3	2	163	156	156	156	154	98	88	79
Houston	1 - 10	10	7	368	370	347	305	329	320	296	262
I. A. H. S.	9 - 12	18	9			480	401	410	393	430	466

TABLE IV (CONTINUED)

Attendance Center	Grades Taught 1954-55	Number 1954-55 Teachers	Busses	1947 1948	1948 1949	1949 1950	1950 1951	1951 1952	1952 1953	1953 1954	1954 1955
Mantachie	1 - 12	12	6	310	310	330	357	360	371	332	326
New Salem				74	75	71	74	72	80	46	*
Oakland				72	70	73	74	74	82	40	*
Pleasant Grove				73	71	71	71	72	58	31	*
Ryan	1 - 8	6	4	212	213	209	210	211	192	167	141
Splunge				67	68	71	73	72	65	36	*
Tilden	1 - 8	3	3	115	123	120	120	120	88	63	55
Tremont	1 - 12	15	8	398	397	393	392	360	363	324	346
Turon				72	73	72	72	50	60	40	*
Van Buren	1 - 8	3	3	118	118	120	120	120	131	71	66
Unity Line**				25							
Total				3975	3792	4275	4202	4155	4117	3528	3131

*Consolidated. **After 1947-48, ADA for this area was not reported to Itawamba County, but the district is now in existence and is operated by Lee County.

TABLE V

AVERAGE DAILY ATTENDANCE FOR THE 1954-55 SCHOOL TERM BY GRADES FOR ITAWAMBA COUNTY WHITE SCHOOLS

Name of School	GRADES 1	2	3	4	5	6	Total	7	8	9	10	11	12	Total	Grand Total	1955-56*
Banner	23	23	21	15	27	16	125	12	16					28	153	138
Carolina	10	10	5	7	10	9	51	6	6					12	63	88
Centerville	5	11	13	9	3	13	54	4	8					12	66	53
Clay	11	13	14	18	8	12	76	13	12					25	101	100
Dorsey	10	21	12	12	10	16	81	18	17					35	116	160
Evergreen	11	6	5	5	5	1	33	10	4					14	47	
Fairview	30	37	36	28	22	39	192	33	27	22	17			99	291	287
Friendship	23	10	21	18	28	14	114	16	7					23	137	140
Fulton	65	70	52	45	59	46	337	36	43					79	416	408
Hopewell	11	12	11	10	10	11	65	9	5					14	79	80
I. A. H. S.										126	120	116	104	466	466	
Houston	35	39	25	31	28	22	180	28	15	23	16			82	262	256

TABLE V (CONTINUED)

Name of School	GRADES 1	2	3	4	5	6	Total	7	8	9	10	11	12	Total	Grand Total	1955-56*
Mantachie	36	40	26	28	30	28	188	36	27	27	22	12	14	138	326	366
Ryan	22	18	16	12	26	14	108	20	13					33	141	134
Tilden	13	5	11	2	7	3	41	8	6					14	55	67
Tremont	26	28	21	35	27	21	158	25	33	35	34	36	25	188	346	321
Van Buren	11	12	10	5	10	8	56	10						10	66	78
Total	342	355	299	280	310	273	1859	284	239	233	209	164	143	1272	3131	2676

*The total ADA for the 7th month, 1955-56, is given for comparison.

too few pupils per grade to be maintained under the reorganized program. For example, there are sixteen schools which offer an elementary program covering the first six grades or 96 grade- classes. Of these 96 classes,there are 35 with less than twelve pupils or 36%, and 48 with fewer than 15 or 50%. School ADA ranges from 47 in Evergreen (grades 1 - 8) to 346 at Tremont (grades 1 - 12) and 466 in I. A. H. S. (grades 9 - 12). Many of these schools should be consolidated with others for economy and a more efficient program. A supplement showing ADA for the seventh month, 1955-56, is added to give the latest information available in the County.

TABLE VI

WHITE ENROLLMENT BY GRADES FOR ITAWAMBA COUNTY FROM 1947-48 --- 1954-55

YEAR	GRADES 1	2	3	4	5	6	Total	7	8	9	10	11	12	Total	Grand Total
1947-48	848	458	457	471	461	397	3092	359	390	250	202	28	23	1252	4344
1948-49	876	444	456	492	439	369	3076	386	429	198	68	65	19	1165	4241
1949-50	788	465	462	445	439	432	3031	400	391	256	294	148	129	1618	4649
1950-51	714	539	470	461	405	444	3033	397	394	247	208	164	143	1553	4586
1951-52	651	456	470	438	400	404	2819	431	382	255	208	171	141	1588	4407
1952-53	651	475	448	443	432	404	2853	394	392	268	234	149	147	1584	4437
1953-54	592	394	392	413	397	361	2549	333	340	317	205	182	134	1511	4060
1954-55	380	379	321	299	340	296	2015	302	256	235	222	173	148	1336	3351

TABLE VII

ENROLLMENT FOR THE 1954-55 SCHOOL TERM BY GRADES FOR ITAWAMBA COUNTY WHITE SCHOOLS

Name of School	GRADES 1	2	3	4	5	6	Total	7	8	9	10	11	12	Total	Grand Total	1955-56*
Banner	28	29	24	18	30	19	148	14	17					31	179	144
Carolina	14	11	7	8	12	11	63	7	6					13	76	90
Centerville	6	11	14	9	3	14	57	5	9					14	71	58
Clay	12	14	15	18	8	11	78	14	13					27	105	104
Dorsey	11	22	12	13	11	16	85	19	17					36	121	171
Evergreen	12	6	6	6	7	2	39	10	4					14	53	
Fairview	40	41	38	30	24	40	213	35	29	23	18			105	318	291
Friendship	25	10	22	20	29	15	121	18	7					25	146	148
Fulton	66	72	53	46	60	49	346	37	45					82	428	419
Hopewell	12	13	13	11	11	12	72	10	6					16	88	82
Houston	38	42	27	34	30	27	198	30	16	26	18			90	288	272
I. A. H. S.										131	126	123	108	488	488	
Mantachie	40	42	28	29	32	31	202	38	30	30	24	13	15	150	352	373

TABLE VII (CONTINUED)

Name of School	GRADES 1	2	3	4	5	6	Total	7	8	9	10	11	12	Total	Grand Total	1955-56*
Ryan	24	19	17	13	28	15	116	22	14					36	152	144
Tilden	13	5	12	1	11	3	45	8	5					13	58	71
Tremont	28	30	24	38	31	23	174	25	35	25	36	37	25	183	357	333
Van Buren	11	12	9	5	13	8	58	10	3					13	71	86
Total	380	379	321	299	340	296	2015	302	256	235	222	173	148	1336	3351	2786

*The total Enrollment for the 7th month, 1955-56, is given for comparison.

PART 2 WHITE ENROLLMENT

Table VI depicts the white enrollment by grades for Itawamba County from 1947-48 through 1954-55. A significant feature is apparent in the tremendous decrease in children in the first grade from 1947-48 when there were 848 pupils to 1954-55 with only 380 first graders - a drop of 55%. Possibly some of this difference is due to more accurate enumeration in 1954-55. Enrollment in all white county schools was 4,344 in 1947-48, showed an increase to 4,649 in 1949-50 and then began a gradual decline to the 1954-55 figure of 3,351, a decrease of 23% from 1947-48 and 28% from the peak of 1949-50.

The enrollment for the school term 1954-55 is presented by grades for the individual schools in Table VII. Supplementary data for 1955-56 have been added which indicate that enrollment seemed to hold fairly constant for that year. Approximately one-half the white schools of Itawamba County have too few pupils to meet the standards under the reorganized program. This is especially

TABLE VIII

NEGRO ATTENDANCE CENTERS, AVERAGE DAILY ATTENDANCE 1947-48 THROUGH 1954-55, NUMBER TEACHERS AND BUSSES, GRADES TAUGHT IN ITAWAMBA COUNTY

Attendance Center	Grades Taught 1954-55	Number 1954-55		1947 1948	1948 1949	1949 1950	1950 1951	1951 1952	1952 1953	1953 1954	1954 1955
		Teachers	Busses								
Friendship	-	-	-	35	36	38	21	*			
New Chapel	1 - 7	1	1	22	23	24	25	24	19	27	27
Palmetto	-	-	-	7	7	8	7	5	*		
Pleasant Grove	1 - 12	5	2	177	179	180	173	195	182	166	130
Shiloh	1 - 8	2	1	35	36	38	36	42	52	51	55
Union	1 - 8	2	2	45	46	48	61	61	58	21	46
Total		10	6	321	327	336	323	327	311	265	258

*Abandoned.

true of Carolina, Centerville, Clay, Dorsey, Evergreen, Hopewell, Tilden and Van Buren schools. The two county high schools, Mantachie and Tremont, have larger enrollments per grade than most of the other centers. There were 488 pupils in grades 9 - 12 who were taken care of by Itawamba Agricultural High School, an affiliate of the Itawamba Junior College, at Fulton.

TABLE IX

AVERAGE DAILY ATTENDANCE FOR THE 1954-55 SCHOOL TERM BY GRADES FOR ITAWAMBA NEGRO SCHOOLS

Name of School	GRADES 1	2	3	4	5	6	Total	7	8	9	10	11	12	Total	Grand Total	1955-56*
New Chapel	14	2	2	2	0	5	25	2						2	27	29
Pleasant Grove	27	6	7	8	12	10	70	4	9	15	18	7	7	60	130	139
Shiloh	9	13	6	7	7	6	48	3	4					7	55	57
Union	4	5	5	7	3	9	33	9	4					13	46	48
Total	54	26	20	24	22	30	176	18	17	15	18	7	7	82	258	273

*The total ADA for the 7th month, 1955-56, is given for comparison.

PART 3 NEGRO ADA

Table VIII indicates that there have been only 4 active Negro attendance centers in Itawamba County since 1951-52 --- New Chapel, Pleasant Grove, Shiloh, and Union. The total ADA for all of these schools was only 258 in 1954-55, representing about enough pupils for one Negro school of fair size. There were 10 teachers in all Negro schools and six busses transported the pupils. Pleasant Grove was the only high school; and, even here, the ADA was just 60 in grades 7 - 12, as shown in Table IX. Supplementary figures for 1955-56 give an ADA of 273, 15 more than the 258 of 1954-55, but not enough increase to change the overall picture. .

TABLE X

NEGRO ENROLLMENT BY GRADES FOR ITAWAMBA COUNTY FROM 1947-48 --- 1954-55

YEAR	GRADES 1	2	3	4	5	6	Total	7	8	9	10	11	12	Total	Grand Total
1947-48	101	22	34	29	29	34	249	24	30	19	14	18	5	110	359
1948-49	98	38	31	36	29	29	261	25	31	15	19	7	6	103	364
1949-50	119	24	26	31	25	27	252	29	26	24	13	14	14	120	372
1950-51	83	39	28	28	28	24	230	24	24	32	15	16	11	122	352
1951-52	79	31	37	21	30	14	212	26	22	18	25	16	13	120	332
1952-53	78	24	31	33	35	32	233	17	21	15	16	17	6	92	325
1953-54	77	28	28	29	28	22	212	23	15	25	10	15	14	102	314
1954-55	60	28	22	28	21	35	194	20	20	16	18	9	7	90	284

TABLE XI

ENROLLMENT FOR THE 1954-55 SCHOOL TERM BY GRADES FOR ITAWAMBA COUNTY NEGRO SCHOOLS

Name of School	GRADES														Grand Total	1955-56*
	1	2	3	4	5	6	Total	7	8	9	10	11	12	Total		
New Chapel	14	2	3	2		7	28	2						2	30	32
Pleasant Grove	31	7	8	9	12	11	78	4	10	16	18	9	7	64	142	141
Shiloh	10	14	6	9	6	7	52	3	5					8	60	61
Union	5	5	5	8	3	10	36	11	5					16	52	52
Total	60	28	22	28	21	35	194	20	20	16	18	9	7	90	284	286

*The total Enrollment for the 7th month, 1955-56, is given for comparison.

