

University of Mississippi

eGrove

Mississippi School Surveys

State of Mississippi Government Documents

9-1-1956

Survey of public school buildings in Tishomingo County and Iuka Separate School District, Iuka, Mississippi : a survey report of school building needs

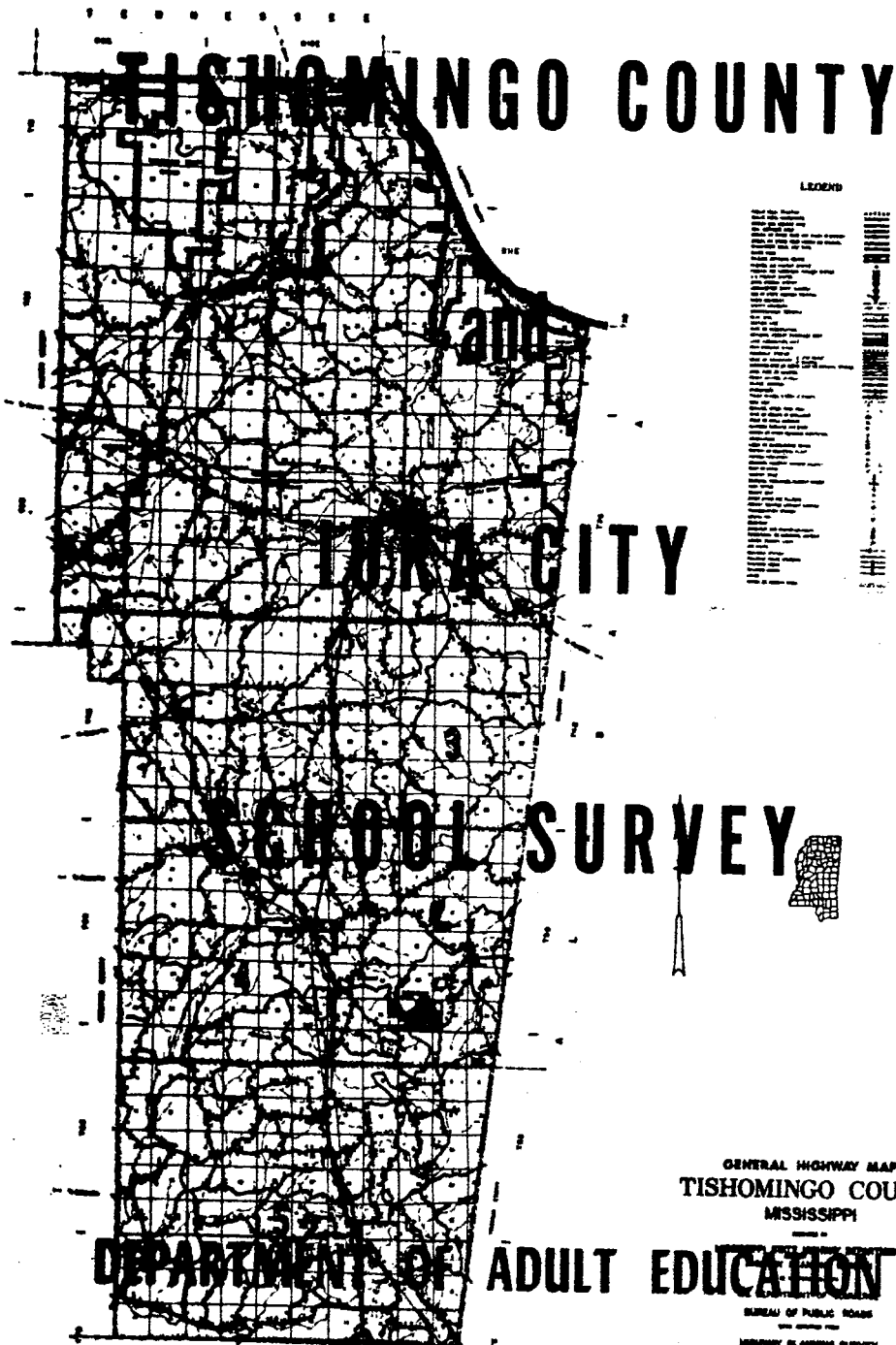
Mississippi State College. School of Education. Department of Adult Education. Division of Surveys.

Follow this and additional works at: https://egrove.olemiss.edu/ms_school_surveys

Recommended Citation

Mississippi State College. School of Education. Department of Adult Education. Division of Surveys., "Survey of public school buildings in Tishomingo County and Iuka Separate School District, Iuka, Mississippi : a survey report of school building needs" (1956). *Mississippi School Surveys*. 97. https://egrove.olemiss.edu/ms_school_surveys/97

This Book is brought to you for free and open access by the State of Mississippi Government Documents at eGrove. It has been accepted for inclusion in Mississippi School Surveys by an authorized administrator of eGrove. For more information, please contact egrove@olemiss.edu.



TISHOMINGO COUNTY

LEGEND

1	State Highway
2	County Highway
3	Local Highway
4	Unimproved Road
5	Waterway
6	Water
7	Marsh
8	Swamp
9	Forest
10	Open Land
11	Urban Area
12	Railroad
13	Power Line
14	Telephone Line
15	Post Office
16	Church
17	School
18	City
19	Town
20	Village
21	Hamlet
22	Unincorporated Place
23	Section Corner
24	Quarter Section Corner
25	Section Center
26	Quarter Section Center
27	Section Line
28	Quarter Section Line
29	Section Boundary
30	Quarter Section Boundary
31	Section Boundary
32	Quarter Section Boundary
33	Section Boundary
34	Quarter Section Boundary
35	Section Boundary
36	Quarter Section Boundary
37	Section Boundary
38	Quarter Section Boundary
39	Section Boundary
40	Quarter Section Boundary
41	Section Boundary
42	Quarter Section Boundary
43	Section Boundary
44	Quarter Section Boundary
45	Section Boundary
46	Quarter Section Boundary
47	Section Boundary
48	Quarter Section Boundary
49	Section Boundary
50	Quarter Section Boundary
51	Section Boundary
52	Quarter Section Boundary
53	Section Boundary
54	Quarter Section Boundary
55	Section Boundary
56	Quarter Section Boundary
57	Section Boundary
58	Quarter Section Boundary
59	Section Boundary
60	Quarter Section Boundary
61	Section Boundary
62	Quarter Section Boundary
63	Section Boundary
64	Quarter Section Boundary
65	Section Boundary
66	Quarter Section Boundary
67	Section Boundary
68	Quarter Section Boundary
69	Section Boundary
70	Quarter Section Boundary
71	Section Boundary
72	Quarter Section Boundary
73	Section Boundary
74	Quarter Section Boundary
75	Section Boundary
76	Quarter Section Boundary
77	Section Boundary
78	Quarter Section Boundary
79	Section Boundary
80	Quarter Section Boundary
81	Section Boundary
82	Quarter Section Boundary
83	Section Boundary
84	Quarter Section Boundary
85	Section Boundary
86	Quarter Section Boundary
87	Section Boundary
88	Quarter Section Boundary
89	Section Boundary
90	Quarter Section Boundary
91	Section Boundary
92	Quarter Section Boundary
93	Section Boundary
94	Quarter Section Boundary
95	Section Boundary
96	Quarter Section Boundary
97	Section Boundary
98	Quarter Section Boundary
99	Section Boundary
100	Quarter Section Boundary

and CITY

SCHOOL SURVEY



GENERAL HIGHWAY MAP
TISHOMINGO COUNTY
MISSISSIPPI

DEPARTMENT OF ADULT EDUCATION

MISSISSIPPI STATE COLLEGE

STATE COLLEGE

MISSISSIPPI

MISSISSIPPI STATE COLLEGE
BUREAU OF PUBLIC ROADS
HIGHWAY PLANNING SURVEY
AERIAL PHOTOGRAPHS

THIS BOOK MUST BE USED IN

*The Mississippi
Collection*

SURVEY OF PUBLIC SCHOOL BUILDINGS

in

TISHOMINGO COUNTY AND IUKA

SEPARATE SCHOOL DISTRICT

IUKA, 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**

BOARDS OF EDUCATION

TISHOMINGO COUNTY

Member	Beat	Address
W. R. Nettles, President	4	Tishomingo
J. L. Rushing	1	Iuka
Sherman Lambert	2	Burnsville
Clyde O. Bingham	3	Iuka
George F. Harris	5	Belmont

Cleston M. Scruggs, Executive Secretary, and County Superintendent of Education

IUKA SEPARATE SCHOOL DISTRICT

P. L. Sweeney, President	Harmon Byrom
H. C. Gann, Secretary	Cecil H. Brown
H. B. Carmichael	

H. L. Shook, Executive Secretary, and Superintendent of City Schools

MEMBERS OF THE STATE EDUCATIONAL FINANCE COMMISSION

Name	District	Address
Mr. Louis Alford, Chairman	Fourth	McComb
Mr. Luther Pullen, Vice-Chairman	First	Kosciusko
Mr. Marvin Williams, Secretary	Fifth	Meridian
Mr. J. K. Worrell	Second	Carrollton
Mr. David B. Miles	Third	Lexington
Mr. J. W. Pope	Sixth	Richton

OFFICE STAFF

Mr. E. S. Bowlus, Executive Secretary
 Mrs. Pat Smith, Assistant Executive Secretary
 Mr. W. D. Neal, Director of Finance
 Miss Linda Vinzant, Secretary
 Miss Helen Maddox, Secretary

Mr. T. H. Naylor, Jr., Consultant
 State Educational Finance Commission

Mr. James T. Kendall, Legal Advisor
 State Educational Finance Commission

SURVEY STAFF

**B. P. Brooks, Dean of School of Education
Professor of Education
Mississippi State College, State College, Mississippi**

**Homer S. Coskrey, Jr., Director of Veterans Program
Associate Professor of Education
Mississippi State College, State College, Mississippi**

**J. D. Falls, Head, Department of Adult Education
Professor of Education
Mississippi State College, State College, Mississippi**

**R. P. White, In Charge of Field Service
Associate Professor of Education
Mississippi State College, State College, Mississippi**

**J. D. Falls, Director
Division of School Surveys**

**Department of Adult Education
School of Education
Mississippi State College
State College, Mississippi**

PREFACE AND ACKNOWLEDGMENTS

Pursuant to the authority invested in the Boards of Education of Tishomingo County School District and Iuka Separate School District, by acts of the State Legislature in Extraordinary Legislature 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; 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. Cleston M. Scruggs, Executive Secretary of the Tishomingo County Board of Education and Superintendent of the County Schools, for his capable suggestions and valuable assistance.

Mr. H. L. Shook, Superintendent of Iuka Public Schools, for patiently giving his time and aiding in collecting data and information.

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

CONTENTS

	Page
Preface and Acknowledgments	v
Chapter	
I. INTRODUCTION	1
Part 1 Background	1
Part 2 State Laws and Criteria	2
Part 3 Division of School Surveys	4
II. POPULATION	5
Part 1 By Race	5
Part 2 By Beats	7
Part 3 Live Births	9
III. SCHOOL POPULATION IN ATTENDANCE CENTERS	11
Part 1 White Enrollment and ADA	11
Part 2 Negro Enrollment and ADA	20
Part 3 Iuka S.S.D. White Enrollment and ADA	22
Part 4 Iuka Negro Enrollment and ADA	24
IV. TRANSPORTATION	28
Part 1 Buses Transporting White and Negro Pupils	28
Part 2 Spot Maps	31
V. THE SCHOOL PLANTS	34
Part 1 County Buildings for White Pupils	34
Part 2 County Buildings for Negro Pupils	42
Part 3 Buildings for White Pupils in Iuka S.S.D.	43
Part 4 Iuka Building for Negroes	46
Part 5 Program of Studies in Secondary Schools	47
Pictures of Buildings	Between 47 - 48

CONTENTS (Continued)

	Page
VI. SCHOOL FINANCE	52
Part 1 Assessed Valuation	52
VII. RECOMMENDATIONS FOR AND IMPLEMENTATIONS OF THE REORGANIZATION PROGRAM	58
Part 1 Two Administrative Units Under The Reorganized Program	59
Part 2 Recommendations for Building Program	63
White Attendance Centers	63
Part 3 Negro Attendance Center	66
Part 4 Iuka S.S.D. White and Negro Attendance Centers	67
Part 5 Data Sources	71

Appendix: Principles and Standards of Schoolhouse Planning

Bibliography

CHAPTER I

INTRODUCTION

PART 1 BACKGROUND

Tishomingo County, located in the extreme northeast corner of Mississippi, is bounded on the north by the states of Tennessee and Alabama, the east by Alabama, the south by Itawamba County, and the west by Alcorn and Prentiss Counties. It is an old county, having originally been formed in 1832 from some of the territory of the Chickasaw Indian cession, being named for a chief of that tribe - the word Tishomingo meaning Warrior Chief. It was originally large, containing 1,080 square miles; but in 1870 more than half its area was taken from Alcorn and Prentiss Counties were established, leaving Tishomingo its present area of 451 square miles.

In 1950, the population of Tishomingo County was 15,544, with 14,738 whites and only 806 Negroes--one of the smallest percentages of Negroes in the entire State.

The shape of the county, where there is an approximate length of 40 miles and a width of 15 miles or less, presents serious problems when an attempt is made to provide attendance centers where enough children are available without long and exhausting bus rides. The sparsity of the Negro population also adds to the difficulties encountered.

Iuka, the county seat, with a 1950 population of 1,527, is the largest town in the county. There is the town of Belmont, with a population of 814; Burnsville, with 525; Paden, with 158; Tishomingo, with 335; Dennis, with 158; and Golden, with 206.

There are two arterial highways which serve the different phases of transportation-- U. S. 72 running east and west through the northcentral portion, and State Highway 25 running north and south through the central section. Some other state roads act as feeders for the highways listed above.

Tishomingo County is in the heart of the TVA area and receives many benefits as a result, cheap and abundant power and recreational facilities being among the most important features. There may be future possibilities for industrial development as well as the tourist trade for residents of this area.

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 board of education and board of trustees of 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 district."
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 Boards of Education of Tishomingo County and Iuka Separate School District 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, national 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

A careful study of the population trends in Tishomingo County and Iuka school districts is essential in order to understand better the current school-plant housing problems and to predict future school-building needs with some degree of accuracy. The total population of Tishomingo County has grown one-third in the last half century, but now has approximately the same population as in 1920. The peak came in 1940 when there were 16,974 people residing in the county. The population declined to 15,544 in 1950 or a drop of over 8% for the 10 year period. The last Federal Census showed there were 14,738 whites and only 806 Negroes in the county, or the population was nearly 95% white. There are fewer Negroes here at present than at any time since the latter part of the nineteenth century. The sparsity of the Negro population and the abnormally long and narrow shape of the county cause difficulties in transportation, as well as in concentration of sufficient pupils to form attendance centers which meet the criteria of the Finance Commission.

PART 1 BY RACE

Table I depicts the white and Negro population trends from 1900 through 1950. The total population showed a slow and steady growth from 1900 to 1940 and then declined over the next decade. However, most of this increase was among the whites as the Negro population was in the neighborhood of 1,000 persons throughout the period under consideration.

TABLE I

WHITE AND NEGRO POPULATION OF TISHOMINGO COUNTY, 1900 - 1950

Census	White	Negro*	Total	Census	White	Negro	Total
1900	9,073	1,051	10,124	1930	15,383	1,028	16,411
1910	11,978	1,089	13,067	1940	15,949	1,025	16,974
1920	14,181	910	15,091	1950	14,738	806	15,544

*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

POPULATION OF TISHOMINGO COUNTY, CITY OF IUKA, AND IN COUNTY BUT OUTSIDE OF IUKA, 1900-1950

Districts	1900	1910	1920	1930	1940	1950
Tishomingo County	10,124	13,067	15,091	16,411	16,974	15,544
Iuka	882	1,221	1,306	1,441	1,664	1,527
Outside of Iuka	9,242	11,846	13,785	14,970	15,310	14,017

A close study of Table II reveals that Iuka's growth has been more rapid through the years than the rest of the county. While the population of Iuka increased by 73% during the last fifty years, the county outside Iuka grew only 52%.

Table III gives a further breakdown of data presented in Table II that may shed more light on the internal movements. Negroes constituted 18% of the population of Iuka in 1950; while, at the same time, the county outside of Iuka was less than 4% Negro.

TABLE III

A COMPARISON OF POPULATION OF TISHOMINGO COUNTY AND THE CITY OF IUKA AS TO RACE FROM 1900 - 1950

Distribution of Race	1900		1910		1920		1930		1940		1950	
	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro	White	Negro
Iuka	882*		1,221*		1,306*		1,111	330	1,232	432	1,253	274
Outside of Iuka	9,242*		11,846*		13,785*		14,272	698	14,717	593	13,485	532
Totals	9,073	1,051	11,978	1,089	14,181	910	15,383	1,028	15,949	1,025	14,738	806
Grand Total	10,124		13,067		15,091		16,411		16,974		15,544	

*Not separated by race.

In 1940, Iuka was 26% Negro and the balance of the county 4%. The percentage of white population seems to be increasing over that of the Negro as the years pass, particularly in Iuka.

PART 2 BY BEATS

According to Table IV, which shows the total population again by beats (districts), most of the small towns and villages have changed very little since 1930. Iuka, Burnsville, and Belmont showed slight increases; while Paden, Tishomingo, Dennis, and Golden lost in population. The greatest loss was in Golden where there was a decline of 64% over the last three decades. Figures were not broken down by race in the Federal Census of 1950 and thereby prevent recent comparisons by race in the various beats. Beat One, where Iuka is located, has remained somewhat stationary since 1930. Iuka showed a slight gain but the remaining portion of the beat lost a

TABLE IV

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

Beat	1930		1940		1950*	
	White	Negro	White	Negro	White	Negro
One	3,571	451	3,878	506	4,292	
Iuka town	(1,441)		(1,664)		(1,527)	
Two	2,941	37	3,295	35	2,889	
Burnsville town	(404)		(449)		(525)	
Three	1,956	85	2,047	109	1,881	
Four	2,633	332	2,708	306	2,567	
Paden village	(167)		(194)		(158)	
Tishomingo village	(402)		(423)		(335)	
Five	4,282	123	4,021	69	3,915	
Belmont town	(703)		(594)		(814)	
Dennis village	(238)		(194)		(158)	
Golden village	(569)		(340)		(206)	
Total	15,383	1,028	15,949	1,025	14,738	806
Grand Total	16,411		16,974		15,544	

*Federal Census does not show a breakdown by race in 1950 according to beats.

TABLE V

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

Births	1947	1948	1949	1950	1951	1952	1953	1954
White	416	394	381	330	351	286	291	322
Negro	33	27	25	22	25	24	19	23
Total	449	421	406	352	376	310	310	345

few people. Beat One was nearly 12% Negro in 1940, giving it the highest percentage among the beats of the county. Beat Two registered a slight decline over the three decades, have a population of 2,978 in 1930 and 2,889 in 1950. This beat had the smallest percentage of Negroes in the county in 1940, only one per cent. Beat Three also showed a decline of 8% in population during the thirty year period, and was 5% Negro in 1940. The population of Beat Four dropped 13% from 1930 to 1950. Negroes constituted 10% of its people during the period under discussion, while it was 90% white. Beat Five decreased in population from 4,405 in 1930 to 3,915 in 1950, or a loss of 11%. This beat was less than 2% Negro in 1940. As has been indicated, each of the political subdivisions of Tishomingo County lost in population from 1930 to 1950.

PART 3 LIVE BIRTHS

Table V indicates that the annual rate of white births has shown a downward trend from 1948 through 1954, with a few exceptions, beginning with 416 in 1947 and ending with 322 in 1954. However, the 1954 figure was higher than that of the two previous years and was not too much below the mean average of 346 births over the 8 year period.

The number of Negro live births during this time was very much smaller than the whites. In fact, the total number of Negroes born from 1947 through 1954 was only 198, or less than white births during any single year under consideration.

CHAPTER III SCHOOL POPULATION IN ATTENDANCE CENTERS

Enrollment for each race is a prime factor in determining the kind and extent of a school building program, also what and where attendance centers should be retained or eliminated. The following tables in this Chapter showing the enrollment and average daily attendance, project sound bases for making predictions and final recommendations.

PART 1 WHITE ENROLLMENT AND AVERAGE DAILY ATTENDANCE

During the last several years there has been considerable consolidation in Tishomingo County; and, by reviewing the tables in this Chapter, further efforts along this line are mandatory, if this county is to have a better educational system in the near future.

As shown in Table VI, there were 29 white districts or attendance centers in Tishomingo County in 1947-48 with 3,383 pupils in ADA. Twenty-four of these centers taught only grades 1 - 8, and only five taught grades 1 - 12. By 1954-55 sixteen of these schools had been consolidated with other districts, but the ADA had dropped to 2,611 or a decrease of 23%. There were left only 8 schools with grades 1 - 8, and 5 with grades 1 - 12, taught by 105 teachers, and 39 buses were then being operated.

Upon examining the ADA by grades, as indicated in Table VII, the holding power of the entire county continued to lessen. It is in the larger schools where this may

TABLE VI

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

Attendance Center	Grades Taught 1954-55	Number 1954-55		1947	1948	1949	1950	1951	1952	1953	1954
		Teachers	Buses	1948	1949	1950	1951	1952	1953	1954	1955
Barnes Chapel	-	-	-	15	19	21	23	25	24	20	*
Bennett's Chapel	-	-	-	60	63	63	68	58	45	43	*
Bethel	-	-	-	18	22	20	16	12	11	13	*
Bluff Springs	-	-	-	21	21	21	18	16	16	9	*
Bogg's Chapel	-	-	-	22	19	19	9	11	8	7	*
Burnsville	1 - 12	24	7	554	581	592	599	570	540	556	602
Central	1 - 8	5	4	167	179	199	179	158	152	152	132
Center Point	-	-	-	26	24	28	22	22	16	20	*
Clement's Chapel	-	-	-	31	31	28	25	18	15	12	*
Cripple Deer	-	-	-	19	19	*					
Cross Roads	1 - 8	2	1	49	40	47	39	41	35	36	33
Dennis	1 - 8	5	3	170	164	164	170	156	153	152	141

TABLE VI (CONTINUED)

Attendance Center	Grades Taught 1954-55	Number 1954-55		1947	1948	1949	1950	1951	1952	1953	1954
		Teachers	Buses	1948	1949	1950	1951	1952	1953	1954	1955
Belmont (Fifth District)	1 - 12	20	6	575	568	579	526	550	525	524	513
Golden	1 - 8	7	3	222	211	219	214	186	180	151	165
Holcut	1 - 12	10	3	333	342	357	475	333	320	308	286
Lamb's Chapel	-	-	-	15	17	17	15	10	6	7	*
Martin	-	-	-	24	23	*					
Midway	1 - 8	5	3	137	131	170	163	164	151	152	143
Mulberry	-	-	-	21	22	19	17	18	14	27	*
New Salem	-	-	-	31	34	*					
Oak Ridge	-	-	-	18	19	24	10	*			
Paden	1 - 12	7	2	212	223	222	225	235	205	212	114
Pleasant Hill	1 - 8	2	0	50	50	49	39	37	37	38	28
Popular Springs	-	-	-	23	26	24	5	13	11	9	*
Providence	-	-	-	21	23	*					
Rowland Mills	1 - 8	2	0	47	49	50	46	39	38	33	23

TABLE VI (CONTINUED)

Attendance Center	Grades Taught 1954-55	Number 1954-55		1947	1948	1949	1950	1951	1952	1953	1954	1955
		Teachers	Buses	1948	1949	1950	1951	1952	1953	1954	1955	
Snowdown	1 - 8	3	2	104	97	99	100	88	87	93	93	
South Tishomingo	-	-	-	81	80	69	58	50	51	51	*	
Tishomingo Special	1 - 12	13	5	317	410	408	407	372	331	332	338	
Total		105	39	3383	3507	3508	3468	3182	2971	2957	2611	

*Consolidated.

not seem to be true, but the smaller schools being consolidated with the larger schools, augmented the enrollment in the five schools with grades 1 - 12. But even in 1955-56 the total ADA continued to decline.

The enrollment by grades from 1947-48 to 1954-55, as shown in Table VIII delineates the same dark picture. Only in 1954-55 did a slight increase of 97 appear over that of 1953-54. Every applied statistical measurement in an attempt to predict the future enrollment of the county, even by projecting the ratios obtained through the employment of the harmonic mean, indicates that great caution should be used when recommending the future building program for white pupils in Tishomingo County, lest the administration may overbuild.