PART 4 NEGRO ENROLLMENT

Tables X and XI deal with the enrollment by grades and schools for the Negro pupils in Itawamba County. There was an enrollment of 359 in 1947-48, which remained fairly constant until 1951-52 when a gradual decline began, culminating in 284 pupils in enrollment in 1954-55. Additional data for 1955-56 show that the enrollment increased by two pupils that year.

CHAPTER IV TRANSPORTATION

Modern consolidated schools, serving large areas by bringing together many children, have made transportation one of the major phases of the educational program. No large school in a rural area and few in urban centers can operate without a fleet of all-steel busses to carry the children to and from school in safety and comfort. Transportation is expensive and oftentimes cumbersome and difficult to administer; but, nevertheless, it must be considered and provided for in all cases.

PART 1 SPOTMAPS AND PICTURES

Chapter IV designates the communities where the Itawamba County pupils live in attendance centers, by means of spotmaps along the bus routes leading to these centers. Spotmap I shows where the white pupils live, grades one through six; Spotmap II locates the white pupils, grades seven through twelve; Spotmap III represents the homes of the Negro pupils, grades one through six; and Spotmap IV does the same for Negro pupils, grades seven through twelve. For more detailed information as to the location of the children in each race, examine these spotmap exhibits.

From these spotmaps it can be seen that there are no heavy concentrations of white children. There are small concentrations at Fulton and Mantachie and a few other smaller groups in and around various communities in the county. The few Negro pupils are chiefly in the southwestern section of the county and in the Fulton area. The eastern part of the county is almost totally devoid of Negroes.

Pictures of white and Negro attendance centers, included in the chapter on the school plants immediately following, present concrete evidence of the urgent need for further consolidation and transportation to well-equipped, modern buildings.

Busses Transporting White and Negro Pupils

Itawamba County has a transportation system that seems to be above the average for the State of Mississippi. The equipment used consists of 78 all-steel busses -- 48 public-owned and 30 private-owned -- that transported a total of 2,880 white and Negro pupils in average daily attendance to the various existing centers during 1954-55. These 78 busses have a total seating capacity of 3,515, or a mean average seating capacity of 45. There are 74 which are rated as being in good condition and 4 as fair. The mean average annual number transported per bus was 37 at an average cost of $22.95 per pupil in ADA transported, including both races. The County Superintendent should be commended for performing an excellent service in keeping the cost accounts on drivers' salaries, gasoline, oil, tires, parts and repairs, and the number of pupils transported. There were 73 busses used for transporting white pupils, and 5 for Negro. Eighteen new county busses were purchased in 1954, for which action the county board of education and county superintendent deserve much credit. Tables XII through XVI give a summation of these and other details.

White Pupils Transported

The 73 white busses during 1954-55 actually transported daily 2,698 pupils in ADA, at an annual cost of $22.57 per white child. The total length of road traveled daily, not including double trips and back laps, was 1,075 miles. Three per cent of these

TABLE XII

COST OF TRANSPORTATION BY CENTERS IN ITAWAMBA COUNTY FOR WHITE PUPILS IN AVERAGE DAILY ATTENDANCE, BUS NUMBER, DAILY MILEAGE, ANNUAL COST, AND COST PER PUPIL, 1954-55

Where Pupils Were Transported	No. of Each Bus	Miles Traveled One Way	ADA Transported	Annual Cost	Cost Per Pupil in ADA
Banner and Tremont	34	35.5	62	$ 1,079.24	$ 17.41
Banner	4	12	28	790.10	28.22
Banner	*	11	49	1,383.00	28.22
Banner	42	13.5	32	643.67	20.11
Carolina and I.A.H.S.	43	34	26	883.58	33.98
Carolina	10	20	22	641.32	29.15
Carolina	*	10	37	1,200.00	32.43
Centerville	*	13.5	40**	1,600.00	40.00
Centerville	*	10	35**	1,104.00	31.54
Centerville and I.A.H.S.	*	13	22**	736.00	33.45
Clay and I.A.H.S.	38	36	44	819.30	18.62
Clay	*	20	40	1,251.00	31.28
Clay	26	21.5	39	737.60	18.91
Dorsey	12	27	31	657.02	21.19
Dorsey	*	17.5	32**	1,343.20	41.98
Dorsey and I.A.H.S.	30	25	61	805.10	13.20
Evergreen	39	20	22	573.06	26.05
Fairview and I.A.H.S.	32	24	56	729.38	13.02

TABLE XII (Continued)

Where Pupils Were Transported	No. of Each Bus	Miles Traveled One Way	ADA Transported	Annual Cost	Cost Per Pupil in ADA
Fairview	23	16.5	49	$ 822.63	$ 16.79
Fairview	1	20	60	744.24	12.40
Fairview	*	15	52**	1,104.00	21.23
Fairview	*	16	40**	1,324.80	33.12
Fairview	8	16	22	623.37	28.34
Fairview	36	21.5	36	701.25	19.48
Friendship and I.A.H.S.	33	25	55	697.97	12.69
Friendship	*	12	45**	1,288.00	28.62
Friendship	*	8	40**	1,324.80	33.12
Tilden, New Salem, and Fulton	***	12.5	35	900.00	25.71
Fulton	20	14	24	953.34	39.72
Fulton	15	5.5	42	840.89	20.02
Fulton	11	14	51	625.87	12.27
Fulton	16	8	70	810.10	10.14
New Salem and Fulton	*	22	48	1,800.00	37.50
New Salem and Fulton	*	5	13	600.00	46.15
Hopewell	40	17.5	31	715.50	23.08
Hopewell	41	18.5	40	827.37	20.68
Houston	*	16	53**	1,324.80	25.00

TABLE XII (CONTINUED)

Where Pupils Were Transported	No. of Each Bus	Miles Traveled One Way	ADA Transported	Annual Cost	Cost Per Pupil in ADA
Houston	3#	20	50	$ 913.58	$ 18.27
Houston	5#	14	45**	1,178.00	26.18
Houston	*	11.5	44**	1,162.88	26.43
Houston	*	18.5	58**	1,177.60	20.30
Houston	*	12.5	43**	1,361.60	31.67
Houston and I.A.H.S.	21	18	63	1,181.02	18.75
Mantachie	*	9	73**	1,200.00	16.44
Mantachie	*	10	52**	1,214.40	23.35
Mantachie	24	8.5	46	545.62	11.86
Mantachie	*	11	45	1,104.00	24.44
Mantachie	*	13	55**	1,104.00	20.07
Mantachie	*	15	32**	1,067.20	33.35
Ryan and I.A.H.S.	28	21.5	56	799.30	14.27
Ryan	31	13.5	47	640.29	13.62
Ryan	7	16.5	42	717.36	17.08
Tilden	*	14	35**	1,032.00	29.49
Tilden	*	16.5	35**	600.00	17.14
Tremont	35	17	39	743.47	19.06
Tremont	2	12.5	54	774.28	14.34
Tremont	27	22	19	1,231.81	64.83
Tremont	5	22	49	832.47	16.99

TABLE XII (Continued)

Where Pupils Were Transported	No. of Each Bus	Miles Traveled Daily	ADA Transported	Annual Cost	Cost Per Pupil in ADA
Tremont	*	14	35	$ 1,229.00	$ 35.11
Tremont	25	18	47	929.04	19.77
Tremont	37	25	37	778.39	21.04
Turon and Smithville	17	12	25	736.38	29.46
Van Buren	29	18	41	607.52	14.82
Van Buren and I.A.H.S.	22	24.5	47	1,033.36	21.99
Totals		1,074.5	2,698	$ 60,900.07	
Mean Average					$ 22.57

*Private Bus. **Estimated. *** County Owned. #Private Bus with number.

roads were dirt; 82 per cent were gravel, and 15 per cent were hard surface. The average length of each bus route was 13.4 miles, which offered the advantage of short rides for the pupils but increased the over-all cost of transportation quite a bit. Under the reorganized program the prospects are for longer routes since further consolidation will inevitably take place. However, even then, the pupils should seldom have long and tiring trips to the larger attendance centers. The longest route was on public bus number 38 where pupils were transported to Clay school for a distance of 30.2 miles. The same bus traveled an additional 5.5 miles daily to connect with transportation to Itawamba Agricultural High School, making a total route length of 35.7 miles. The shortest routes ranged in length from 5 to 5.5 miles, and were used chiefly as connectors to Itawamba Agricultural High School busses. See Table XII, which shows the daily one way mileage for each bus, including double trips and back laps. Other details concerning white transportation can be obtained by studying this table.

Negro Pupil Transportation

Since the Negro population of Itawamba County is very small, only 5 all-steel busses were required to transport the Negro children to the various attendance centers over routes ranging in length from 4 to 38 miles, with a mean average of 19.4 miles in length. The 97 miles of road traveled daily consisted of no miles of dirt, 69 miles of gravel, and 28 miles of hard surface. The seating capacity of these five busses--3 public and 2 private -- ranged from 36 to 48, except one with 5 seats. The actual ADA transported was 182, at an average cost of $28.49 per Negro pupil. The cost of transportation per white pupil in ADA was $22.57 or $5.92 less than that of the Negro. However, this was to be expected as there are so few Negroes, and smaller

TABLE XIII

COST OF TRANSPORTATION BY CENTERS IN ITAWAMBA COUNTY FOR NEGRO PUPILS IN AVERAGE DAILY ATTENDANCE, BUS NUMBER, DAILY MILEAGE, ANNUAL COST, AND COST PER PUPIL, 1954-55

Where Pupils Were Transported	No. of Each Bus	Miles Traveled One Way	ADA Transported	Annual Cost	Cost Per Pupil in ADA
New Chapel and Smithville	*	4	5	$ 200.00	$ 40.00
Pleasant Grove	*	19	60	1,664.00	27.73
Pleasant Grove	3	23	58**	1,664.00	28.17
Shiloh	18	13	22	722.19	32.83
Union and Pleasant Grove	19	38	37	934.16	25.25
Totals		97	182	$5,184.35	
Mean Average					$ 28.49

*Private Bus. **Estimated.

numbers must be transported for greater distances. See Table XIII for additional information dealing with Negro transportation.

Original Cost, Age,and Condition of Bus

Itawamba County owns and operates 48 public busses as revealed in Tables XIV and XV. During the last 11 years this total of 48 all-steel busses was purchased at prices ranging from $700.00 to $3,233.00. Five busses bought in 1954 at prices of from $700.00 to $900.00 were slightly used and represented real bargains and savings to the taxpayers of the county. In fact, these vehicles are in as good or better shape than some which cost far more. All of the public-owned busses, as a rule, have been kept in a very good condition and provide excellent transportation for children of both races, as can be seen in Table XVI.