TABLE VII

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

Name of School	GRADES												Total	Grand Total	1955-56*	
	1	2	3	4	5	6	Total	7	8	9	10	11				12
Belmont (Fifth District)	61	47	42	42	44	34	270	42	55	48	38	33	27	243	513	524
Burnsville Dist.	60	64	64	58	50	54	350	59	54	34	49	28	28	252	602	584
Central	21	17	20	16	13	14	101	18	13					31	132	131
Cross Roads	6	4	4	4	5	3	26	1	6					7	33	33
Dennis	20	24	18	20	14	15	111	15	15					30	141	123
Golden	22	18	14	24	16	24	118	23	24					47	165	165
Holcut	31	34	24	17	21	18	145	16	18	43	26	21	17	141	286	333
Midway	30	25	16	11	20	11	113	16	14					30	143	147
Paden	8	10	12	19	15	3	67	11	12	8	6	5	5	47	114	84
Pleasant Hill	2	2	3	4	-	11	22	2	4					6	28	
Rowland Mills	4	3	4	3	2	1	17	4	2					6	23	
Snowdown	10	14	11	14	10	11	70	16	7					23	93	92
Tishomingo	36	30	27	28	24	40	185	24	16	31	26	32	24	153	338	369
Total	311	292	259	260	234	239	1595	247	240	164	145	119	101	1016	2611	2585

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

TABLE VIII

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

YEAR	GRADES												Total	Grand Total	
	1	2	3	4	5	6	Total	7	8	9	10	11			12
1947-48	740	390	341	399	378	336	2584	351	322	296	178	152	99	1398	3982
1948-49	651	525	341	379	348	331	2575	355	296	285	174	155	127	1392	3967
1949-50	573	564	390	328	342	363	2560	333	276	237	191	141	127	1305	3865
1950-51	669	341	399	378	336	351	2474	322	296	235	210	142	165	1370	3844
1951-52	513	341	376	322	349	299	2200	299	296	250	149	174	120	1288	3488
1952-53	481	300	308	327	294	306	2016	275	269	211	199	125	125	1204	3220
1953-54	462	299	313	272	305	285	1936	281	239	201	172	160	102	1155	3091
1954-55	417	368	321	323	289	277	1995	286	290	191	176	141	109	1193	3188

TABLE IX

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

Name of School	<u>GRADES</u>												Total	Grand		
	1	2	3	4	5	6	Total	7	8	9	10	11		12	Total	Total 1955-56*
Burnsville Spec.	22	33	28	20	14	27	144	32	36	44	60	33	29	234	378	611
Gravel Hill	11	5	7	9	6		38	10						10	48	
Holloway	12	16	12	10	10	7	67	11	11					22	89	
Lambert	6	9	14	13	10	6	58								58	
Pleasant Ridge	27	16	21	19	21	23	127	14	17					31	158	
Central	29	23	23	20	16	19	130	21	17					38	168	140
Cross Roads	7	6	6	6	5	4	34	1	6					7	41	33
Dennis	28	27	23	27	17	18	140	17	18					35	175	129
Belmont (Fifth Dist.)	86	59	58	52	51	39	345	49	63	53	44	37	30	276	621	543
Golden	26	21	18	29	18	29	141	26	31					57	198	166
Holcut	41	43	28	20	27	20	179	20	20	48	34	27	20	169	348	342
Midway	39	32	18	14	26	13	142	20	18					38	180	156

TABLE IX (CONTINUED)

Name of School	<u>GRADES</u>												Grand			
	1	2	3	4	5	6	Total	7	8	9	10	11	12	Total	Total	1955-56*
Paden	11	13	14	24	19	4	85	12	14	10	7	8	5	56	141	84
Pleasant Hill	3	2	3	4		11	23	3	5					8	31	
Rowland Mills	7	5	4	5	3	1	25	4	3					7	32	
Snowdown	15	18	12	17	11	12	85	18	10					28	113	92
Tishomingo	47	40	32	34	35	44	232	28	21	36	31	36	25	177	409	377
Total	417	368	321	323	289	277	1995	286	290	191	176	141	109	1193	3188	2673

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

Table IX gives the county enrollment by grades and schools. The evidence here still piling up, points to the fact that only four centers or possibly three, (not including Iuka S. S. D.) should be able to continue according to the criteria of the Finance Commission and other sound practices. Holcut in 1955-56 had only 342 pupils enrolled, with 286 in ADA. In grades 1 - 6 there were 179 enrolled, and 169 in grades 7 - 12. The Holcut plant is so far off center with respect to the county, that its educational purposes have been greatly reduced, even by enrolling 122 of these pupils from Prentiss County. Actually, Belmont (Fifth District), Burnsville, and Tishomingo could efficiently house all pupils in the county outside of Beat One. The Iuka S. S. D. should be extended to include this Beat, and be administratively responsible for the education of all children living therein.

TABLE X

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

Attendance Center	Grades Taught 1954-55	Number 1954-55		1947	1948	1949	1950	1951	1952	1953	1954
		Teachers	Buses	1948	1949	1950	1951	1952	1953	1954	1955
Burnt Mills	-	-	-	9	15	14	2	*			
Carter's Branch**	1 - 11	4	2	49	73	63	104	104	108	117	124
Cartersville	-	-	-	25	15	21	14	13	19	14	*
Macedonia	-	-	-	20	15	18	*				
Total		4	2	103	118	116	120	117	127	131	124

*Consolidated. **Not an accredited school.

TABLE XI

NEGRO AVERAGE DAILY ATTENDANCE FOR THE 1954-55 SCHOOL TERM BY GRADES FOR TISHOMINGO COUNTY

Name of School	GRADES											Total	Grand Total 1955-56*		
	1	2	3	4	5	6	Total	7	8	9	10			11	
Carter's Branch	29	19	9	11	10	11	89	10	5	9	6	5	35	124	123

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

TABLE XII

NEGRO ENROLLMENT BY GRADES IN TISHOMINGO COUNTY FROM 1947-48 THROUGH 1954-55

YEAR	GRADES											Total	Grand Total	
	1	2	3	4	5	6	Total	7	8	9	10			11
1947-48	50	9	11	15	6	17	108	3	17				20	128
1948-49	46	9	12	14	13	3	97	18	14				32	129
1949-50	42	16	12	11	14	14	109	2	14				16	125
1950-51	33	16	18	11	15	14	107	14	3	12			29	136
1951-52	38	13	14	13	10	10	98	8	12	4	7		31	129
1952-53	43	8	15	14	13	9	102	9	9	8			26	128
1953-54	46	11	12	13	13	15	110	9	11	8	8		36	146
1954-55	35	24	12	12	12	13	108	11	7	9	6	5	38	146

PART 2 NEGRO ENROLLMENT AND AVERAGE DAILY ATTENDANCE

There seem to be two chief areas of Negro school population in Tishomingo County. One in the vicinity of Carter's Branch near the Alabama line, and the other around Iuka. If all the pupils in the entire county (about 200) were concentrated in one center, their educational opportunities would be greatly increased. This seems to be the only feasible solution to this problem.

TABLE XIII

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

Name of School	GRADES											Total	Grand Total	1955-56*	
	1	2	3	4	5	6	Total	7	8	9	10				11
Carter's Branch	35	24	12	12	12	13	108	11	7	9	6	5	38	146	126

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

In 1947-48, as shown in Table X, there were four Negro schools in the county: Burnt Mills, Carter's Branch, Cartersville, and Macedonia. By 1954-55 all these schools were consolidated with Carter's Branch. The ADA was 124, taught by four teachers in so-called grades 1 - 11, and two buses were used for transporting pupils from south of Belmont, Tishomingo, and other scattered parts of the county outside of Iuka S. S. D. Few or no Negroes live north and northwest of Iuka.

It is evident that better facilities located in a more centralized site should be provided for all Negro pupils in the county, including those living in or near Iuka. Tables XI, XII, and XIII further bear out this conclusion.

PART 3 IUKA SEPARATE SCHOOL DISTRICT WHITE ENROLLMENT AND
AVERAGE DAILY ATTENDANCE

Iuka, the County Seat of Tishomingo County, is located in the approximate center of Beat One. The separate school district as it now exists, has an area of 9 square miles. Most of the white children in elementary and high-school grades living in this Beat One are now attending at Iuka schools. It seems that the quality of instruction and the nine-month school session are the chief factors in drawing pupils to the Iuka schools.

All of the Iuka school buildings are concentrated on one too-small site. However, it may be more economical to continue the use of this site for further expansion of building facilities. Table XIV displays the ADA for the past eight years from 1947-48 through 1954-55, the number of teachers, and grades taught 1 - 12. During this period the ADA has increased from 330 pupils to 520 or nearly 58%. Table XV shows the ADA by grades, with 234 in grades 1 - 6, and 286 in grades 7 - 12. There was an increase in 1955-56 with an ADA of 554. Tables XVI and XVII give the continued growth by grades over the last eight years, with a total enrollment of 627 pupils - 309 in grades 1 - 6 and 318 in grades 7 - 12, but in the seventh month of 1955-56 there were 583 pupils in ADA. However, this abrupt drop was likely caused by irrelevant conditions rather than indicating a steady declination.

If Iuka S. S. D. was to have its boundaries extended to include all of Beat One - and it seems logical that this should be done - the Iuka school system would bid fair to

TABLE XIV

WHITE ATTENDANCE CENTERS, AVERAGE DAILY ATTENDANCE 1947-48 THROUGH 1954-55, NUMBER TEACHERS AND BUSES, GRADES TAUGHT IN IUKA S. S. D.

Attendance Center	Grades Taught 1954-55	Number 1954-55		1947	1948	1949	1950	1951	1952	1953	1954
		Teachers	Buses	1948	1949	1950	1951	1952	1953	1954	1955
Iuka	1 - 6	7				194	200	192	200	185	234
	7 - 12	10				175	198	204	224	237	286
Total	1 - 12	17		330*	365*	369	398	396	424	422	520

*Estimated.

TABLE XV

WHITE AVERAGE DAILY ATTENDANCE FOR IUKA SEPARATE SCHOOL DISTRICT BY GRADES FOR 1954-55

Name of School	GRADES												Total	Grand Total	1955-56*	
	1	2	3	4	5	6	Total	7	8	9	10	11				12
Iuka	45	41	43	36	28	41	234	48	46	53	54	52	33	286	520	554

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

TABLE XVI

WHITE ENROLLMENT BY GRADES IN IUKA S. S. D. FROM 1947-48 --- 1954-55

YEAR	GRADES												Total	Grand Total	
	1	2	3	4	5	6	Total	7	8	9	10	11			12
1947-48	45	38	30	34	38	29	214	31	20	41	32	27	27	178	392
1948-49	44	45	42	29	40	33	233	40	18	50	32	27	27	194	427
1949-50	47	48	47	42	26	35	245	35	32	34	42	29	28	200	445
1950-51	51	41	38	49	40	29	248	42	30	66	34	37	25	234	482
1951-52	39	42	46	43	40	36	246	33	33	70	43	24	32	235	481
1952-53	56	42	39	44	39	47	267	34	38	77	50	39	22	260	527
1953-54	36	49	33	31	40	37	226	44	26	66	61	41	34	272	498
1954-55	64	61	54	47	35	48	309	55	48	63	60	56	36	318	627

becoming one of the outstanding school systems in northeast Mississippi.

PART 4 IUKA NEGRO ENROLLMENT AND AVERAGE DAILY ATTENDANCE

By examining Tables XVIII, XIX, and XX, it is clearly seen that there should be a definite change in the policies of educating the Negro children in the Iuka vicinity. The number of pupils is so small, and the subject and grade offerings

TABLE XVII

WHITE ENROLLMENT FOR THE 1954-55 SCHOOL TERM BY GRADES FOR IUKA SCHOOL

Name of School	<u>GRADES</u>												Grand			
	1	2	3	4	5	6	Total	7	8	9	10	11	12	Total	Total 1955-56*	
Iuka	64	61	54	47	35	48	309	55	48	63	60	56	36	318	627	583

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

are so limited, that there should be an effort to better the instructional status of the Negro race there. Only grades 1 - 8 for 52 pupils in ADA taught by two teachers are totally insufficient. Some 7 or 8 pupils in grades 9 - 12 are being transferred some 22 miles away to Corinth. Corinth has fine building facilities and a good instructional staff for Negroes, but all Negro children in the county could be better served by establishing a center just north of Tishomingo for all Negro pupils in the county. Such a center should have an enrollment of about 200 pupils. Specific recommendations will be made in this survey to resolve these educational difficulties for the entire county.

TABLE XVIII

NEGRO ATTENDANCE CENTERS, AVERAGE DAILY ATTENDANCE 1947-48 THROUGH 1954-55, NUMBER TEACHERS AND BUSES, GRADES TAUGHT IN IUKA S. S. D.

Attendance Center	Grades Taught 1954-55	Number 1954-55		1947	1948	1949	1950	1951	1952	1953	1954	1955
		Teachers	Buses	1948	1949	1950	1951	1952	1953	1954	1955	
Iuka	1 - 8	2	0	51*	52	60	69	61	59	62		52

*Estimated.

TABLE XIX

NEGRO AVERAGE DAILY ATTENDANCE FOR IUKA SEPARATE SCHOOL DISTRICT BY GRADES FOR 1954-55

Name of School	GRADES												Total	Grand Total	1955-56*	
	1	2	3	4	5	6	Total	7	8	9	10	11				12
Iuka	14	6	5	4	9	7	45	2	5					7	52	46

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

TABLE XX

NEGRO ENROLLMENT BY GRADES IN IUKA S. S. D. FROM 1947-48 --- 1954-55

YEAR	<u>GRADES</u>											Total	Grand Total
	1	2	3	4	5	6	Total	7	8	9	10		
1947-48	16	2	10	10	14	5	57	9	10	6	2	27	84
1948-49	14	8	5	10	5	13	55	4	8	6	3	21	76
1949-50	20	3	8	5	9	9	54	8	4	6	8	26	80
1950-51	16	12	4	11	8	7	58	8	5	7	10	30	88
1951-52	14	10	9	4	9	4	50	7	10	2	5	24	74
1952-53	23	5	11	7	4	8	58	3	4	4	2	13	71
1953-54	22	6	4	9	8	3	52	7	3	7	4	21	73
1954-55	15	7	5	4	9	7	47	3	5	*	*	8	55**

*In 1954-55 nine High School pupils were transported to Corinth. **The total enrollment for the 7th month, 1955-56, was 48.

CHAPTER IV

TRANSPORTATION

PART 1 BUSES TRANSPORTING WHITE AND NEGRO PUPILS

The density or sparsity of a county school population for each race makes the transportation problem difficult to resolve. This phase of school administration should be approached with great care and caution. A vast improvement can be made relative to the previous practice in the transportation system in Tishomingo County.