TABLE XIV

TABULATION OF THE ORIGINAL COST OF FORTY-EIGHT BUSES OWNED BY ITAWAMBA COUNTY

Original Cost		Original Cost	
Class Interval	f	Class Interval	f
$ 3,000 -- 3,249	19	2,250 -- 2,499	4
2,750 -- 2,999	10	2,000 -- 2,249*	2
2,500 -- 2,749	8		
Median, Average		$ 2,850	

* There were 5 buses purchased in 1954 ranging from $700.00 to $900.00

TABLE XV

ITAWAMBA COUNTY TRANSPORTATION EQUIPMENT SHOWING BUS NUMBER, AND YEAR OF PURCHASE

Bus Number	Date of Purchase	Bus Number	Date of Purchase
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48	1954	20, 21, 22	1951
		15, 16, 17, 18, 19	1949
28, 29, 30,	1953	11, 12, 13, 14	1947
23, 24, 25, 26, 27	1952	1, 2, 3, 6, 7, 8, 9, 10	1946
		4, 5	1945

TABLE XVI

BUSSES USED TO TRANSPORT WHITE AND NEGRO PUPILS IN ITAWAMBA COUNTY DURING 1954 - 1955

Bus Number	Type		Capac-ity	Condition			Ownership		Purchase	
	Wood	Steel		Good	Fair	Poor	Public	Private	Cost	Date
1		X	48	X			X		$ 2,526.37	1946
2		X	48	X			X		2,589.04	1946
3		X	36	X			X		2,238.16	1946
4		X	48	X			X		2,575.85	1945
5		X	42	X			X		2,484.35	1945
6		X	48	X			X		2,315.29	1946
7		X	48	X			X		2,678.85	1946
8		X	48	X			X		2,526.37	1946
9		X	48	X			X		2,202.19	1946
10		X	48	X			X		2,587.35	1946
11		X	48	X			X		2,758.12	1947
12		X	36	X			X		2,721.04	1947
13		X	48	X			X		2,793.90	1947
14		X	48	X			X		2,890.63	1947
15		X	48	X			X		2,818.06	1949
16		X	48	X			X		2,795.04	1949
17		X	36	X			X		2,435.64	1949
18		X	36	X			X		2,427.14	1949
19		X	36	X			X		2,713.28	1949
20		X	48	X			X		2,890.81	1951

TABLE XVI (Continued)

BUSSES USED TO TRANSPORT WHITE AND NEGRO PUPILS IN ITAWAMBA COUNTY DURING 1954 - 1955

Bus Number	Type		Capac- ity	Condition			Ownership		Purchase	
	Wood	Steel		Good	Fair	Poor	Public	Private	Cost	Date
21		X	48	X			X		$ 2,890.81	1951
22		X	48	X			X		3,079.36	1951
23		X	48	X			X		2,953.60	1952
24		X	48	X			X		3,108.29	1952
25		X	48	X			X		3,108.29	1952
26		X	48	X			X		3,182.39	1952
27		X	48	X			X		3,108.29	1952
28		X	48	X			X		3,203.76	1953
29		X	48	X			X		3,030.33	1953
30		X	48	X			X		2,997.61	1953
31		X	42	X			X		3,133.35	1954
32		X	48	X			X		3,233.35	1954
33		X	54	X			X		3,233.35	1954
34		X	48	X			X		3,113.46	1954
35		X	48	X			X		3,113.46	1954
36		X	48	X			X		2,935.65	1954
37		X	48	X			X		3,192.03	1954
38		X	48	X			X		3,192.03	1954
39		X	48	X			X		3,192.03	1954
40		X	48	X			X		3,114.65	1954

TABLE XVI (Continued)

BUSSES USED TO TRANSPORT WHITE AND NEGRO PUPILS IN ITAWAMBA COUNTY DURING 1954 - 1955

Bus	Type		Capac-	Condition			Ownership		Purchase	
Number	Wood	Steel	ity	Good	Fair	Poor	Public	Private	Cost	Date
41		X	48	X			X		$ 3,114.65	1954
42		X	48	X			X		3,114.65	1954
43		X	48	X			X		3,114.65	1954
44		X	48	X			X		900.00	1954
45		X	48	X			X		750.00	1954
46		X	48	X			X		700.00	1954
47		X	48	X			X		750.00	1954
48		X	48	X			X		--------	1954
*		X	48	X				X		
*		X	36		X			X		
*		X	48	X				X		
*		X	48	X				X		
*		X	48		X			X		
*		X	48		X			X		
*		X	36	X				X		
*		X	36	X				X		
*		X	48		X			X		
*		X	48	X				X		
*		X	48	X				X		
*		X	48	X				X		

TABLE XVI (Continued)

BUSSES USED TO TRANSPORT WHITE AND NEGRO PUPILS IN ITAWAMBA COUNTY DURING 1954 - 1955

Bus	Type		Capac-	Condition			Ownership		Purchase	
Number	Wood	Steel	ity	Good	Fair	Poor	Public	Private	Cost	Date
*		X	48	X				X		
*		X	48	X				X		
*		X	36	X				X		
*		X	48	X				X		
*		X	36	X				X		
*		X	36	X				X		
*		X	48	X				X		
*		X	48	X				X		
*		X	48	X				X		
*		X	36	X				X		
5		X	48	X				X		
*		X	36	X				X		
*		X	48	X				X		
*		X	36	X				X		
*		X	42	X				X		
3		X	48	X				X		
*		X	42	X				X		
*		X	5	X				X		
Total			3,515							

CHAPTER V THE SCHOOL PLANTS

Outside of the children themselves, possibly an adequate school plant is the most essential element for a modern school program which will provide opportunities for enrichment and enlightment for the future citizenry of this nation. This Chapter is concerned with an account of the school facilities, both white and Negro, in Itawamba County, at the present time and under existing conditions; plus the program of studies offered by the various schools. Tables XVII and XVIII show at a glance much pertinent data about each individual school of both races. In effect, these tables are a condensation of the material presented in this Chapter.

PART 1 BUILDINGS IN ITAWAMBA COUNTY FOR WHITE CHILDREN

The need for better school buildings in Itawamba County is real and immediate. There is only one school plant that might be rated as satisfactory, as measured by modern standards of school-house construction. (See Appendix of this volume).

Banner is an eight-room, brick building in fair condition, constructed in 1930 on a four-acre site, with auditorium, lunchroom, library, and office. There was an annex built in 1948, at a cost of $8,480. Now there are five teachers, grades 1 - 8, with 179 enrolled, served by four busses which transported 123 pupils. This school plant should be abandoned and the children transferred.

Carolina is a five-room brick, in fair condition, built in 1935, on a two- and one-half-acre site, with auditorium, office and teachers home. There is a nearby lunchroom that was erected in 1945 at a cost of $2,500. There are three teachers,

using three rooms for grades 1 - 8, with 76 enrolled, served by three busses which transported 65 pupils.

Centerville is a frame, three-room building constructed in 1930, and has a concrete block lunchroom. There are three teachers, grades 1 - 8, with 71 pupils, and two busses transported most of these pupils. This school is only three miles from Mantachie, to which all of these children should be transported.

Clay is a four room brick-veneer building erected on a two- and one-half-acre site in 1949, with auditorium, lunchroom, library, office, toilets, grades 1 - 8, and four teachers. In 1954-55, the enrollment was 105, three busses transported 85 children. It is rated fair but should be abandoned.

Dorsey is an eight-room brick-veneer, built in 1940, on a ten-acre site, with an auditorium, good lunchroom, library, and office space. There are six teachers, grades 1 - 8, with 121 pupils enrolled, served by three busses which transported pupils. This is a fair building and might be used as a center, with grades 1 - 9, to serve children from Carolina, Evergreen, and Van Buren. In all, there could be an enrollment of about 350 pupils under the reorganized program.

Fairview is a combination elementary-secondary, two-story, brick building, erected in 1940, on a five- and one-half-acre site, with an auditorium, lunchroom, homemaking, library, science, 15 classrooms, and is in fair condition. The gymnasium was constructed in 1953 at the cost of $30,815. There are ten teachers, grades 1 - 10, with 318 pupils enrolled and seven busses transported 252. This plant should be retained for grades 1 - 9.

Friendship is a six-room, frame building erected in 1927 on a two-acre site, with an auditorium, lunchroom, five teachers, grades 1 - 8, 146 enrolled, served by three busses which transported 139 pupils. This building is unsatisfactory.

Fulton is the only building in Itawamba County that measures up to the criteria of present-day standards of school building construction. It is a modern, brick, elementary building, located on a five-acre site in the town, with 19 rooms in all, 14 teachers, and grades 1 - 8. The high-school pupils in grades 9, 10, 11, and 12, attend the Agriculture High School of the Itawamba Junior College, in Fulton. Other facilities consist of an auditorium, library, audio-visual room, music room, kindergarten room, toilets, offices, good lighting, good heating system, and other modern conveniences that contribute to its rating as satisfactory.

The Agriculture High School has a good program consisting of English, social studies, mathematics, physical sciences, biological sciences, chemistry, commercial subjects, agriculture, shop, band, choral music, and other related fields. It may be well to consider building nearby an eight-classroom plant with auditorium, cafeteria, and gymnasium, for grades 7 - 9, and withdrawing the ninth-grade pupils from the Junior College.

Hopewell is a frame, five-classroom structure built in 1927, on a three- and one-half-acre site, with an auditorium. There are four teachers, grades 1 - 8, 88 pupils enrolled, and two busses transported 61 pupils. This building should be abandoned.

Houston is a brick, combination elementary-secondary plant built in 1940 on a twelve-acre site, with 14 classrooms, toilets, an auditorium, and a library. A new gymnasium has been constructed for $18,000, and also an annex has provided two more classrooms and a cafeteria at a cost of $9,000. There are nine teachers, grades 1 - 10, with 288 enrolled and seven busses transported 258 pupils. The plant is fair and should house grades 1 - 9 in the future.

Mantachie is a brick, combination elementary-secondary building with a teacher's home, constructed in 1935, on a twelve-acre site, with 12 classrooms for grades 1 - 12, auditorium, library, science laboratory, commercial department, office and toilets. Recently, a concrete block building was constructed at a cost of $25,000, that provides a gymnasium, three classrooms, and a cafeteria. There are eleven teachers, an enrollment of 352, and six busses transported 333 pupils. The main classroom building needs considerable remodeling, repainting, relighting, and modernization to make it suitable for an acceptable attendance center for grades 1 - 12. In addition, there should be an agriculture-shop building to house vocational agriculture and homemaking.

Ryan was a brick structure, which recently burned, built in 1940 on a seven-acre site, with seven classrooms, an auditorium, library, office, toilets, grades 1 - 8, five teachers, 152 enrolled, and three busses transported pupils. Recently, a concrete block lunchroom was built at a cost of $5,000. The condition of the plant was fair.

Tilden is an elementary, combustible, brick structure with four classrooms and an auditorium, erected in 1949 on a two-acre site near a church and grave yard. Only three classrooms are now in use, with grades 1 - 8, three teachers, 58 pupils, and served by two busses. There is no further use for this building.

Tremont consists of 6 buildings, with a total of 18 classrooms, 15 teachers, grades 1 - 12.

The High School is a combustible brick-stucco structure built in 1935, located on a seven-acre site, with 10 classrooms, auditorium, poor gymnasium, lunchroom, commercial, science, shop, homemaking, library, toilets, office, grades 7 - 12, rated only fair.

The Vocational-Agriculture-Homemaking Building is a brick and concrete block structure built in 1945, rated unsatisfactory. There is a cannery, in poor condition, not in use.

The Elementary Building is a frame structure, built in 1945, on a five-acre site some distance away, with a gymnasium, auditorium, eight classrooms, toilets, grades 1 - 6.

This center should be retained, but all of these buildings are rated from unsatisfactory to fair, and need considerable remodeling and repairing. There were seven busses which served this center with an enrollment of 357 and an ADA of 346.

Van Buren is a four-room frame structure built on a four-acre site in 1927. It has auditorium and lunchroom, three teachers, grades 1 - 8, with 71 pupils enrolled, 57 of whom are transported in two busses. The building is unsatisfactory and the school should not be retained.

Other School Buildings. In addition to these school plants, there are five other white elementary buildings that are not currently in use. They are New Salem (1927), Oakland (1930), Pleasant Grove (1935), Splunge (1935), and Turon (1940). With the condition of these buildings, it is doubtful if they should ever be used again.

PART 2 BUILDINGS IN ITAWAMBA COUNTY FOR NEGROES

New Chapel, built in 1930, on a one-acre site in a church yard, is a one-room, one-teacher cabin, totally unsatisfactory. There are about 30 pupils who should be transported to Fulton and/or Pleasant Grove.

Pleasant Grove is a combination elementary-secondary school, built in 1949, at a cost of $16,000, of concrete-block construction and rated as fair. It had four classrooms, auditorium, library, science, and lunchroom until a four-room addition was erected in 1951, at a cost of $7,500. No more construction is needed here.

Shiloh is a two-room frame structure, built on a two-acre site in 1950, in the town of Fulton. There are two teachers, grades 1 - 8, with 60 pupils enrolled, and one bus transported 11 pupils. It should be abandoned.

TABLE XVII

EXISTING SCHOOL BUILDINGS FOR WHITE CHILDREN IN ITAWAMBA COUNTY, TYPE, DATE BUILT, SIZE OF SITE, AND OTHER FACILITIES, CONDITION, GRADES TAUGHT, NUMBER OF TEACHERS, ENROLLMENT, AND ADA, 1954-55

School Plant	Type*	Date Built	Acres In Site	Condition S	F	US	Class Rooms	Gym	Audi-torium	Cafe-teria	Li-brary	Office Rooms	Toi-lets	Grades Taught	Teach-ers	ADA	Enroll-ment
Banner	B	1930	4		X		8		X	X	X	X	X	1 - 8	5	155	179
Carolina Teachers Home	B	1935	2 1/2		X		5		X	X		X	X	1 - 8	3	64	76
Centerville	F	1930	1 1/2			X	3						X	1 - 8	3	67	71
Lunchroom	CB									X							
Clay	B	1949	2 1/2		X		4		X	X	X	X	X	1 - 8	4	104	105
Dorsey	B	1940	10		X		8		X	X	X	X	X	1 - 8	6	120	121
Fairview	B	1940	5 1/2		X		15		X	X	X		X	1 - 10	10	296	318
Gymnasium		1953															
Friendship	F	1927	2			X	6		X	X			X	1 - 8	5	139	146
Fulton	B	1940	5	X			19		X	X	X	X	X	1 - 8	14	418	428
Hopewell	F	1927	3 1/2			X	5		X					1 - 8	4	79	88
Houston	B	1940	12		X		14	X	X	X	X	X	X	1 - 10	9	263	288
Mantachie	B	1935	12		X		12		X		X	X	X	1 - 12	11	327	352
Gymnasium	CB						3	X		X							

TABLE XVII (CONTINUED)

School Plant	Type*	Date Built	Acres In Site	Condition S	Condition F	Condition US	Class Rooms	Gym	Audi-torium	Cafe-teria	Li-brary	Office Rooms	Toi-lets	Grades Taught	Teach-ers	ADA	Enroll-ment
Ryan	B	1940	7		X		7		X		X	X	X	1 - 8	5	142	152
Lunchroom	CB									X							
Tilden	B	1949	2			X	4		X				X	1 - 8	3	55	58
Tremont			5 & 7				18							1 - 12	15	346	357
High School	BS	1935	7		X		10	X	X	X	X	X	X	7 - 12			
Elementary	F	1945	5		X		8	X	X				X	1 - 6			
Voc.-Ag.-Home.	BCB	1945				X											
Van Buren	F	1927	4			X	4		X	X				1 - 8	3	66	71

*B = Brick; CB = Concrete Block; BS = Brick and Stucco; BCB = Brick and Concrete Block; F = Frame.

TABLE XVIII

EXISTING SCHOOL BUILDINGS FOR NEGRO CHILDREN IN ITAWAMBA COUNTY, TYPE, DATE BUILT, SIZE OF SITE, AND OTHER FACILITIES, CONDITION, GRADES TAUGHT, NUMBER OF TEACHERS, ENROLLMENT, AND ADA, 1954-55

School Plant	Type*	Date Built	Acres In Site	Condition S	Condition F	Condition US	Class Rooms	Audi-torium	Cafe-teria	Li-brary	Office Rooms	Toi-lets	Grades Taught	Teach-ers	ADA	Enroll-ment
New Chapel	F	1930	1			X	1						1 - 8	1	29	30
Pleasant Grove	CB	1949	6	X			8	X	X	X	X	X	1 - 12	5	132	142
Shiloh	F	1950	2		X		2						1 - 8	2	51	60
Union	F	1935	2			X	2						1 - 8	2	46	52

*CB = Concrete Block; F = Frame.

Union is a two-room frame, built in 1935, on a two-acre site, with two teachers, grades 1 - 8. There are 52 pupils enrolled, and one bus transported 31 children. This building can not meet the necessary requirements and should be abandoned.

As soon as possible a Negro building with cafeteria-auditorium, and gymnasium should be constructed at Fulton, to accommodate all Negro pupils in the County, for grades 1 - 12.

PART 3 PROGRAM OF STUDIES IN THE SECONDARY SCHOOLS OF ITAWAMBA COUNTY

The ultimate purpose of all school plants is to house the children who are to pursue certain curricula; and to participate in other functional and utilitarian activities involving the development of good citizenship. Herein are presented the programs of studies in the secondary-school buildings housing white and Negro pupils, and a comparison of the various offerings according to race.

Itawamba County provides programs of studies for white children in grades 7 through 10 at Fairview and Houston attendance centers; for grades 9 through 12 at Itawamba Agriculture High School, and grades 7 through 12 in Mantachie and Tremont schools. There is only one Negro high school, located at Pleasant Grove, which offers a program of studies for grades 7 through 12. Tables XIX and XX give the subject offerings by grade levels as listed in the programs of studies in the white and Negro secondary schools.

Fairview had 318 pupils enrolled in grades 1 - 10 in 1954-55; but this number had dropped to 291 in 1955-56. Of the 318 pupils in 1954-55, 213 were enrolled in grades 1 through 6, and 105 in grades 7 through 10, or a mean average of 26 pupils per grade on the secondary level, grades 7 - 10. (See Table XIX).

Houston in 1954-55 had grades 1 through 10, with 10 teachers, and 288 enrolled; 198 were in grades 1 - 6, and 90 in grades 7 - 10. By 1955-56 the enrollment had dropped to 272 in all grades, a decrease of 16 pupils or 5.5%. The ADA gradually dropped from a high of 368 in 1947-48 to 263 in 1954-55, a decrease of 105 pupils or 29%. Table XIX lists the subjects taught, number of teachers, and sections.

TABLE XIX

PROGRAM OF STUDIES IN SECONDARY SCHOOLS BY SUBJECTS, NUMBER OF TEACHERS, AND SECTIONS, PUPILS ENROLLED IN FAIRVIEW, HOUSTON, AND ITAWAMBA AGRICULTURE HIGH SCHOOL, 1954-55

Subjects Taught By Grades	Fairview			Houston			I. A. H. S.		
	Enrollment	Teachers	Sections	Enrollment	Teachers	Sections	Enrollment	Teachers	Sections
Agriculture							105	2	6
Commercial									
Bookkeeping							29	1	1
Secretarial Sci.							21	1	1
Shorthand							56	1	2
Typing							94	1	3
Drawing							5	1	1
English									
7th.	35	1	1	29	1	1			
8th.	26	1	1	20	1	1			
9th.	20	1	1	27	1	1	136	1	5
10th.	18	1	1	16	1	1	137	1	5
11th.							126	1	4
12th.							98	1	3
Forestry - 7th.	35	1	1						
Homemaking									
9th.							71	1	4
10th							48	2	3

TABLE XIX (CONTINUED)

Subjects Taught By Grades	Fairview			Houston			I. A. H. S.		
	Enroll-ment	Teach-ers	Sect-ions	Enroll-ment	Teach-ers	Sect-ions	Enroll-ment	Teach-ers	Sect-ions
Mathematics									
Arith.-7th.	35	1	1	29	1	1			
Arith.-8th.	26	1	1	20	1	1			
Arith.-H. S.	20	1	1	27	1	1	68	2	2
Algebra I	18	1	1				149	2	4
Algebra II							32	1	1
Geometry							76	1	3
Science									
Science-7th.	35	1	1	29	1	1			
Science-8th.	26	1	1	20	1	1			
Sci.-General	26	1	1	43	1	1	35	1	1
Biology							115	1	4
Chemistry							71	1	2
Social Studies									
Hist.-7th.				29	1	1			
Hist.-8th.	26	1	1	20	1	1			
Civics	20	1	1				99	2	4
World Hist.							35	1	1
Am. Hist.	18	1	1	16	1	1	151	2	5
Geog.-9th.				27	1	1			
Spelling									
7th.	35	1	1						
8th	26	1	1						

Itawamba Agriculture High School, an affiliate of Itawamba Junior College, with 18 teachers for grades 9 - 12, had an enrollment of 488 pupils in 1954-55. The ADA ranged from 480 in 1949-50, when the school was established, to 474 pupils for 1954-55. Because of the rather high concentration of pupils in grades 9 - 12, the enrollment was large in most subject-matter areas with a number of sections and teachers for each group. The offerings were broader than those in any other school of the county, as can be seen in Table XIX.

Mantachie in 1954-55, with 12 teachers, had an enrollment of 352 in grades 1 - 12; 202 in grades 1 - 6, and 150 in grades 7 - 12. In 1955-56 the enrollment had climbed to 373, an increase of 21 pupils or 6%. The ADA ranged from 310 in 1947-48 to 327 in 1954-55, an increase of 17 pupils or about 5%. (See Table XX).

Tremont, with 15 teachers, had an enrollment of 357 pupils in grades 1 - 12 in 1954-55, 174 pupils being in grades 1 - 6 and 183 in grades 7 - 12. The ADA was 398 in 1947-48 and had dropped to 346 in 1954-55, a decrease of 52 pupils or 13%. The program of studies for Tremont is shown on Table XX.

Pleasant Grove, the only Negro high school in the county, with 5 teachers for grades 1 - 12, had an enrollment in 1954-55 of only 142 pupils in grades 1 - 12; 78 in grades 1 - 6 and 64 in grades 7 - 12. The ADA decreased from 177 in 1947-48 to 130 in 1954-55, or nearly 27%. See Table XX for details concerning the program of studies.

TABLE XX

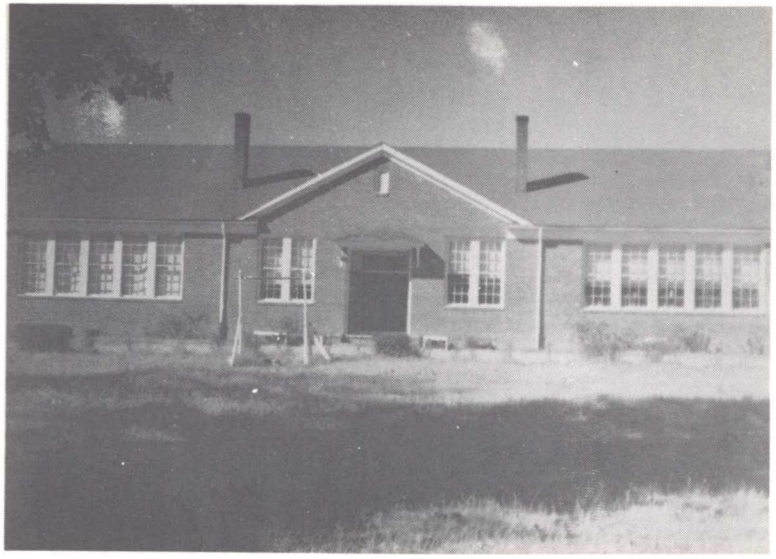
PROGRAM OF STUDIES IN SECONDARY SCHOOLS BY SUBJECTS, NUMBER OF TEACHERS, AND SECTIONS, PUPILS ENROLLED IN MANTACHIE, TREMONT, AND PLEASANT GROVE (NEGRO), 1954-55

Subjects Taught By Grades	Mantachie			Tremont			Pleasant Grove (Negro)		
	Enroll-ment	Teach-ers	Sect-ions	Enroll-ment	Teach-ers	Sect-ions	Enroll-ment	Teach-ers	Sect-ions
Agriculture				36	1	4	18	1	1
Commercial									
Bookkeeping	9	1	1	14	1	1			
Shorthand	8	1	1	18	1	1			
Typing	19	1	2	22	1	2			
English									
7th.	35	1	1	31	1	1	8	1	1
8th.	30	1	1	39	1	2	4	1	1
9th.	30	1	1	30	1	2	13	1	1
10th.	28	1	1	39	1	1	17	1	1
11th.	13	1	1	35	1	1	18	1	1
12th.	16	1	1	25	1	1	7	1	1
Homemaking									
8th.				17	1	1			
9th.				40	1	2			
10th.				19	1	1			
Mathematics									
Arith.-7th.	35	1	1	25	1	1	8	1	1