Even a glance at Tables XXI, XXII, XXIII, and XIV points up several changes that should be made. There are 30 private-owned buses out of a total of 41 buses transporting white pupils in the County. Although the median annual cost per pupil was \$28.25 for private-owned buses, while it was \$29.12 for public-owned, the supervisory and managerial problems are likely to mount where private-owned buses are used. If a school system is responsible for the education of a child, it should be responsible also for his transportation to and from school. It is a far better practice for all transportation to be under the direct control of the board of education. See Table XXIV which indicates the beginning of new policies.

All buses transporting Negro pupils in the county are private-owned, and the total mean cost was \$37.29 per pupil in ADA. Iuka operated one bus and paid a mean cost of \$80.19 per pupil, for transporting nine pupils 22 miles to Corinth. Of course, the great distances traveled in each district were largely the chief factors in these costs. (See Tables XXII and XXIII).

TABLE XXI

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

Where Pupils Were Trans- ported	No. of Each Bus	Miles Traveled Daily	ADA Trans- ported	Annual Cost	Cost Per Pupil in ADA
Belmont	*	36	38	\$ 1534.15	\$ 40.37
Belmont	*	45	67	1583.25	23.63
Belmont	6	36	61	1760.50	28.86
Belmont	*	60	33	1358.10	41.15
Belmont	*	45	56	1534.15	27.39
Belmont	4	50	78	2515.00	32.24
Bennetts Chapel and Iuka	*	46	48	1332.95	27.77
Bennetts Chapel and Iuka	*	14	19	955.70	50.30
Burnsville	*	30	56	1760.50	31.44
Burnsville, Holloway, and Lambert	*	54	80	1760.50	22.01
Central	*	24	42	1131.75	26.95
Central	*	30	38	1006.00	26.47
Central	*	52	42	1006.00	23.95
Central	3	58	55	1659.90	30.18
Central and Burnsville	*	44	36	1006.00	27.94
Central, Burnsville and Crossroads	7	72	62	1835.95	29.61

TABLE XXI (CONTINUED)

Where Pupils Were Trans- ported	No. of Each Bus	Miles Traveled Daily	ADA Trans- ported	Annual Cost	Cost Per Pupil in ADA
Dennis	*	30	43	\$ 1006.00	\$ 23.40
Dennis	*	32	44	930.55	21.15
Dennis	*	26	40	965.70	24.14
Dennis and Belmont	*	36	46	1654.75	35.54
Golden	*	28	46	1081.45	23.51
Golden	*	30	56	1368.10	24.43
Holcut	5	50	51	1790.80	35.11
Holcut	*	20	28	679.05	24.25
Holcut	*	36	43	1257.50	29.24
Holloway and Burnsville	*	52	61	1886.25	30.92
Midway	2	64	62	1534.15	24.74
Midway	*	56	52	1483.85	28.54
Midway	*	50	62	1609.60	25.96
Paden	*	38	39	1207.20	30.95
Paden	*	44	38	955.70	25.15
Pleasant Ridge	*	26	46	1257.50	27.34
Pleasant Ridge	*	40	70	1835.95	26.23
Pleasant Ridge	*	40	52	1428.70	27.48
Snowdown	*	16	49	1282.65	26.18
Snowdown and Iuka	*	30	42	1131.65	26.94

TABLE XXI (CONTINUED)

Where Pupils Were Trans- ported	No. of Each Bus	Miles Traveled Daily	ADA Trans- ported	Annual Cost	Cost Per Pupil in ADA
Tishomingo	*	36	43	\$ 1081.45	\$25.15
Tishomingo	*	34	60	1509.60	25.16
Tishomingo	*	32	58	1710.20	29.49
Tishomingo	*	62	43	1282.65	29.83
Tishomingo	1	52	49	1131.75	23.10
Total		1,656	2,034	\$ 56,783.15	
Mean Average					\$ 27.91

*Private buses and numbers not given.

To reduce further the cost of transportation, it would be well for the county board of education to own all buses of standard type, and establish a centrally located maintenance shop where all buses can be repaired, maintained, and supervised under one management. The county board could afford to employ one person to supervise the entire transportation program for the county and Iuka S. S. D., as a whole, and for each race.

PART 2 SPOT MAPS

As a part of this study spot maps have been prepared to locate the residence of each child by grade and race, and also to indicate the density of pupil population relative to the existing school centers. Each dot represents one pupil in attendance. There

TABLE XXII

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

Where Pupils Were Trans- ported	No. of Each Bus	Miles Traveled Daily	ADA Trans- ported	Annual Cost	Cost Per Pupil in ADA
Carter's Branch	*	110	28	\$ 1654.00	\$ 59.07
Carter's Branch	*	32	52	800.00	15.38
Carter's Branch	*	28	18	1200.00	66.67
Total		170	98	\$ 3,654.00	
Mean Average					\$ 37.29

*Private bus.

is a spot map for all white pupils, grades 1 - 6 and one for grades 7 - 12; there are two corresponding spot maps for the Negro pupils. Similar maps for the Iuka S. S. D. are also presented. These maps also show the routes over which these children may travel to reach the designated attendance centers.

After the reorganization, a great change and some savings may be accomplished by operating all-steel, public-owned buses to transport all children in the county to their respective attendance centers including Iuka S. S. D.

TABLE XXIII

COST OF TRANSPORTATION BY CENTERS IN IUKA SEPARATE SCHOOL DISTRICT FOR NEGRO PUPILS IN AVERAGE DAILY ATTENDANCE, BUS NUMBER, DAILY MILEAGE, ANNUAL COST, AND COST PER PUPIL, 1954-55

Where Pupils Were Trans-ported	No. of Each Bus	Miles Traveled Daily	ADA Trans-ported	Annual Cost	Cost Per Pupil in ADA
Iuka	1	50	8.5	\$ 681.69	\$80.19

TABLE XXIV

TABULATION OF THE ORIGINAL COST OF SEVEN NEW BUSES OWNED BY TISHOMINGO COUNTY

Original Cost		
Class Interval	f	Purchase Date
\$ 3,000 -- 3,199	3	1954
2,800 -- 2,999	4	1954
Median Average		\$2,975

CHAPTER V

THE SCHOOL PLANTS

PART 1 TISHOMINGO COUNTY BUILDINGS FOR WHITE PUPILS

Upon examining Table XXV the following facts, details, and descriptions, will be substantuated.

Belmont Special School has five buildings located on a fourteen-acre site on the outskirts of the town of Belmont in Beat 5.

The High School, built in 1955, is a brick, well lighted and decorated inside, well equipped, with all modern facilities such as storage rooms, toilets, library, science, two commercial rooms, teachers lounges, first-aid room, janitorial presses, in addition to 10 regular classrooms. It is rated as satisfactory. In 1954-55, it had an ADA of 243 pupils and an enrollment of 276 in grades 7 - 12.

The Elementary Building was erected in 1921. It is brick and has been modernized to some extent, but needs much more to prepare it for the increased enrollment under the reorganization plan. It has nine classrooms, auditorium, office space, toilets, but the equipment and lighting are poor. The enrollment is 345 and the ADA 270 for grades 1 - 6. At least four new classrooms should be added.

The Gymnasium was built in 1934. It is brick and in need of some repair. It can be modernized for future use. The concrete-block lunchroom nearby is satisfactory, but is too far from the center of school traffic. It could be used as a homemaking department, if remodeled.

The Vocational-Agriculture-Shop, built in 1934, also contains the homemaking department, but is definitely in need of modernization throughout.

Burnsville Consolidated School in Beat 2, consists of four buildings. There is a new large modern gymnasium now being used, a vocational-agriculture and shop building, teachers home, an elementary building, a high-school building, and a detached lunchroom which is rated unsatisfactory. All of these are built on a seven-acre site. There are five buses serving this center, that transported 190 pupils.

The High School was constructed in 1949. It is a brick-block, six-room (only four are regular classrooms), semifire-resistive structure, housing grades 7 - 12, taught by eight teachers. In addition, there are three storage rooms, library-study hall (occupying the space of two classrooms), offices, and toilets. This building could be rated as satisfactory if necessary remodeling is done. The ADA in 1954-55 was 198 and the enrollment 234. At least six more classrooms should be added.

The Vocational-Agriculture-Homemaking Building was constructed in 1940. It is of brick and rock construction, and could be rated satisfactory with the exception of some needed repairs. The shop has an additional classroom, office, and tool room. The homemaking department has three rooms and storage space. It needs remodeling and reconditioning.

The Elementary Building was erected in 1900. It is brick, and has six classrooms for grades 1 - 6, office, toilets, and an auditorium. There are six teachers. This

structure should be abandoned. No remodeling could properly redeem it. In 1954-55 the ADA was 124 and the enrollment was 144. A new elementary building should replace this structure.

The Teachers Home was constructed in 1940. It is frame and rated as fair. There is also an inadequate, frame lunchroom which should be replaced.

Burnsville should become a large attendance center after much expansion in building space. In 1954-55 there was a total of 322 in ADA and an enrollment of 378 in the elementary and secondary grades. However, a considerable number of children will augment this enrollment after the reorganization.

The children from Crossroads, Gravel Hill, Holloway, Lambert, and Pleasant Ridge should be transported to Burnsville.

Central School was built in 1927, on a five-acre site in Beat 1. It is a five-room, brick building located six miles from Iuka, could be rated fair, if equipped, repaired, and extensively redecorated inside. It has auditorium, office, library, poor lighting, and outdoor toilets. The high-school pupils now go to Iuka and Burnsville. There are five teachers for grades 1 - 8, with an ADA of 132, all of whom were transported in four buses. However, it should be consolidated with Iuka.

Cross Roads School was built in 1910 on a two-acre site in Beat 2. It is a very poor two-room, one-teacher, frame building situated about 10 miles from Iuka and Burnsville. There is one teacher for grades 1 - 8. The high-school pupils go to Burnsville. The ADA in 1954-55 was 33 and the enrollment 41. There was one

bus that transported 13 pupils. The building should be abandoned.

Dennis School, in Beat 5, is a frame building, built in 1924 on a two-acre site. It houses grades 1 - 8 in four classrooms, taught by five teachers. There are an office, concrete-block lunchroom, auditorium, and outdoor toilets. The building is entirely unsatisfactory, but is now housing 175 pupils in enrollment, with an ADA of 141. There were four buses serving this center. It should be abandoned.

Golden School, built in 1923 in Beat 5, has seven classrooms, six teachers, teachers home, auditorium, office, lunchroom, outside toilets. In 1954-55, there were 165 pupils in ADA and 198 in Enrollment. Three buses serve this center. It is located about two miles from Belmont. It should be abandoned, and pupils transported to Belmont.

Holcut School was built in 1949 on an eight-acre site in Beat 3. It is a brick-concrete-block combination high-school and elementary building with 12 classrooms housing 348 pupils in grades 1 - 12, taught by ten teachers. There are eight classrooms for high-school purposes, grades 7 - 12; and four newer classrooms used for grades 1 - 6. It has office, toilets, auditorium, and a lunchroom. A new gymnasium is now completed*. The plant is rated fair. With a reasonable expenditure it could be satisfactory. However, until the enrollment is better stabilized no further funds should be expended on this plant. It has an ADA of 286. Six buses served this center in 1954-55.

*See Recommendations regarding a bond issue, and an agreement with Prentiss County.

TABLE XXV

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

School Plant	Date Built	Acres In Site	Condition			Class Rooms	Audi- Gym	Cafe- torium	Li- teria	Li- brary	Office Rooms	Toi- lets	Grades Taught	Teach- ers	ADA	Enroll- ment
			S	F	US											
Central	B	1927	5		X	5	X		X	X	X	1 - 8	5	132	168	
Cross Roads	F	1910	2		X	2					X	1 - 8	1	33	41	
Holloway	F	1924	3		X	4					X	1 - 6	2	71	89	
Lambert	F	1926			X	2					X	1 - 6	2	46	58	
Snowdown Teachers Home	F	1922	4			4					X X	1 - 8	3	93	113	
Burnsville Cons. High School	B	1949	7		X	6			X	X	X	1 - 12 7 - 12	14 8	322 198	378 234	
Elementary	B	1900			X	6	X			X	X	1 - 6	6	124	144	
Voc. -Ag. -Home.	B	1940		X		4				X	X					
Teachers Home	F	1940			X						X					
Belmont Special High School	B	1955	14		X	10			X		X	1 - 12 7 - 12	20	513 243	621 276	
Elementary	B	1921				9	X			X	X	1 - 6		270	345	
Gymnasium	B	1934														
Lunchroom	CB				X											
Voc. -Ag. -Shop		1934														

TABLE XXV (CONTINUED)

School Plant	Date Built	Acres In Site	Condition			Class Rooms	Gym	Audi-torium	Cafe-teria	Li-brary	Office Rooms	Toi-lets	Grades Taught	Teach-ers	ADA	Enroll-ment
			S	F	US											
Dennis	F	1924	2		X	4		X	X		X	X	1 - 8	5	175	141
Golden Teachers Home	B	1923				7		X	X		X	X	1 - 8	6	165	198
Holcut	BCB	1949	8	X		12		X	X		X	X	1 - 12	10	286	348
Midway	B	1926	4		X	4						X	1 - 8	5	143	180
Paden Teachers Home Gymnasium	B	1923	7		X	7		X			X	X	1 - 8	3	114	141
	F	1924														
	F	1947					X		X							
Pleasant Ridge	CB	1945	5		X	5		X	X			X	1 - 8	4	130	158
Rolling Mills	F	1927	1	X		2							1 - 8	2	23	32
Tishomingo Cons. High School	B	1949	12			12		X	X	X		X	1 - 12	14	338	409
Teachers Home	S	1939											7 - 12	8	153	177
Supt. 's Home	S	1920														
Homemaking Gymnasium	F	1932					X									
Elementary	B	1923			X							X	1 - 6	6	185	232

*B = Brick; CB = Concrete Block; F = Frame; S = Sandstone.