TABLE XX (CONTINUED)

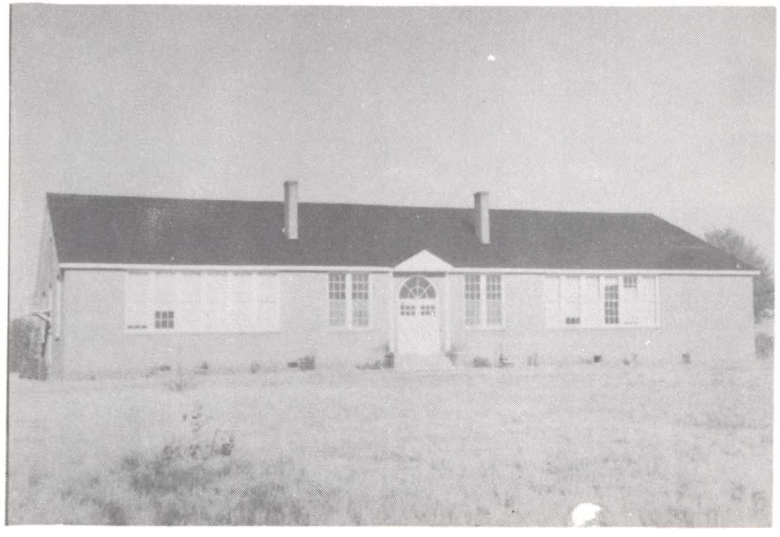
Subjects Taught By Grades	Mantachie			Tremont			Pleasant Grove (Negro)		
	Enroll-ment	Teach-ers	Sect-ions	Enroll-ment	Teach-ers	Sect-ions	Enroll-ment	Teach-ers	Sect-ions
Arith.-8th.	30	1	1	31	1	1	4	1	1
Arith.-H. S.	30	1	1	35	1	2	13	1	1
Algebra I	27	1	1	35	1	1	17	1	1
Algebra II				21	1	1	7	1	1
Geometry	19	1	1	30	1	1	18	1	1
Science									
Science-7th.	35	1	1	25	1	1			
Science-8th.	30	1	1	32	1	1	4	1	1
Sci.-General	30	1	1				13	1	1
Biology	28	1	1				17	1	1
Physics							18	1	1
Chemistry				29	1	1	7	1	1
Social Studies									
Hist.-7th.	35	1	1	25	1	1	8	1	1
Hist.-8th.	30	1	1	32	1	1	4	1	1
Civics	30	1	1	45	2	2			
World Hist.	28	1	1	34	1	1	17	1	1
Am. Hist.	26	1	1	33	1	1	18	1	1
Am. Go.	6	1	1	16	1	1	7	1	1

Banner White Grades 1 - 8



Carolina White Grades 1 - 8

Centerville White Grades 1 - 8

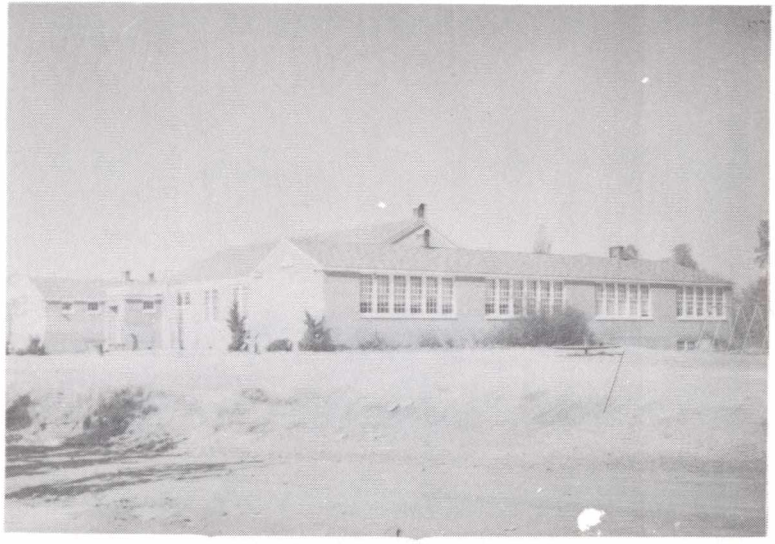


Clay White Grades 1 - 8

Dorsey White Grades 1 - 8

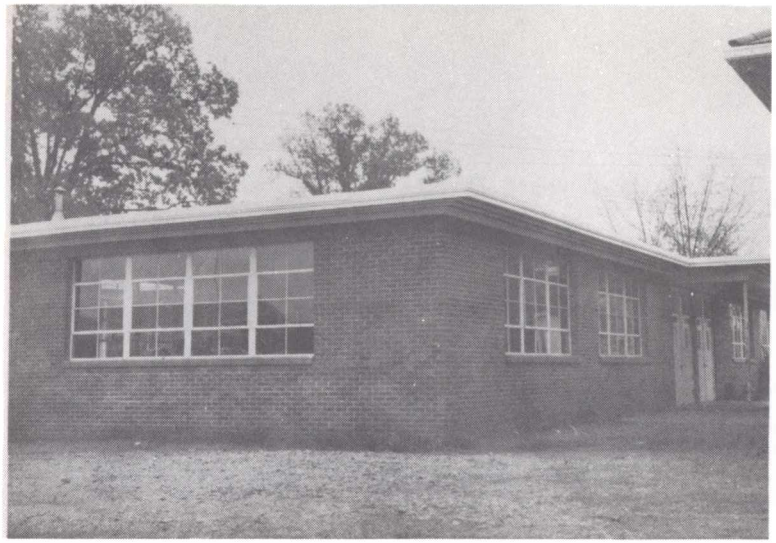
Evergreen White Grades 1 - 8

Fairview White Grades 1 - 6



Fairview White Grades 7 - 10

Friendship White Grades 1 - 8



Fulton White Cafeteria

Fulton Grades 1 - 8 White

Hopewell White Grades 1 - 8

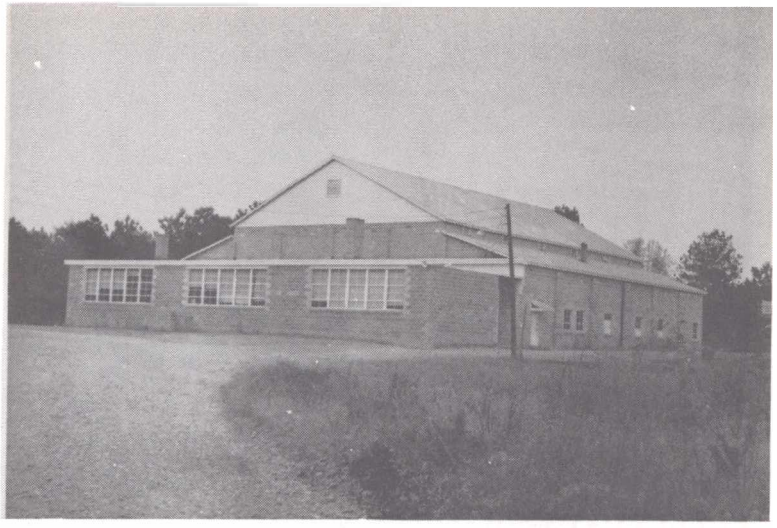
Houston White Grades 1 - 10

Houston Gym and Classrooms White

Itawamba A. H. S. White Grades 9 - 12

I. A. H. S. White Administration Building

Mantachie White Grades 1 - 12



Mantachie White Gym and Classrooms

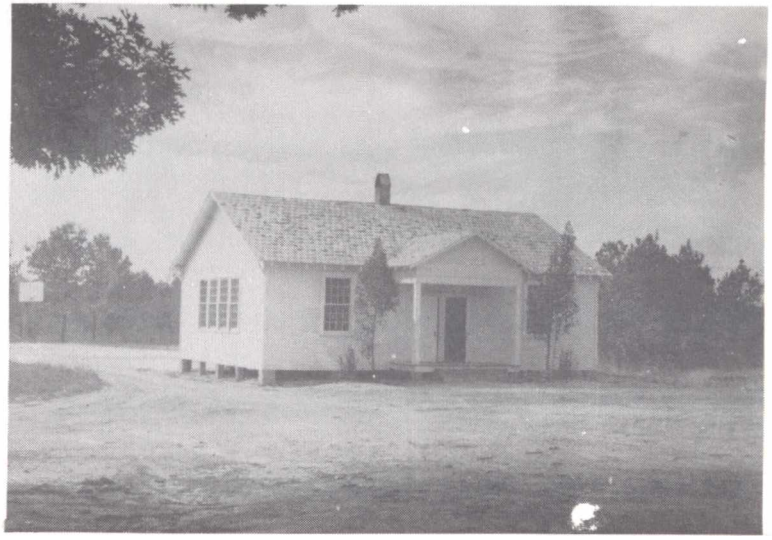
Tilden White Grades 1 - 8

Tremont White Grades 1 - 6

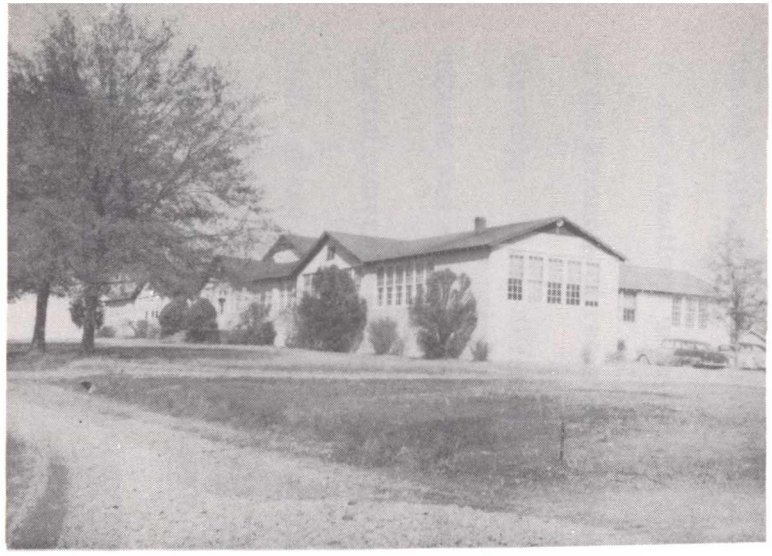
Pleasant Grove Negro Grades 1 - 6

Pleasant Grove Negro Grades 7 - 12

Shiloh Negro Grades 1 - 8



Union Grove Negro Grades 1 - 8



Tremont White Grades 7 - 12

Tremont White Vocational Building

Van Buren White Grades 1 - 8

New Chapel Negro Grades 1 - 7

CHAPTER VI SCHOOL FINANCE

The success of administering a school system depends primarily upon seeing the over-all needs, planning for these educational needs, and promoting financial requisites to execute the program best suited to the youth being served. However, the school authorities can do little toward building an efficient educational system without the proper local vigor of citizens, who are the providers of school funds. The cooperation of the citizens in a school community depends upon three chief parental desires: (1) to give children the best type of education, (2) to determine the amount of adequate revenue to support such a program, and (3) to be willing to assess themselves on the bases of true valuations and fix adequate tax rates so as to provide the proper kind of schools.

One of the greatest fallacies in taxation is the lack of comparable true valuations among various communities of a county. The ratios of assessed values of property to true valuations in Itawamba County are not comparable. There are differentials in the amounts of recurring revenue back of each pupil in previously existing school districts. These differences are caused largely by the variations in assessed valuations and rates of tax levies in these school districts. Ultimately, these ratios should converge so as to provide equal educational opportunity for all pupils on as high a plane as finances will permit.

Assessed Valuations of 1954-55

There are 22 taxing white districts operating in Itawamba County for which separate budgets are maintained: County-wide, which includes Itawamba Agriculture

TABLE XXI

DISTRICT, ASSESSED VALUATION, CURRENT EXPENSE AND BOND MILLAGE, OPERATING COST, INDEBTEDNESS, PER CENT OF TOTAL VALUATION, CASH BALANCE ON HAND, JUNE 30, 1955

School District	Assessed Valuation	Millage		Current Expenses	Indebtedness		Per Cent Valuation	Cash Balance
		Current Exp.	Bond		Bonded	Floating		
Banner	$ 304,221	5	0	$ 22,075.75	$ 0	0	7.27	$ 920.19
Carolina	168,580	3	5	9,456.75	1500	0	4.03	669.72
Centerville	107,300	10	3	10,420.32	1000	0	2.56	573.84
Clay	189,000	10	8	12,444.41	8500	0	4.52	506.09
Dorsey	204,848	5	6	15,204.73	6000	0	4.90	519.09
Evergreen	121,760	0	0	4,609.52	0	0	2.91	246.28
Fairview	262,250	5	0	35,011.37	0	0	6.29	307.51
Friendship	145,915	0	0	16,584.93	0	0	3.49	397.83
Fulton	1,006,668	3	5.5	45,722.54	2200	0	24.06	459.29
Hopewell	218,090	5	0	8,043.80	0	0	5.21	1,722.90
Houston	218,075	5	10	32,999.81	9000	0	5.21	0
I. A. H. S.	-	-	-	45,571.60	-	-	-	0
Mantachie	261,750	10	6	40,099.40	7000	0	6.26	756.01

TABLE XXI (CONTINUED)

School District	Assessed Valuation	Millage		Current Expenses	Indebtedness		Per Cent Valuation	Cash Balance
		Current Exp.	Bond		Bonded	Floating		
New Salem	$ *	-	-	$ 1,329.98	-	-	-	$ 239.88
Oakland	*	-	-	7.89	-	-	-	600.89
Ryan	140,125	6	6.5	16,008.81	3500	0	3.35	93.89
Splunge	*	-	-	690.33	-	-	-	282.40
Tilden	183,081	4	10	7,453.46	6000	0	4.38	782.38
Tremont	347,030	10	5.5	50,455.23	600	0	8.29	-32.54
Turon	46,765	8	0	488.80	0	0	1.12	604.62
Unity	*	-	-	104.68	-	-	-	0
Van Buren	258,381	10	2	7,264.89	500	0	6.18	215.56
County-wide	(4,183,839)	12	0	40,881.00	0	0	(100.00)	12,742.82
Total County	$ 4,183,839			$ 459,291.91			100.00	$ 22,608.65

*These schools have been abandoned.

High School and the Negro Schools, Banner, Carolina, Centerville, Clay, Dorsey, Evergreen, Fairview, Friendship, Fulton, Hopewell, Houston, Mantachie, Ryan, Tilden, Tremont, Van Buren; and the following districts which are taxing units but transfer pupils to outside attendance centers: Turon, Oakland, Splunge, New Salem, and Unity. Itawamba County administers all elementary and secondary Negro schools on a county-wide basis.

Table XXI shows all these districts, according to 1954-55 budgets and other official records, the assessed valuations, millage rates for current expenses and bonded indebtedness, bonded and floating obligations, the percent of assessed valuation in each taxing unit or district as related to the entire county, and cash balance each had on hand, June 30, 1955.

Table XXII shows the wealth back of each white and Negro child enrolled, based on assessed valuation in Itawamba County in 1954-55. The enrollment of 3,632 white and Negro pupils, with a county assessed valuation of $4,183,839, gives only $1,152 wealth back of each child, a very low figure when contrasted with the rest of the state.

In Table XXIII the wealth back of each white child in the individual taxing units is set forth. As can be readily seen, there are very wide differentials in wealth in existing districts, ranging from a low of $743 per pupil in the Mantachie center to a high of $3,639 in Van Buren. When the 488 pupils enrolled in Itawamba Agriculture High School are added to the enrollment figures from the county, there is a mean average of only $1,249 wealth behind each white child.

Table XXIV shows the costs of total operation (exclusive of debt service); and per capita cost of instruction, transportation, and other costs based on pupils in ADA for white and Negro pupils in 1954-55. The highest rate of instruction per child is found in Tremont school, where the cost is $116 per pupil in ADA. Other centers with high individual costs are Banner ($110), Carolina ($108), and Dorsey ($102).

TABLE XXII

WEALTH BACK OF EACH WHITE AND NEGRO CHILD ENROLLED BASED ON ASSESSED VALUATION IN COUNTY, 1954-55

School District	Assessed Valuation	Enrollment	Wealth Back of Child
Itawamba County	$4,183,839	3,632	$1,152

TABLE XXIII

WEALTH BACK OF EACH WHITE CHILD IN THE VARIOUS DISTRICTS

School District	Assessed Valuation	Enrollment	Wealth Back of Child
Banner	$ 304,221	179	$ 1,700
Carolina	168,580	76	2,218
Centerville	107,300	71	1,511
Clay	189,000	105	1,800
Dorsey	204,848	121	1,693
Evergreen	121,760	53	2,297
Fairview	262,250	318	825
Friendship	145,915	146	1,000
Fulton	1,006,668	428	2,352
Hopewell	218,090	88	2,478
Houston	218,075	288	757
Mantachie	261,750	352	743
Ryan	140,125	152	922
Tilden	183,081	58	3,157

TABLE XXIII (CONTINUED

School District	Assessed Valuation	Enrollment	Wealth Back of Child
Tremont	$ 347,030	357	$ 972
Turon*	46,765		
Van Buren	258,381	71	3,639
I. A. H. S.		488	
Total	$4,183,839	3,351	$1,249

*No school is being maintained at Turon. Oakland, Splunge, New Salem, and Unity are white districts which have been absorbed by other attendance centers.

The schools with the lowest per pupil cost of instruction are Hopewell with $67, Evergreen with $68, and the Negro schools with $72. The Itawamba Agriculture High School, which has an ADA far in excess of that of any other school, has a cost of instruction of $89, which is very close to the county average of $88.81, despite the fact that an enriched program is offered here that cannot be equaled in the smaller schools. In general, it appears that the larger schools offer a broader program for less instructional costs and the same pattern is seen in transportation and total annual cost.

TABLE XXIV

ANNUAL CURRENT COST OF OPERATING WHITE AND NEGRO ATTENDANCE CENTERS IN ITAWAMBA COUNTY WITH RESPECT TO INSTRUCTION, TRANSPORTATION, OTHER COST OF OPERATION, PER MEAN ANNUAL ADA TRANSPORTED, TOTAL ANNUAL PER ADA, 1954-55

Existing Attendance Center	Total School Cost	Per Capita Cost						Annual Per ADA
		Instruction		Transportation		Other Operational Cost		
		Total	Per ADA	Total	Per ADA	Total	Per ADA	
Itawamba County	$435,563.09*	$302,093.80	$ 96.39	$ 72,547.76	$23.15	$ 60,921.53	$19.44	$138.98
Banner	22,075.75	16,880.88	110.33	2,564.02	16.76	2,630.85	17.19	144.28
Carolina	9,456.75	6,832.24	108.45	1,850.00	29.37	774.51	12.29	150.11
Centerville	10,420.32	6,127.12	92.84	3,292.00	49.88	1,001.20	15.17	157.88
Clay	12,444.41	9,003.87	89.15	1,984.73	19.65	1,455.81	14.41	123.21
Dorsey	15,204.73	11,820.50	101.90	1,815.30	15.65	1,568.93	13.53	131.08
Evergreen	4,609.52	3,175.64	67.57	800.00	17.02	633.88	13.49	98.07
Fairview	34,833.98	26,612.56	91.45	4,543.50	15.61	3,677.92	12.64	119.70
Friendship	16,584.16	11,955.34	87.27	2,851.80	20.82	1,777.02	12.91	121.05
Fulton	45,619.99	33,659.86	80.91	4,065.00	9.77	7,895.13	18.98	109.66
Hopewell	8,043.80	5,265.02	66.65	957.00	12.11	1,821.78	23.06	101.82
Houston	32,999.81	21,927.87	83.69	7,332.02	27.98	3,739.92	14.27	125.95

TABLE XXIV (CONTINUED)

Existing Attendance Center	Total School Cost	Per Capita Cost						Annual Per ADA
		Instruction		Transportation		Other Operational Cost		
		Total	Per ADA	Total	Per ADA	Total	Per ADA	
I. A. H. S	$45,571.60	$41,536.72	$89.13	$ -	$ -	$ 4,034.88	$ 8.66	$ 97.79
Mantachie	40,099.40	27,588.75	84.63	5,890.60	18.07	6,620.05	20.31	123.00
Oakland	**	-	-	-	-	7.87	-	-
Ryan	15,854.28	12,371.77	87.74	1,305.00	9.26	2,177.51	15.44	112.44
Splunge	**	-	-	-	-	2.70	-	-
Tilden	7,453.37	4,296.45	74.08	1,963.40	33.85	1,193.52	20.58	128.51
Tremont	49,312.46	40,133.51	115.99	3,519.12	10.17	5,659.83	16.36	142.52
Turon	488.80**	-	-	400.00	-	88.80	-	-
Van Buren	7,264.89	5,753.52	87.17	887.50	13.45	623.87	9.45	110.07
County-wide(Negro)	23,728.82	18,615.49	72.15	2,686.65	10.41	2,426.68	9.41	91.97

*Includes County Administration Cost of $17,152.18. **These schools have been abandoned.

CHAPTER VII RECOMMENDATIONS FOR AND IMPLEMENTATIONS OF THE REORGANIZED PROGRAM

The Survey Staff spent much time and effort in gathering raw data, tabulating them into tables, and studying the various phases of the survey that may be involved in the reorganization. The chief purpose has been to interpret these data so as to obtain the best results for the welfare of all children in Itawamba County. These recommendations point up existing deficiencies and provide for adequate and efficient facilities at a reasonable cost to the taxpayer. They are based upon seriously considered judgments in keeping with certain statutory school codes; and the criteria, rules, and regulations of the Finance Commission.

The retention of all current facilities capable of being used is recommended in order to lower costs, and at the same time to create as little disturbance as possible in all reorganized attendance centers. The proposed school-building programs recommended herein are based upon critical data and evidence presented in previous chapters. In reaching a conclusion on each major factor considered, the Survey Staff viewed it from an educational and economical standpoint; and, it is believed, if each were evaluated by any group of leading school administrators, these recommendations would be adjudged as sound, sensible and applicable.

PART 1 ONE ADMINISTRATIVE UNIT UNDER THE REORGANIZATION

It is recommended that there be only one school administrative unit in Itawamba County. In the county schools now there are 22 taxing units: Banner, Carolina, Centerville, Clay, Dorsey, Evergreen, Fairview, Friendship, Fulton, Hopewell,

Houston, Oakland, Mantachie, New Salem, Pleasant Grove, Ryan, Splunge, Tilden, Tremont, Turon, Van Buren, and County-wide. It is recommended that this number be reduced by abandoning Banner, Carolina, Centerville, Clay, Evergreen, Friendship, Hopewell, New Salem, Oakland, Pleasant Grove (white), Ryan, Splunge, Tilden, Turon, and Van Buren. This would leave the following white attendance centers in the county-wide administrative unit: Dorsey with grades 1 - 9, Fairview with grades 1 - 9, Fulton with grades 1 - 9 (including a new junior high school), Houston with grades 1 - 9, Mantachie with grades 1 - 12, and Tremont with grades 1 - 12. The Fulton Junior College would continue to operate grades 10 - 12. It is thought that these six white attendance centers and Itawamba Agriculture High School would fully meet the present educational common-school purposes of Itawamba County under the county-unit plan.