Holloway School was built in 1924 on a three-acre site, in Beat 2. It is a four-room, two-teacher, frame building housing grades 1 - 6, outdoor toilets, situated four miles from Burnsville. The ADA in 1954-55 was 71 and the enrollment was 89. There were two buses that transported 45 pupils. The building should be abandoned.

Lambert School, built in 1926 in Beat 2, is an unsatisfactory two-teacher, two-room, frame building two miles north of Burnsville, outdoor toilets, housing grades 1 - 6. The ADA in 1954-55 was 46 and the enrollment 58. There was one bus that transported 50 pupils. It should be abandoned.

Midway School was built in 1926 on a four-acre site, in Beat 3, and is a four-classroom, five-teacher, brick, combustible, structure housing 180 children in grades 1 - 8, with an ADA of 143. Three buses served this center. It is situated six miles from Iuka. It should be abandoned.

Paden School was built in 1923 on a seven-acre site, in Beat 4. It is a seven-classroom, three-teacher, brick building with office, auditorium, and a frame teachers home. There is a frame gymnasium built in 1947 in which two rooms were converted into a lunchroom. In 1954-55 there were 114 pupils in ADA and an enrollment of 141. There were two buses serving this center. The whole plant is unsatisfactory and should be abandoned, and the pupils transferred to Tishomingo.

Pleasant Ridge, built in 1945 on a five-acre site, is in the Burnsville Consolidated district, Beat 2. The building is concrete blocks with five classrooms, four teachers,

auditorium, lunchroom, grades 1 - 8, outdoor toilets, located about five miles from Burnsville. The whole plant is poor. In 1954-55 the ADA was 130 and the enrollment was 158. These children should be transferred to Burnsville.

Snowdown School, built in 1922 on a four-acre site, in Beat 1, is a four-room, three-teacher, poor frame building, with grades 1 - 8, outdoor toilets, and teachers home, located only four miles east of Iuka where the high-school pupils and most of the elementary children are now attending. In 1954-55 the ADA was 93 and the enrollment was 113. It should be abandoned.

Tishomingo Consolidated School, in Beat 4, has seven buildings on a beautiful campus of twelve acres, located in the edge of the town of Tishomingo, and more acreage is available, if needed.

The High School, built in 1949, is brick, with grades 7 - 12, twelve rooms, eight teachers, library, auditorium, teachers lounge, small frame cafeteria, toilets, and good lighting. The ADA in 1954-55 was 153 pupils. The teachers home was built in 1939 of sandstone; the superintendent's home of sandstone, in 1920; the homemaking in 1935; and Vocational-agriculture-shop building, in 1935. All four of these buildings are beautifully veneered with vari-colored sandstone, and could be rated as satisfactory, with some renovations.

The Gymnasium is frame, built in 1932, needs replacing as a regular gymnasium, but it should be continued in use, after repairing, for a general physical education program for all children.

The Elementary Building, erected in 1923, is brick, six classrooms, housing grades 1 - 6, taught by six teachers, but is located about quarter of a mile from the main plant, on a different site that is too small. The ADA in 1954-55 was 185 and the enrollment was 232. It is not satisfactory. To replace this plant, six or more classrooms should be added to the north end of the high-school building, with a capacious cafeteria on the ground floor beneath the six new rooms,

The total enrollment in all these buildings in 1954-55, was 409 pupils, but many more will attend this center after the reorganization.

PART 2 TISHOMINGO BUILDINGS FOR NEGRO PUPILS

Carter's Branch Negro School in Beat 3

Now there is only one Negro school in Tishomingo County outside of Iuka, and Iuka has only one three-room building for Negroes. Carter's Branch has a three-room, four-teacher, concrete-block structure, outside toilets, built in 1949 on a one-acre site near the Alabama line, and fourteen miles south of Iuka, by bus route. Practically all Negro families in this area are homeowners. The grades supposed to be taught are from 1 - 12. In 1954-55 there were 124 pupils in ADA and 146 enrolled, and served by three buses. The building should be abandoned, and one center established on Highway 25, for all Negroes in the county, including those at Iuka .

It would be common sense to select a more centrally located site, on Highway 25 north of Tishomingo and build nine classrooms, with a combination auditorium and

TABLE XXVI

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

School Plant	Date Built	Acres In Site	Condition S F US	Class Rooms	Toi-lets	Grades Taught	Teach-ers	ADA	Enroll-ment
Carter's Branch	CB 1949	1	X	3	X	1 - 12	4	124	146

*CB = Concrete Block.

cafeteria, for housing all the Negro pupils in the entire county. In 1954-55, Iuka had only 55 Negro pupils enrolled, with two teachers, grades 1 - 8, and an ADA of 52. During the last decade the enrollment in these grades has dropped from 84 to 55 or a decrease of some 35% in Iuka Separate School District. The Negro annual births have dropped from 33 in 1947 to 23 in 1954 or a decrease of 30%. Carter's Branch has three rooms, four teachers, grades 1 - 11, with an enrollment of 146. In the entire county there were only about 200 Negro pupils enrolled. See Tables XXV and XXVIII.

PART 3 BUILDINGS FOR WHITE PUPILS IN IUKA SEPARATE SCHOOL DISTRICT

Iuka Separate School District in Beat 1, has four buildings erected on a four and one - half acre site in the town of Iuka. The total district now covers nine square miles. Some of these buildings are entirely inadequate for the new program.

The High-School Building was erected in 1910, has thick, solid, brick walls, but the interior, with its antiquated arrangements, is entirely unsuited for further use.

It has nine-high-ceiling classrooms, ten teachers, large library-study hall, very wide corridors. There are no facilities for a modern high-school program. Even the toilet facilities are almost negligible. The building should be abandoned for regular class work, but it should be retained after much remodeling, as a multi-purpose building such as for band practice in the library space, band practice booths, piano booths, and other phases of music, as well as for club rooms, storage, community center, et cetera. The new high-school building of nine regular classrooms, science laboratory, two commercial rooms, office space, and toilets, could be erected to the west and parallel with the elementary building, with a covered ambulatory facing the street and connecting this new building with the auditorium in the elementary building, or built south of cafeteria (See further possibilities under Recommendations). In 1954-55, there were 286 in ADA, and 318 enrolled in grades 7 - 12.

The Elementary Building is brick, erected in 1942, with only four classrooms and an auditorium. The toilets are inadequate. There are three other poorly adapted elementary classrooms built onto the rear of the gymnasium. There was a total of eight elementary teachers, with an enrollment of 309, and an ADA of 234. Eight new classrooms should be added to the present elementary building on the south end, and the old rooms in the gymnasium should be used for other purposes.

The Cafeteria was constructed of concrete blocks and brick veneer in 1952, not connected with, but in juxtaposition to the other buildings. It is adequate for the time being, but can be extended if need arises.

TABLE XXVII

EXISTING SCHOOL BUILDINGS FOR WHITE CHILDREN IN IUKA SEPARATE SCHOOL DISTRICT, 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			Class Rooms	Audi-torium Gym	Li-brary	Toi-lets	Grades Taught	Teach-ers	Enroll-ment	ADA	
				S	F	US									
Iuka			4 1/2								1 - 12	18	520	627	
High School	B	1910				X	9			X	X	7 - 12	10	286	318
Elementary	B	1942			X		7	X	X		X	1 - 6	8	234	309
Cafeteria	BCB	1952			X										
Gymnasium	CB	1949			X										

*B = Brick; BCB = Brick and Concrete Block; CB = Concrete Block.

TABLE XXVIII

EXISTING SCHOOL BUILDING FOR NEGRO CHILDREN IN IUKA SEPARATE SCHOOL DISTRICT, 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			Class Rooms	Audi-torium	Toi-lets	Grades Taught	Teach-ers	Enroll-ment	ADA
				S	F	US							
Iuka	CB	1949	1/5			X	3	X**	X	1 - 8	2	55	52

*CB = Concrete Block; **Auditorium-classroom combination.

The Gymnasium is of concrete blocks and brick veneer, built in 1949. It is adequate, but needs some repairs.

PART 4 IUKA BUILDING FOR NEGROES

The Negro Building in Iuka is a concrete block structure of three classrooms, built in 1949 on one-fifth of an acre. Two rooms are regular size set end to end, and the other room is parallel and runs the full length of the other two rooms, which is used as an auditorium-classroom combination. There are two teachers for grades 1 - 8, and outdoor toilets. The plant is inadequate and should be abandoned. The city board of trustees and the county board of education should cooperate in building a satisfactory new school building for Negroes, on Highway 25 in the vicinity of Tishomingo, for all the Negro pupils in both county and Iuka. This should prove very satisfactory.

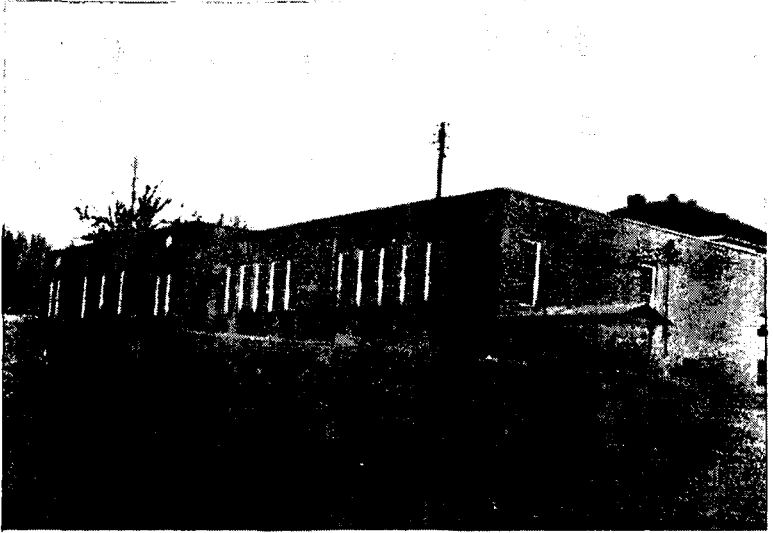
In this Chapter is also a display of pictures of the white and Negro buildings in Tishomingo County and Iuka Separate School District.

PART 5 PROGRAM OF STUDIES IN SECONDARY SCHOOLS

The prime purpose of all school buildings is to house pupils who pursue definite curricula leading to certain types of training, and who participate in other functional and useful school activities involving the development of good citizenship. The following programs of studies are those offered to the white pupils. So far, neither the county nor Iuka S. S. D. has extended the curricula for Negro pupils beyond the eighth grade, except that Iuka transported some 7 to 9 pupils to Corinth.

Tables XXIX, XXX, and XXI present the programs of studies for the white pupils in Tishomingo County, and Iuka secondary schools respectively. To an extent these programs are inadequate in that they do not give terminal curricula nor sufficient science subjects. Biology, botany and agricultural science are good courses, but chemistry and physics are more important in preparing youth to meet the ponderous situations in the great industrial areas, and in preparing for college entrance. Too many of the college students enter institutions of higher learning inadequately prepared. More emphasis should be given to this phase of instruction even though the cost is greater. The smaller rural schools should be just as responsible for the training of their youths as are the larger city schools.

The offerings at Belmont, Burnsville, Holcut, Tishomingo and Iuka are so nearly the same that their separate discussions would grow monotonous. Therefore, it is highly recommended that these programs of studies be enriched by emphasizing the fundamentals of English--especially grammar and composition, mathematics, chemistry, and physics.