WHITE ATTENDANCE CENTERS (See Table IV)

Dorsey may continue with grades 1 - 9. At present there are only three teacher units in the southwestern part of the county. All these children could attend Dorsey. The pupils from Van Buren have now been transferred to Fulton. The remaining children in this area may be served by Dorsey. If so, 4 new classrooms, a music room, perhaps a gymnasium, and much reconditioning, are needed. This may be done for about $70,000.

Fairview should continue with grades 1 - 9. A new centrally located cafeteria, and a music room are needed. At present there seems to be no need for other regular classrooms, if the lunchroom now in use, is moved out of the main building, thus

TABLE XXV

ESTIMATED NEEDS FOR ITAWAMBA COUNTY SCHOOLS, 1956-57

Sources of Revenue	Estimated Receipts		
	Minimum Program Funds	Other County Funds	Maintenance Funds
Assessed Valuation	$ 39,827	$3,267	$20,857
Poll Tax	6,000		
Mineral Lease Tax		500	
Per Capita	33,000		
Minimum Program	280,000		
Severance Tax	500		
Homestead Exemption			10,000
Lieu Tax		3,500	
Total	$359,327	$7,267	$30,857

releasing two classrooms. There is a good new gymnasium. The present plant should be thoroughly renovated, repaired, and repainted. The total cost should be around $25,000.

Fulton Grammar School has sufficient capacity now to house all children who may attend grades 1 - 6, with the exception of a music room and library. It is probable, however, that some 120 pupils may be transferred here. In that event four more classrooms should be added. There should also be a junior-high-school building with ten-classrooms, cafeteria, and a large physical education room, erected in Fulton to house grades 7 - 9. The ninth grade, ordinarily housed in the Agriculture High

TABLE XXVI

PROPOSED EXPENDITURES AND OTHER INFORMATION FOR ITWAMBA COUNTY SCHOOLS FOR THE SCHOOL SESSION OF 1956-57

County Administration	$ 16,225	Millage Under Current Program	18
Teachers'Salaries	249,210		
Transportation Costs	81,162	Millage Under Reorganization Program	20
All Other Costs	50,854		
Total	$ 397,451		

TABLE XXVII

ITAWAMBA ESTIMATED RECEIPTS AND EXPENDITURES FOR 1956-57

Estimated Receipts		Estimated Expenditures	
Minimum Foundation	$359,327	Administration	$ 16,225
Local Tax	38,124	Instruction Supplies	10,854
		Salaries, White	225,820
		Salaries, Negro	23,390
		Transportation	81,162
		Operation, Main., etc.	40,000
Total	$397,451		$397,451

School at the Junior College, should be moved to this new junior high, or to the local center that is best suited, as adjudged by the county board of education. The grammar school additions and the new junior-high building should cost about $250,000.

TABLE XXVIII

NEEDED NEW SCHOOL BUILDINGS, ADDITIONS, REPAIRS WITH ESTIMATED COST, FOR ITAWAMBA COUNTY

Approximate Location	Race	Estimated Cost	Estimated Cost Above or Below Minimum Program		Estimated ADA
Dorsey New: 4 C. Rooms, Music Room, Gym, and Repairs	White	$ 70,000	$2,000	Below	300
Fairview New: Lunchroom and Music Room	White	25,000	68,000	Below	390
Fulton New: 4 El. Rooms, Music Room, & Lib. New: 10-room Jr.-High, Cafe., and Phy. Ed. Space	White	250,000 (50,000) (200,000)	38,800	Above	880
Houston New: Music Room and Cafe.	White	25,000	39,800	Below	270
Mantachie New: 8-room H. S., Audi., Cafe., Music Room, and Voc. Bldg.	White	120,000	12,000	Below	450
Tremont New: 4 El. Rooms, Music Room, Audi., Cafe., 10 H. S. C. Rooms, Repairs	White	150,000	34,800	Above	480
Fulton New: 12 El. & H. S. C. Rooms, (including a music room), Voc. Bldg., Cafetorium, and Phys. Ed. Space	Negro	120,000	47,100	Above	270
Total		$760,000	$1,700	Below	3,040

Houston has no need for more regular classrooms, but does need a great deal of renovating, repairing, and repainting. However, a music room, and cafeteria should be provided. With these changes, at a cost of some $25,000, this center should well accommodate grades 1 - 9.

Mantachie has no need for more elementary classrooms, but those now existing need a great deal of renovation, however,a new music room should be added. a separate new vocational-shop building is very essential. The old high-school section is inadequate and there should be a new separate 8-room high-school plant with auditorium and cafeteria. These improvements, at a cost of about $120,000, should furnish sufficient facilities for all grades 1 - 12 at this center.

Tremont should be retained for grades 1 - 12. However, there is a need for four more elementary classrooms, a music room, and considerable reconditioning. There is also a definite need for a high-school building with ten classrooms, auditorium, and cafeteria for grades 7 - 12. These improvements may be accomplished for about $150,000.

These attendance centers with the added facilities recommended herein, and by sending the 10th, 11th, and 12th grades to the Junior College, should give the white children in Itawamba County an excellent potential school system.

NEGRO ATTENDANCE CENTERS

All present Negro attendance centers,including Union, Shiloh, New Chapel, and Pleasant Grove, should be abandoned. Then a new twelve-room (including a music

room) building should be constructed at Fulton for grades 1 - 12, with a cafetorium, vocational-shop space, and a room for physical education.

Since Negro children east of the Tombigbee River cannot be transported across this River during the winter season; since those living north, east, and southeast of Fulton would have to travel through Fulton in order to reach Pleasant Grove, which is down in the extreme southwestern part of the county; Fulton is the logical place for this new school plant. It may probably be built for about $90,000.

It is believed that the entire Negro population in Itawamba would be well pleased with these new facilities in this more accessable location at Fulton.

PART 2 ADMINISTRATION AND SUPERVISION OF THE REORGANIZED PROGRAM

The administration and supervision under the reconstituted county-unit plan will ultimately be the sole responsibility of the county board of education and the county superintendent. The county board will, with the advice of the superintendent, set the policies; and the superintendent will execute those policies for the betterment and welfare of the children. For examples, the board will have administrative control of all accounts pertaining to school-tax revenue and authorize all expenditures; the superintendent will recommend all teachers for employment, supervise instruction, and have charge of transportation.

If properly administered and supervised, the county-unit program will prove more efficient, more adjustable to the welfare of the people, and less expensive to the tax payers.

PART 3 DATA SOURCES

The determination of school-plant needs, their conditions and costs, as revealed by this survey, was based on the judgments of the Survey Staff, interested school administrators, and competent consultants. Careful consideration was given to the specific data which were obtained from the following sources: (1) the official records of the school districts; (2) the Mississippi State Department of Education (especially the Division of Administration and Finance, and the Division of School Building and Transportation); (3) the U. S. Census for 1950, U. S. Department of Health, Education and Welfare; (4) the Mississippi State Board of Health; and (5) other pertinent sources. (See Bibliography in Appendix).

The Survey Staff has met with various groups concerned - including each race - and discussed different phases and implications of the reorganization. These meetings consisted of citizens, superintendents, members of boards of education, local trustees, principals, and teachers. These people felt free to express themselves on the pros and cons of how these recommendations will affect the local communities and the county as an administrative unit.

Believing that practicable and feasible recommendations should be based on sound criteria, and common sense, the Survey Staff has proffered citations from the sources above as supporting evidence in evaluating these school-building programs, appraising observations, and thereby reaching what are thought to be reasonable conclusions.

APPENDIX A

PRINCIPLES AND STANDARDS OF SCHOOLHOUSE PLANNING

The following principles and school-housing criteria are set forth as critiques in judging existing building facilities, and should be borne in mind in planning new buildings in the future, or in judging conditions of existing buildings. The survey staff has taken these standards into consideration wherever the present school facilities have been evaluated and appraised for further housing purposes. In accordance with these principles, buildings are rated satisfactory, fair, or unsatisfactory.

The educational aims must not be evaluated just in terms of the three R's in the elementary schools, and for the preparation for college by the secondary schools. The total program must also be planned in terms of preparation for daily living. A school building should be an educational plant--a home--a pleasant place in which the child lives most of its wakeful hours during the regular school year. Such an educational plant should be scrupulously planned, not for a decade or so, but for a half-century. Therefore, flexibility, expansibility, and adaptability of a school plant should be constantly borne in mind, when sites are purchased, when plans are made, and when school buildings are being erected or reconditioned.

The school plant should be planned, and probable enrollments anticipated over long-term estimates. Then such plans should be the chart and compass for future needs. Early in this planning, an architect should be selected who will give special attention to all educational needs, who has given outstanding service elsewhere, and who will know how to plan a plant or recondition one that will be functionally sound. The first step should be to seek preliminary information from the Division of School Buildings and Transportation in the State Department of Education. Previous generations have planned for the present, but the present generation should do better, planning for a long-time future.

PRINCIPLES AND SCHOOL-HOUSE CRITERIA

The principles and plans herein should serve as criteria in judging the present school buildings discussed in this survey, in renovating school plants for immediate use, and in anticipating the future needs of the district. Space here does not permit a lengthy discourse of all data collected in this survey, or of the voluminous printed materials available throughout the nation. However, school administrators, supervisors, teachers, and interested citizens should read GUIDE FOR PLANNING SCHOOL PLANTS. In making the following suggestions and recommendations, for comparative purposes, the Survey Staff emphasizes the importance of the principles set forth in this Guide.*

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* National Council on Schoolhouse Construction, Secretary, W. D. McClurkin, Peabody College, Nashville, Tennessee, 1953.

SELECTING NEW SCHOOL SITES

In selecting any school site suitable for a broad educational program, flexibility of plans and room for expansion are of prime importance, because the building plans and specifications must be accommodated to all the educational activities that are to be developed. Plenty of space must be of first consideration.

Location. A school plant should be free from the hazards of railroad tracks and yards, from busy highways, from noisy streets, from offensive smoke and fumes, and from any other dangerous or annoying conditions. As a rule, elementary children should not have to walk more than three-quarters of a mile to school; junior-high pupils, not more than a mile and a half; and senior-high students, not over two miles. However, an ample school site, within reasonable limits, is more important than the distances children must travel.

THE ELEMENTARY-SCHOOL PLANT

Size. It is suggested that, for a one-story, fifteen-room elementary school, a satisfactory area of not less than ten acres should be provided.

An ideal site of land should be slightly convexed to provide good drainage, and free from swampy soil, where a maximal recreational area can be developed and sufficient playground equipment installed. Ample walks, drives, and parking space should definitely be included in the plans. Certainly, attractions such as flowers, grass, shrubbery, and other beautifications should not be overlooked. These lend a charming atmosphere that make a school plant a home and a pleasant place to live.

Classrooms. Classrooms in a modern program of elementary education should not be boxlike compartments of the school plant, but one-story "learning laboratories" where children can work comfortably, and where their health and eyesight will not be impaired. The size and arrangements of classrooms should depend upon the type of programming, teaching methods, and the kind of activities which they house.

Formerly, the conventional, unilaterally lighted classroom used for recitation purposes was supposed to be of sufficient size to meet the old standard of 18 square feet per pupil. This small space has proved to be inadequate. Now a classroom should be considered as a comfortable working area where, according to grade levels, textbooks, notebooks, reference books, and many supplementary materials can be made available at all times. The modern methods of instruction require more functional seating arrangements, and the floor space per pupil should be, on the average, 25 to 30 square feet. Even in the smaller schools, classrooms should be of different sizes to accommodate different sized groups.