Iuka White Grades 1 - 6



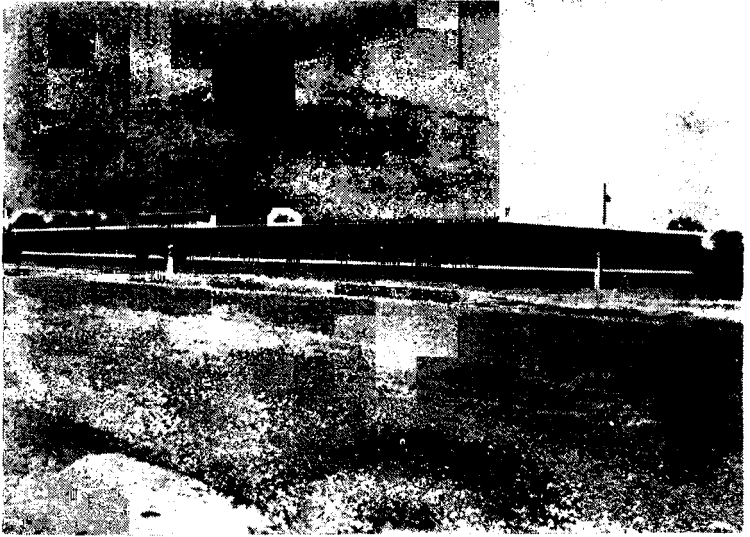
Iuka White Gymnasium



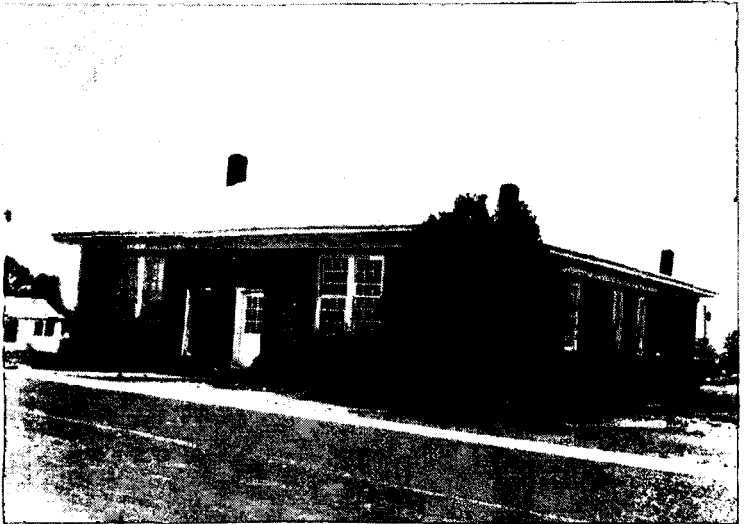
Iuka White Grades 7 - 12



Iuka White Cafeteria



Belmont White Grades 1 - 6



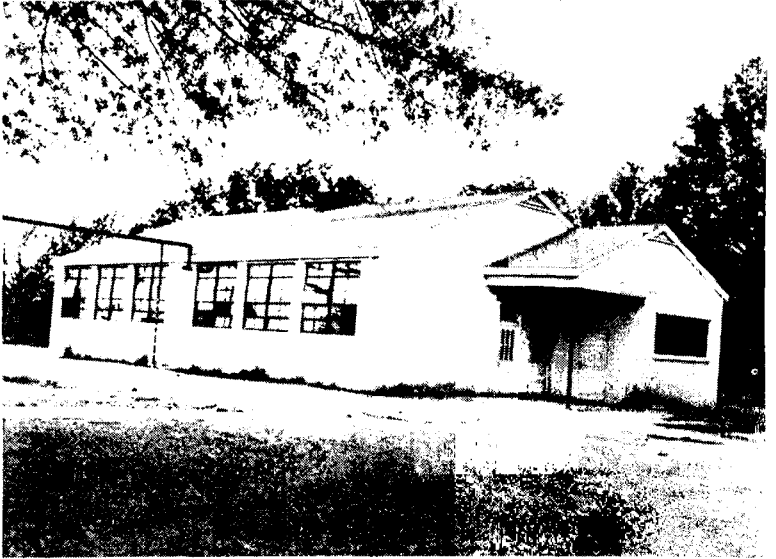
Belmont White Agriculture Building



Belmont White Grades 7 - 12



Belmont White Gymnasium



Belmont White Lunch Room



Burnsville White Grades 7 - 12



Burnsville White Grades 1 - 6



Burnsville White Shop and Home Science



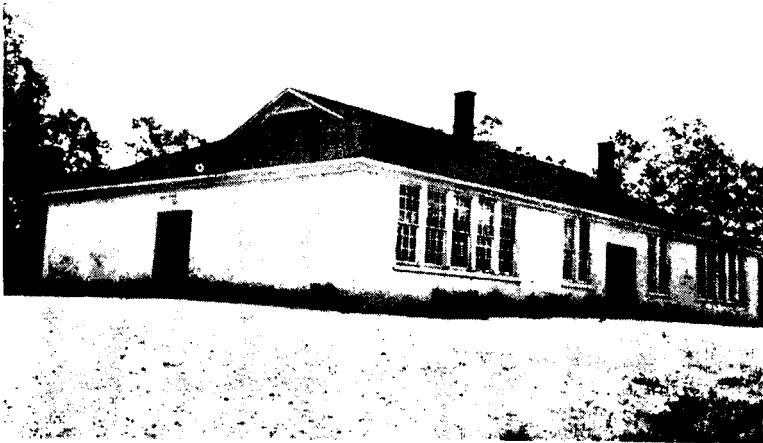
Burnsville Lunch Room



Lambert Chapel (Burnsville Special) White Grades 1 - 6



Holloway (Burnsville Special) White Grades 1 - 8



Pleasant Ridge (Burnsville Special) White Grades 1 - 8



Central White Grades 1 - 8



Dennis White Grades 1 - 8



Crossroads White Grades 1 - 8



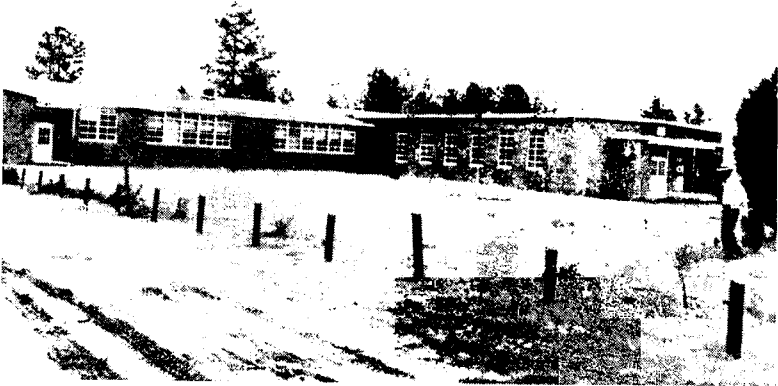
Dennis White Lunch Room



Golden White Grades 1 - 8



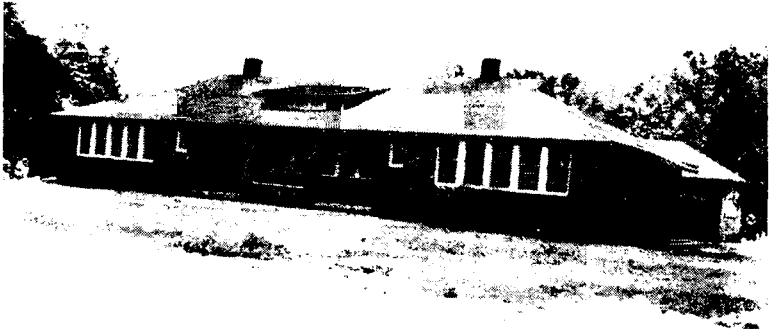
Holcut White Lunch Room



Holcut White Grades 1 - 12



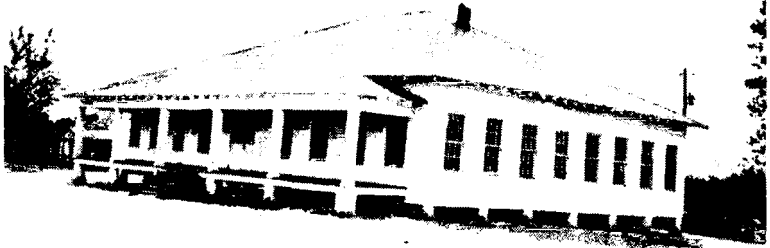
Midway White Grades 1 - 8



Paden White Grades 1 - 12



Tishomingo White Grades 1 - 6



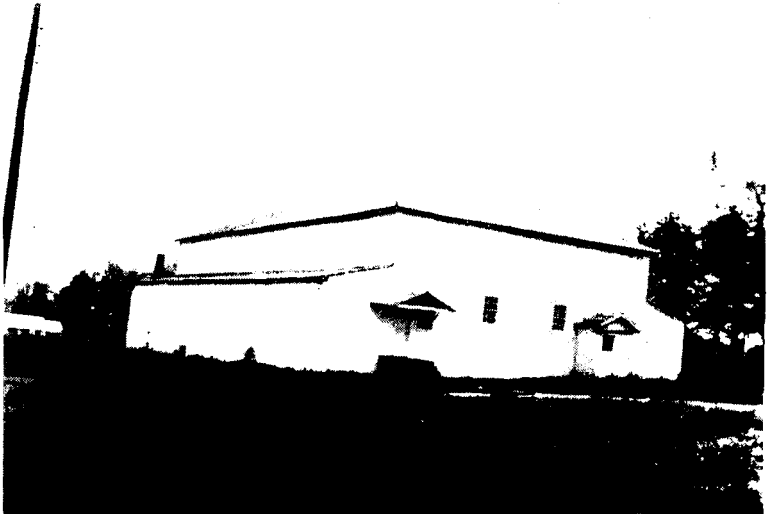
Snowdown White Grades 1 - 8



Tishomingo White Grades 7 - 12



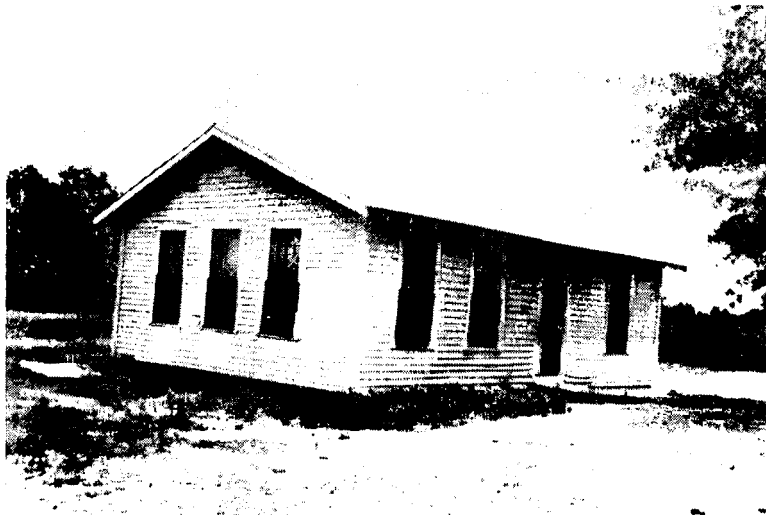
Tishomingo White Home Science



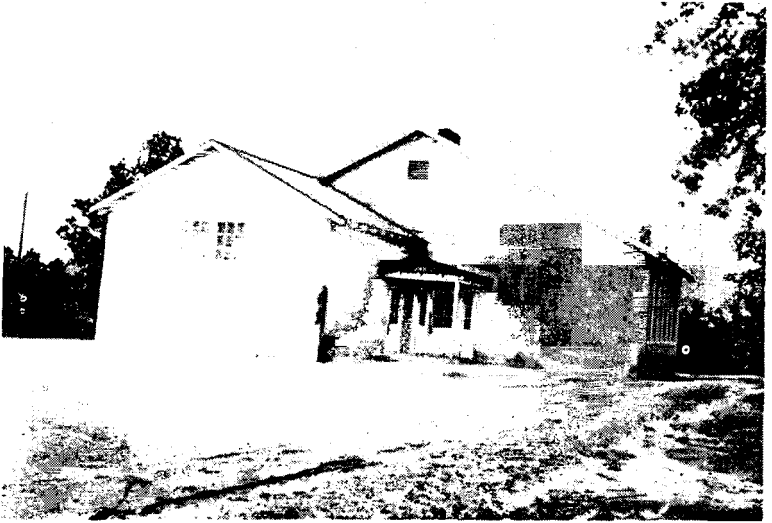
Tishomingo White Gymnasium



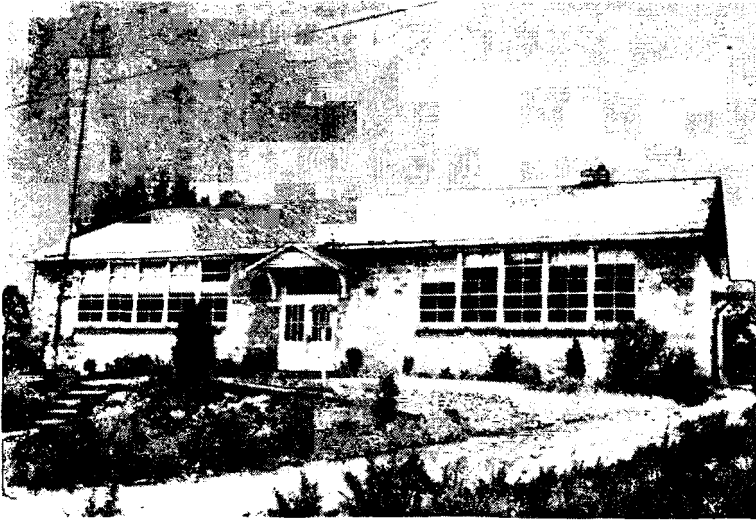
Tishomingo White Residence and Class Rooms



Tishomingo White Lunch Room



Carters Branch Negro Grades 1 - 11



Iuka Negro Grades 1 - 8.

TABLE XXIX

PROGRAM OF STUDIES IN SECONDARY SCHOOLS BY SUBJECTS, NUMBER OF
TEACHERS, AND SECTIONS, PUPILS ENROLLED IN BURNSVILLE SPECIAL
CONSOLIDATED SCHOOL, BELMONT, AND HOLCUT, 1954-55

Subjects Taught By Grades	Burnsville			Belmont			Holcut		
	Enroll- ment	Teach- ers	Sect- ions	Enroll- ment	Teach- ers	Sect- ions	Enroll- ment	Teach- ers	Sect- ions
<u>Agriculture</u>	51	1	4	45	1	3			
<u>Commercial</u>									
Bookkeeping	21	1	1	24	1	1			
Shorthand	17	1	1	8	1	1			
Typing	24	2	2	31	1	2	108	1	4
<u>English</u>									
7th.				47	1	2	18	1	1
8th.				57	1	2	17	1	1
9th.				50	1	2	40	1	1
10th.	49	1	2		1	1	33	1	1
11th.	31	1	1	37	1	1	27	1	1
12th.	17	1	1	29	1	1	20	1	1
<u>Homemaking</u>									
8th.				21	1	1			
9th.				15	1	1			
10th.				14	1	1			
<u>Mathematics</u>									
Arith. -7th.				47	2	2	18	1	1
Arith. -8th.				57	1	2	17	1	1

TABLE XXIX (CONTINUED)

Subjects Taught By Grades	Enroll- ment	Teach- ers	Sect- ions	Enroll- ment	Teach- ers	Sect- ions	Enroll- ment	Teach- ers	Sect- ions
Arith. -H. S.	30	1	1	50	2	2	40	1	1
Algebra I	23	1	1	42	1	1	33	1	1
Algebra II	27	1	1	24	1	1	20	1	1
Geometry	7	1	1				27	1	1
<u>Science</u>									
Science-7th.				47	1	2	18	1	1
Science-8th.				57	1	2	17	1	1
Sci. -General	36	1	1				40	1	1
Biology				23	1	1	33	1	1
Chemistry				14	1	1			
<u>Social Studies</u>									
Hist. -7th.							18	1	1
Hist. -8th.				57	1	2	17	1	1
Civics	32	1	1				40	1	1
World Hist.				42	1	1	27	1	1
Am. Hist.	31	1	1	38	1	1	33	1	1
Am. Go.	18	1	1	32	1	1	20	1	1

TABLE XXX

PROGRAM OF STUDIES IN SECONDARY SCHOOLS BY SUBJECTS, NUMBER OF
TEACHERS, AND SECTIONS, PUPILS ENROLLED IN TISHOMINGO
CONSOLIDATED SCHOOL, 1954-55

Subjects Taught By Grades	Enroll- ment	Teach- ers	Sect- ions	Subjects Taught By Grades	Enroll- ment	Teach- ers	Sect- ions
<u>Agriculture</u>	77	1	5	<u>Mathematics</u>			
<u>Commercial</u>				Arith.-7th.	25	1	1
Bookkeeping	40	1	2	Arith.-8th.	18	1	1
Shorthand	12	1	1	Arith. -H. S.	33	1	1
Typing	42	1	3	Algebra I	29	1	1
<u>English</u>				Geometry	17	1	1
7th.	25	1	1	<u>Science</u>			
8th.	18	1	1	Sci. -7th.	25	1	1
9th.	33	1	1	Sci. -8th.	18	1	1
10th.	29	1	1	Biology	22	1	1
11th.	36	1	1	<u>Social Studies</u>			
12th.	25	1	1	Hist. -7th.	25	1	1
<u>Homemaking</u>				Hist. -8th.	18	1	1
8th.	10	1	1	Social Science	33	1	1
9th.	24	1	2	World Hist.	36	1	1
10th.	34	1	2	Am. Hist.	29	1	1
11th.	13	1	1	Am. Go.	21	1	1

TABLE XXXI

PROGRAM OF STUDIES IN SECONDARY SCHOOL BY SUBJECTS, NUMBER OF
TEACHERS, AND SECTIONS, PUPILS ENROLLED IN IUKA SEPARATE
SCHOOL DISTRICT, 1954-55

Subjects Taught By Grades	Enroll- ment	Teach- ers	Sect- ions	Subjects Taught By Grades	Enroll- ment	Teach- ers	Sect- ions
<u>Commercial</u>				Arith. -8th.	48	1	1
Bookkeeping	23	1	1	Gen. Math. -9th.	61	1	2
Shorthand	24	1	1	Algebra I-10th.	58	2	2
Typing	57	1	4	Algebra II-11&12	31	1	1
<u>English</u>				<u>Science</u>			
7th.	52	1	1	7th. & Geog.	52	1	1
8th.	48	1	1	8th.	48	1	1
9th.	57	2	2	9th. -General	29	1	1
10th.	58	2	2	10th-Biology	34	1	1
11th.	56	2	2	11 & 12-Chemistry	56	2	2
12th.	34	1	1	<u>Social Studies</u>			
<u>Homemaking</u>				Hist. -7th.	52	1	1
9th.	30	1	1	Hist. -8th.	48	1	1
10th.	34	1	2	World Hist. 10th.	52	1	2
11th & 12th	16	1	1	Civics 9th & Geog.	65	2	2
<u>Mathematics</u>				Am. Hist. 11th	54	1	2
Arith. -7th.	52	1	1	Am. Go. & Ec. 12th.	23	1	1

CHAPTER VI

SCHOOL FINANCE

The success of administering a school system depends primarily upon seeing the overall needs of the school program, planning for those educational needs, and then 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 adequate amount of 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 to provide the proper kind of schools.

PART 1 ASSESSED VALUATION

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 Tishomingo County are not comparable. There are wide 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 have equal educational opportunities for all the children in the county. There are now 13 taxing school districts in Tishomingo County, including Iuka S. S. D., assessed with a total valuation of \$4,607,202 as

shown in Table XXXII. However, the county's assessed valuation will be reduced by the amount of assessed valuation in Beat 1 (not considering Iuka S. S. D.), when the reorganization is completed. If the valuation for school revenue were fixed at a more nearly true ratio, the tax rates may be lowered, and the county and city bases of taxation would be more comparable. A comprehensive study in this area should prove profitable to all taxpayers and there would be more wealth back of each rural child. (See Table XXXIII).

The tax rates for current expenses is 10 mills in all taxing school districts in the county except in Belmont and Snowdown which are 4 and 6 mills respectively. There was a county-wide tax rate of 11 mills. Iuka S. S. D. had a rate of 25 mills for current expenses on its assessed valuation of \$850,799.

There were five districts with fixed millage rates for bonded indebtedness: Burnsville 10; Belmont 13, Holcut 12; Paden 7 and Tishomingo 10. In 1954-55 these same districts had a bonded indebtedness of \$65,000; \$81,700; \$39,000; \$11,300; and \$29,500 respectively. (See Table XXXIII). Iuka Separate School District levied 8 mills for this purpose with a bonded indebtedness of \$52,000. None of these districts closed the fiscal year of 1954-55 with any floating indebtedness. And each of these districts closed the year with a cash balance ranging from \$655.24 (Cross Roads) to \$35,969.94 (County-wide) or a total of \$55,145.30 for the 12 county districts. Iuka S. S. D. had a cash balance of \$3,694.37.

Under the reorganized program it seems the total millage rate should remain about the same for all citizens under the county-unit plan, and the same is true for Iuka S. S. D.

TABLE XXXII

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		
Belmont	\$ 664,599	4	13	\$ 63,324.72	\$ 81,700	0	15.39	\$ 1,520.44
Burnsville Cons.	754,272	10	10	68,951.40	65,000	0	18.08	1,961.21
Central	221,444	10	0	18,224.05	0	0	4.50	3,665.30
Cross Roads	93,469	10	0	4,031.98	0	0	2.39	655.24
Dennis	219,032	10	0	17,157.74	0	0	4.43	821.54
Golden	158,252	10	0	20,572.12	0	0	4.21	1,375.05
Holcut	196,487	10	12	33,938.51	39,000	0	4.13	831.82
Midway	195,913	10	0	16,877.59	0	0	4.12	2,461.74
Paden	202,042	10	7	13,261.48	11,300	0	4.27	1,605.75
Snowdown	202,649	6	0	11,394.42	0	0	4.30	836.92
Tishomingo Cons.	481,840	10	10	50,487.22	29,500	0	11.53	3,440.35
County-wide	(3,756,403)	0	0	13,335.00	0	0	(77.35)	35,969.94
Total County	\$ 3,756,403	11	0	\$361,826.66	0	0	77.35	\$55,145.30
Iuka S. S. D.	\$ 850,799	25	8	\$ 72,251.96	\$ 52,000	0	22.65	\$ 3,694.37
Grand Total	\$4,607,202			\$ 434,078.62			100.00	\$58,839.67

TABLE XXXIII

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

School District	Assessed Valuation	Enrollment	Wealth Back of Child
County	\$ 3,756,403	3,334	\$ 1,127
Iuka	850,799	682	1,247
Total	\$4,607,202	4,016	
Mean Average			\$ 1,147

Table XXXIV shows the annual current cost of operating school districts in Tishomingo County during 1954-55, including the Iuka S. S. D., with respect to (a) instruction, (b) transportation, and (c) other cost of operation. The highest cost per pupil in ADA was \$192.15 at Paden. Among the larger school in the county with grades 1 - 12, the annual costs per pupil in ADA ranged from \$107.67 at Holcut to \$132.32 at Tishomingo. It should be added, though, that the low cost per child does not necessarily mean a sound economical program of training. A sound policy of school finance is not how little is spent per child, but how much can be expended economically and for the welfare of the child.

It is interesting to note that Iuka S. S. D. expended annually less per child in ADA (\$106.98) than any white district in the County, except Pleasant Hill (\$41.49) and Rowland Mills (\$72.33), and yet at the same time provided a nine-month session while the county had only 8 months. But far too little was spent for Negro education in each administrative unit. (See Table XXXIV).

TABLE XXXIV

ANNUAL CURRENT COST OF OPERATING WHITE AND NEGRO ATTENDANCE CENTERS IN TISHOMINGO AND IUKA,
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	
Tishomingo Co.	\$ 342,036.03*	\$ 245,984.44	94.21	\$ 50,179.45	\$ 19.21	\$ 45,872.14	\$ 17.57	\$130.99
Belmont	59,632.61	48,259.88	94.07	6,906.46	13.46	4,466.27	8.71	116.24
Bennett's Chapel	2,488.50			2,475.00		13.50		
Burnsville Spec.	73,200.26	49,660.92	82.49	10,144.96	16.85	13,394.38	22.25	121.59
Central	15,562.68	8,386.60	63.53	5,274.44	39.96	1,901.64	14.41	117.90
Crossroads	4,205.27	2,403.28	72.83	1,122.24	34.01	679.75	20.60	127.43
Dennis	16,263.52	11,160.47	79.15	3,125.50	22.17	1,977.55	14.03	115.34
Golden	21,057.18	15,939.15	96.60	2,656.15	16.10	2,461.88	14.92	127.62
Holcut	30,792.47	24,027.23	84.01	2,768.37	9.68	3,996.87	13.98	107.67
Midway	15,844.91	10,342.42	72.33	4,295.96	30.03	1,206.53	8.44	110.80
Paden	21,905.57	16,303.68	143.01	2,512.00	22.04	3,089.89	27.10	192.15
Pleasant Hill	1,161.68	1,035.32	36.98			126.36	4.51	41.49

TABLE XXXIV (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	
Rowland Mills	\$ 1,663.68	\$ 1,528.88	\$ 66.47	\$	\$	\$ 134.80	\$ 5.86	\$ 72.33
Snowdown	11,121.75	7,126.94	76.63	2,500.00	26.89	1,494.81	16.07	119.59
Tishomingo	44,724.56	34,917.28	103.30	6,398.37	18.93	3,408.91	10.09	132.32
County-wide(Negro)	11,907.24	7,485.46	60.37	3,541.50	28.56	880.28	7.10	96.03
Iuka								
White	55,628.38**	47,219.70	90.81			8,408.68	16.17	106.98
Negro	5,002.31	3,129.73	60.19	681.69	13.11	1,190.89	22.90	96.20

*Includes County Administration Cost of \$14,994.01. **Includes City Administration Cost of \$5,799.04.

CHAPTER VII RECOMMENDATIONS FOR AND IMPLEMENTATIONS OF THE
REORGANIZED PROGRAM

The chief purpose of this survey is to make a thorough study of the status of all existing school districts prior to their abolition under the laws of the 1953 Special Session of the State Legislature, and to evaluate the current conditions in light of the criteria promulgated by the Mississippi Educational Finance Commission.

During the past few years much progress has been made in consolidating small white schools. The one- and two-room buildings have been reduced from 30 to 15, and the bus routes from 50 to 30. Further consolidation is necessary. It is very reasonable to believe that four or perhaps five (see Holcut below) larger white attendance centers in the entire county, including Iuka, will be ample to carry on a progressive program and provide future developmental phases for Tishomingo County and the Iuka Separate School District.