Each of the classrooms should provide adequate storage space for teaching materials, supplies, and reference books. Ample recessed locker space should be provided in certain rooms used for home room purposes. Each room should contain ample chalkboard and tackboard spaces. There should be from 16 to 20 linear feet for each type

of board. Each classroom should be equipped with charts, maps, screens, darkening devices for audio-visual aids, and adequate electrical outlets conveniently located. Suitable and movable chairs and tables should be used, so that a classroom may be used for conferences or as a workroom.

Special Rooms. Each building should have sufficient special rooms equipped with facilities for demonstration purposes, music, audio-visual teaching aids, and the like, according to grade levels.

Suitable offices for meeting the public should be provided. Toilets, urinals, and lavatories for various heights of children, and teachers' restrooms should be in the planned school plant. Building services for heating, ventilating, and cleaning should be provided, and should be free from fire hazards. Other essential features are work areas, art centers, science and nature centers, library books, music centers, teachers'corners, and especially spaces for health clinics, storage, and a cafeteria.

Playgrounds. Plenty of outdoor space should be arranged for play areas, and equipped with suitable playground apparatus. A properly constructed school plant can do more than furnish a place to house children. It can also inspire pupils and all school personnel to create, develop, and maintain a wholesome atmosphere in which they spend most of their wakeful hours during their growing years.

THE SECONDARY SCHOOL

There are various kinds of administrative organizations of the common schools, each having a division called the secondary school. A public school system may have component parts, such as (1) the old administrative units of the 8-4 plan, eight grades in elementary and four in high school; (2) the 6-2-4 plan, elementary, junior-high, and senior-high grades, respectively; (3) the 6-6 plan, six in elementary, and six in secondary; (4) the K-6-3-3 plan, kindergarten, six in elementary, and three each in junior-high and senior-high schools. The 6-6 plan is most prevalent in small towns, and rural areas, and the K-6-3-3 plan is generally practiced in larger towns and cities.

Before a community can build an educational school plant competent to house an effective program, certain policies of school organization should be decided. This survey has been made on the assumption that, as soon as possible, white schools will be organized on the 6-3-3 plan; and for the present, Negro schools on the 6-6 plan. The reason for the latter is that, by and large, fewer Negro children continue in school after they reach the teenage. Then, too, the present housing facilities can be better and more economically adjusted to this plan.

Assuming that the same facilities used in a day-school may also be used later for evening school, and also assuming that there will be six scheduled periods daily, exclusive of lunch, and an extra-curricular period which should include home rooms, assembly, and all club activities, the following will be the major needs:

Sites. Sites having areas of some 15 to 20 acres for white and Negro high schools, preferably out in the rural or the growing urban communities for each race, and not within cramped areas. In rural areas, the center of population served should be paramount.

Lunchrooms. Cafeteria-dining rooms, with suitable tables and chairs, each with a single serving line, to accommodate about 200 pupils in each of two or three shifts, if necessary.

Gymnasiums and Health Rooms. If modern physical education and health programs should be projected to house groups of some 500 pupils, there should be regulation gymnasiums and additional health classrooms sufficiently large and especially equipped.

Libraries. There should be suitable library rooms exclusive of those which house the regular library books, with seating capacity of suitable tables to accommodate 75 to 100 pupils (allowing for some irregular scheduling).

Music. There should be special music rooms acoustically treated to accommodate 50 to 75 pupils.

Audio-Visual Rooms. Audio-visual rooms with capacity of 50 to 60 seats should be provided, with adjustable shades for use in lighting or darkening the rooms as is required. However, if certain special equipment is available, rear-vision projection methods of instruction may eliminate this space.

Classrooms. In a senior-high school building, to accommodate 500 pupils in English, foreign languages, mathematics, and social studies, not less than nine interchangeable classrooms will be needed. Other special rooms should be about as follows: art and drawing--1; distributive education--1; diversified occupations--1; farm shop and classroom--2; general shop and classroom--1; homemaking--2; science--2; typing--1; and transportation--1. All of these 21 rooms should be learning laboratories, most of which should be especially equipped, and not be constructed in the boxlike fashion just to herd 500 pupils in the manner that was in vogue a half-century ago.

Size of Classrooms. The old standard of 18 square feet per pupil, as was the case when classrooms were thought of as lecture and recitation spaces, is inadequate today. By the lengthening of the class period, as is the trend today, pupils could use part of the period for directed study. Therefore, there should be sufficient space to house additional texts, reference books, and various teaching materials. Such modern classrooms should provide 25 square feet or more per pupil, permitting flexible seating arrangements. However, with windows flush with the ceiling and 30 inches from the floor, it is doubtful if standard unilaterally lighted classrooms should be over 22 feet wide and 34 feet in length.

Storage Space. Each regular classroom should be provided with suitable storage space, such as cabinets, presses, and shelves for teaching materials.

Lockers. To provide suitable spaces for pupils' books, wearing apparel, and personal property, recessed lockers in the corridor walls are probably the best solution.

Chalkboards and Tackboards. Many of the old classrooms constructed 25 to 50 years ago were lined with "blackboards" which are non-reflecting surfaces. The better classrooms today usually have from 16 to 20 lineal feet each of tackboard and chalkboard.

Space does not permit detailed descriptions of the special rooms in such a modern secondary-school plant with an assessed enrollment ot 500 pupils. But they may be listed here to indicate the types of service these rooms should render: science, business education, homemaking, art, music, industrial arts, vocational trades and industries, diversified occupations, vocational agriculture, and other auxiliary rooms, to round out a sound program of secondary education for this atomic age.

CLASSROOM LIGHTING

Proper lighting in any kind of classroom, or any space where work is being done, is of the utmost importance. Yet it is too often overlooked, a fact which brings about permanent eye injuries to many school children. At best, in the light of research today, classroom lighting is none too good.

Interior decorations of a classroom with respect to visual comfort and brightness-balance are highly important. Below are some of the essential factors based on the query, "How well can one see?", rather than "How much light should there be?":

1. Ceiling. Ceilings should be decorated with an 85% reflection factor of white flat (non-glossy) paint. Drab ceilings are very injurious to sight and reduce visual comfort in a classroom, especially at the desk height on the inside row. White ceilings will reflect and blend wall colors with the interior scheme of decoration.

2. Upper Walls. The space between the wainscoat or dado and the ceiling should be decorated with a paint having a minimum of 60% reflection factor.

3. Lower Walls. Lower walls should be finished with a paint having a minimum of 40% reflection factor.

From eye level and above, the paint finishes should be flat in ranging colors from white to cream or caen tone to reduce eye injury such as myopia, or shortsightedness.

4. Floors. The finishes of floors should have from 30% to 40% reflection factor. Dirty, dingy, greasy floors not only detract, but reduce the reflection factor very much.

5. Chalkboards. Chalkboards, at best, reduce a reflection factor down to 20% to 25% efficiency.

6. Daylight Control. Excessive brightness, usually caused by direct sunlight or reflection from walls of adjacent buildings, is often injurious to the eyes of children. The old-fashioned window shade has proved very unsatisfactory. Perhaps the Venetian blind, with its adjustable louvers, is more satisfactory. It excludes glares and maintains comfortable brightness at proper eye levels.

7. Artificial Lighting. An artificial lighting systen "should produce a uniform distribution of shadow-free and glare-free illumination with the intensities necessary to maintain an acceptable brightness-balance between central field and other surfaces within the total visual environment."* The visual comfort and efficiency in a classroom are improved by modifying the brightness and bringing the total classroom environment within these recommended brightness-differences.

It is obvious what long drop cords supporting small wattage bulbs will do to visual efficiency, where the environment of the room is made up of smoky and unpainted ceilings; of dingy, drab walls; of dark, dull desks; and of dirty, oily floors.

EQUIPMENT

Size, kind, and use of school equipment vary according to grade levels, functional purposes, and the educational aims, objectives, and philosophies of those who determine the policies, allocate the revenue, and direct the training program. However, there are certain minimum equipment and facilities for every school plant, regardless of grade level. They are proper-sized desks, chairs, tables, light-reflecting chalkboards, durable tackboards light in color, recessed lockers for the larger children and cloakrooms for the smaller, storage spaces, display facilities, electrical outlets, electrical equipment, science equipment, work equipment, and the like.

In addition, there should be one or more special rooms for emergency illnesses, health clinic rooms with special equipment, and ample restrooms for faculty personnel in each building, regardless of grade levels.

SANITARY AND PLUMBING FACILITIES

Well placed and maintained sanitary facilities are a must for the comfort, convenience, health, and proper habits of school children in all grades.

Water Supply. For the present and future expansion needs, each child should have available per day at least 25 gallons of safe water for all purposes.

Toilet Rooms. As a rule, for general use, toilet rooms should have a minimum width of 10 feet, and should be long enough to allow for sufficient spacing of commodes,

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* National Council on Schoolhouse Construction, op. cit., p. 146.

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In addition, there should be one or more special rooms for emergency illnesses, health clinic rooms with special equipment, and ample restrooms for faculty personnel in each building, regardless of grade levels.

SANITARY AND PLUMBING FACILITIES

Well placed and maintained sanitary facilities are a must for the comfort, convenience, health, and proper habits of school children in all grades.

Water Supply. For the present and future expansion needs, each child should have available per day at least 25 gallons of safe water for all purposes.

Toilet Rooms. As a rule, for general use, toilet rooms should have a minimum width of 10 feet, and should be long enough to allow for sufficient spacing of commodes,

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* National Council on Schoolhouse Construction, op. cit., p. 146.

lavatories, and urinals, according to the size of the children. Additional rest rooms for the public should be conveniently available to auditoriums, gymnasiums, and other parts of the school plant commonly used. All toilet floors should be laid with ceramic tile or similar impervious masonry surface.

Fixtures and Plumbing. The following ratios of commodes or water closets are minimal:

Commodes	Elementary Schools	Secondary Schools
Girls	1 to each 30	1 to each 45
Boys	1 to each 60	1 to each 90

In addition to these, the following other facilities should be properly located and accessible from playgrounds, cafeterias, and rooms for community use:

Urinals. Urinals in boys' toilets should be provided on the ratio of 1 to 30 pupils.

Lavatories. Lavatories or wash basins should be in the ratio of 1 to 50 pupils, installed for elementary grades 25 inches from the floor, and for secondary grades 30 inches from the floor.

Service Sinks. Service sinks should also be properly placed in kitchens, cooking laboratories, chemistry labs, library wash rooms, shops, art rooms, and other special rooms where cleaning up waste is necessary. On each floor, there should be a custodian's closet containing one or more service sinks with hose fixtures for hot and cold running water. There should be also one hose fixture on the outside of the building about every 100 feet.

Drinking Fountains. Drinking fountains should not be located in toilet rooms, but amply placed (about 1 to 75 ratio) in convenient locations where congestions are at a minimum. The recommended heights for drinking fountain nozzles are: for kindergarten and primary grades, 24 inches; upper elementary, 28 inches; junior-high, 32 inches; and senior-high, 36 inches.

Heating Systems. There are several media of transferring heat from the source of energy to use location. Any one of the following is acceptable for Mississippi climate; (1) direct radiation system, (2) fan blast or forced air system, (3) warm air system, (4) hot water system, (5) split system, (6) unit ventilator system, (7) radiant panel heating system.

Such educational plants must be erected on sites suitable in size, topography, and location, where children can live in their school-home safe from traffic danger, disturbing noises, fire hazards, and insanitary conditions. Schools should be located in wholesome environments suitable to their organized grade levels.

Each building must be adapted to its fundamental administrative purpose: (1) the elementary schools may be thought of as grades from 1 to 6; (2) the junior-high from

7 to 9; and (3) the senior-high, from 10 to 12. Each of these groups has definite distinctive interests that should be met through administrative organizations, teaching objectives, and social outlooks, and viewpoints. This is especially true in the senior-high school when society must think of such pupils as nearing the ages of civic responsibility, as taking up the economic problems of life, and as approaching that period in life when they will soon assume the reins of leadership in family life, in the community, and in government.

Will this generation build for its youth better school plants for the future than the past generation built for the present enrollment in its schools?

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