There are only two Negro centers left, one at Carter's Branch in the county, and the other in Iuka. The total enrollment in these two Negro centers has decreased to about 200 pupils taught by six teachers. Some seven or eight Negroes in grades 9 - 12 are being transported to Corinth. Later they can all attend the new center recommended in this Chapter. There are no Negro pupils in Beat 2 (Burnsville area). Most of them are concentrated in Iuka and around Carter's Branch. A few live near Tishomingo and south of Belmont.

PART 1 TWO ADMINISTRATIVE UNITS UNDER THE REORGANIZED PROGRAM

There have been 15 white taxing districts in the entire County: Burnsville, Central, Cross Roads, Dennis, Belmont (Fifth District), Golden, Holcut, Midway, Paden, Pleasant Hill, Rowland Mills, Snowdown, Tishomingo Special, Iuka, and County-wide. There is no special millage for Negro schools in the county-wide tax program. It is recommended that there be only two administrative units in the county: (a) Tishomingo County Unit and (b) Iuka Separate School District Unit. The boundary lines of each reorganized unit and recommended attendance centers are as follows:

First, it is recommended that Beats 2, 3, 4, and 5 be reorganized into one county administrative unit with white attendance centers at Belmont, grades 1 - 12 (Beat 5); Burnsville, grades 1 - 12 (Beat 2); Holcut, grades 1 - 9 (Beat 3); and Tishomingo, grades 1 - 12 (Beat 4).

Second, it is recommended that Holcut (Beat 3), be retained for the present as an attendance center in the county unit for grades 1 - 9. However, the future existence of this center should rest with the county board of education, whether it should finally retain there grades 1 - 8, 1 - 9, 1 - 12; or be abandoned entirely, and all the pupils be sent to the nearest centers according to the better judgement of the county superintendent and board of education. However, since there was an election held on May 3, 1955, in part of Prentiss County, for the purpose of voting bonds to build a gymnasium at Holcut; and since later these bonds were issued in the amount of \$20,000, it will be well for the two county boards to bear in mind that

TABLE XXXV

PROPOSED EXPENDITURES AND OTHER INFORMATION FOR TISHOMINGO COUNTY
WHITE AND NEGRO SCHOOLS FOR THE SCHOOL SESSION OF 1955-56

County Administration	\$ 14,999.96	Millage Under Current Program	11
Teachers' Salaries Including Principals	232,339.84	Millage Under Reorganiza- tion	21
Transportation Costs	59,602.50		
All Other Costs	52,208.66		
Debt Service*			
Total	\$ 359,150.96**		

*There were no county-wide bonds outstanding. There was total bonded indebtedness of \$231,000 as of September 30, 1955, in the following consolidated districts: Belmont, Burnsville, Golden, Holcut, Paden, and Tishomingo. The millage rates to retire bonds ranged from 2 to 12 mills, and the rates of interest ranged from 2 1/4% to 6%. The bond-payment schedules seem to have been met consistently, leaving a total cash balance of \$14,048.12 in the treasuries of these five consolidated districts. The total cash balance, including county-wide and these districts, at beginning of fiscal year 1955-56, was \$31,960.73. **Does not include cash balance.

these bonds will remain an obligation of these two counties until said bonds are retired, regardless of whether the Holcut center be retained or whether this center be abandoned at some future time. The size of the future enrollment at Holcut should be the determining factor as to the retention of this center, which should be decided by these two county boards.

Third, the county board and the Iuka board have agreed that all of Beat 1 including all attendance centers therein, become a part of the Iuka Separate School District.

TABLE XXXVI

NEEDED NEW SCHOOL BUILDINGS, ADDITIONS, REPAIRS WITH ESTIMATED COST, FOR TISHOMINGO COUNTY
AND IUKA SEPARATE SCHOOL DISTRICT

Approximate Location	Race	Estimated Cost	Estimated Cost Above or Below Minimum Program	Estimated ADA
Belmont (Fifth District) New: Audi., Cafe., 4 C. Rooms, Repairs	White	\$ 145,000	\$ 35,000 Below	750
Burnsville New: 4 C. Rooms, El. Bldg., Cafe., Repairs	White	169,000	25,000 Above	600
Tishomingo New: Cafe., Gym, Repairs	White	105,000	15,000 Below	500
Iuka New: 12-room H. S., 6 El. Rooms, Repairs	White	220,000	47,200 Above	720
Near Tishomingo New: Bldg. for grades 1 - 12	Negro	120,000*	72,480 Above	176
Total		\$ 759,000	\$ 94,680 Above	2,746

*This amount is to be shared as follows: \$80,000 to be paid by the County and \$40,000 by Iuka.

TABLE XXXVII

ESTIMATED RECEIPTS FOR TISHOMINGO COUNTY SCHOOLS, 1955-56

Sources of Revenue	Minimum Program Funds	Estimated Receipts	
		Other County Funds	Maintenance Funds
Assessed Valuation	\$ 34,955.00	\$	\$ 18,222.97
Poll Tax	6,229.00		
Mineral Lease Tax		700.00	
Other Local & Dist. Revenue		99.40	99.44
Per Capita	28,045.00		
Minimum Ed. Prog.	247,225.38		
Vocational Ed.			9,624.66
Chickasaw School Fund		2,443.42	
Severance Tax	307.00		
Homestead Exemption	10,800.00		7,083.60
Total	\$327,561.38	\$ 3,242.82	\$ 35,030.67

The topography of Beat 1, caused by the protrusion of Pickwick Landing Reservoir (T. V. A.) down into the northern part of the county, makes it advisable for all children in Beat 1, to attend the Iuka schools. Beat One should have an administrative unit.

Thus, these two districts should constitute the administrative units of the reorganized program. One of these two districts should become an administrative school unit under Tishomingo County board of education, and supervised by the County superintendent of education; and the other under the Iuka board of trustees, supervised by the superintendent

of Iuka Public School.

With these two administrative units and their respective large attendance centers for white and Negro pupils in the elementary and secondary schools, this whole county should look with pride to its future educational possibilities.

PART 2 RECOMMENDATIONS FOR BUILDING PROGRAM

WHITE ATTENDANCE CENTERS

The Burnsville Center should be retained. However, a great deal of remodeling, repairing, and repainting are needed for the current buildings. A new elementary building and additional high-school classrooms are necessary.

High School. Actually, there are only four regular classrooms in this recently constructed six-room building, not counting the studyhall and library. The auditorium, library, and studyhall are now being used as classrooms. This building should be reconditioned at an approximate cost of \$5,000. Four additional new classrooms are essential, which may cost about \$35,000.

Gymnasium was erected last year at a cost of \$30,000. However, it needs some refinishing inside, which may be done for about \$1,000.

New Elementary Building of 12 classrooms and a new cafeteria are definitely needed. The total estimated cost is \$125,000. The old elementary building is beyond redemption, and should be abandoned as quickly as the new building is ready for occupancy. This

new elementary building, and cafeteria should be so constructed as to complement the new high-school rooms.

The Vocational Shop and Homemaking Plant need much reconditioning and repainting. This should cost some \$3,000.

These improvements are a minimum and the total cost should approximate \$169,000. This center should have an enrollment of around 640 pupils and an ADA of about 600 pupils, when reorganized.

The Belmont Center should be retained. It now has a good new high-school building recently occupied, which cost about \$80,000; but other additions, and improvements of the old building are very essential.

The High School seriously needs a new auditorium and cafeteria to be built so that the cafeteria can serve both high-school and elementary pupils. The present cafeteria is usable, but it is too far away from the center of traffic to provide proper efficiency. The cost should be about \$50,000.

The Old Elementary Building should be renovated and repainted inside and out at a cost of about \$50,000, and four more new classrooms should be added at a cost of \$40,000, or for a total cost of some \$90,000.

The Vocational-Homemaking Building needs some \$5,000 worth of renovation and repairs. It may be well to consider the converting of the present cafeteria into a homemaking department.

The total cost at Belmont should be about \$145,000. There should be an approximate enrollment of 780 pupils and an ADA of 750, when the reorganization is consummated.

The Holcut Center is a question mark. If 122 pupils continue to come from Prentiss County, 20 from the lower part of Beat 2 (Burnsville area), 143 from Midway, plus those belonging to Holcut are housed here, there could be about 400 enrolled at Holcut. Otherwise, if grades 10 - 12 go elsewhere, and these extrinsic pupils do not attend Holcut, the enrollment may be reduced below 300 in grades 1 - 9. Since the conditions there are too iffy, it is recommended that no additional money now be spent at Holcut; and that there should be a waiting period before a long-term definite decision is made as to its future disposition.

Many of the pupils now attending Holcut, are transported clear across the county from the Alabama line. They pass within six miles of Iuka and seven miles of Tishomingo. For the time being, no additions to Holcut buildings are necessary. It may be within two or three years these children could be accommodated more effectively and economically at other centers. Time, and attitude of the people, should resolve these current problems.

Tishomingo Center already has some very good buildings, but some new additions and improvements are needed and very necessary. The old Grammar School building should be abandoned and new elementary facilities should be provided on the present site of the main plant.

The High School Building is good, but should have some reconditioning, which may cost about \$5,000.

The elementary-school children should be moved from the old Grammar School to the present campus after six classrooms are added to the current high-school plant. These six classrooms should be projected from the north end of the present building, and a cafeteria should be provided beneath them on the ground floor. This should be done for about \$65,000.

A New Gymnasium should be erected to replace the old gym. Since Burnsville has just completed a good new gymnasium for \$30,000, Tishomingo should build one for about the same amount, \$30,000.

Vocational-Homemaking Buildings should be reconditioned and repainted, which should cost about \$5,000.

The total building expenditures at Tishomingo should be about \$105,000. When the reorganization has been consummated, Tishomingo Schools should have an enrollment of some 530 pupils and perhaps an ADA of 500.

With these building improvements the Tishomingo County Administrative Unit, consisting of Beats 2, 3, 4, and 5, will be well provided with good housing facilities, and should project an excellent educational program for these children.

PART 3 NEGRO ATTENDANCE CENTER

Under the provisions of House Bill No. 46, Acts of the Regular Legislative Session

of 1956, (also see Chapter 12, Extraordinary Session 1953), the board of education of Tishomingo County and the boards of trustees of the Iuka Separate School District have jointly and unanimously agreed that these two administrative units should combine their interest and construct a centrally located Negro building on Highway #25 near Tishomingo, to house all Negro pupils in grades 1 - 12 in the county. They further agreed, since "the money follows the child," that the county should bear all costs of instruction, transportation, supplies, et cetera, and have administrative control of the center. For buildings and their major upkeep, the county would bear two-thirds of the costs and Iuka S. S. D. would bear one-third.

These arrangements should conform to the criterion of the Finance Commission, which provide for meeting certain socio-economic conditions in sparsely populated areas.

It would be more economical and efficient to move all Negro pupils to a new site where a building should be constructed on Highway 25 north of Tishomingo in Beat 4, for the education of all Negro pupils in grades 1 - 12.

It could be built for about \$120,000, by the county putting up two-thirds (\$80,000) and the Iuka Separate School District, one-third (\$40,000). This arrangement would effectively solve the difficult problem of housing the Negro pupils in Tishomingo County.

PART 4 IUKA SEPARATE SCHOOL DISTRICT WHITE AND NEGRO ATTENDANCE CENTERS

Under the reorganization plan, the Iuka Separate School District will be extended

TABLE XXXVIII

PROPOSED EXPENDITURES AND OTHER INFORMATION FOR IUKA S. S. D.
SCHOOLS FOR THE SCHOOL SESSION OF 1955-56

City: Administration	\$ 6,160.00	Millage Under Current Program	25
Teachers' Salaries Including Principals	51,090.00	Millage Under Reorganization	25
Transportation Costs	800.00		
All Other Costs	11,276.96		
Total	\$69,326.96*		

*Does not include cash balance.

TABLE XXXIX

ESTIMATED NEEDS FOR IUKA S. S. D. SCHOOLS, 1955-56

Sources of Revenue	Minimum Program Funds	Estimated Receipts	
			Other County Funds
Assessed Valuation	\$ 6,075.04		\$ 10,281.16
Poll Tax	1,079.00		
Other Local Revenue			150.00
Per Capita	5,487.00		
Minimum Ed. Program	41,594.70		
Vocational Education			1,075.50
Chickasaw School Fund			423.43
Homestead Exemption	2,044.96		743.62
Other State Sources			250.00
Lieu Tax (T. V. A.)			105.60
Total	\$ 56,280.70		\$ 13,029.31
Grand Total		\$69,310.01	

to include all territory in Beat One, and increase its assessed valuation by about \$1,541,000, and increase the enrollment by about 250 pupils or a total of about 750 pupils in the district. This will necessitate new building facilities. Most of the high-school pupils in Beat One are already attending in Iuka. All the pupils from Bennett's Chapel, Central, Clement Chapel, Snowdown, and some from Pleasant Hill will be included in the Iuka S. S. D.

The High-School Building now in use, should be abandoned and a new 12-room high-school plant including a homemaking department should be constructed on the south side of the present site. This building could be erected parallel to and flush with the elementary plant, on the streetside, and be connected to the auditorium with an ambulatory. Or the street on the south side of the site, could be opened up on through to Highway 25, and the building constructed so as to face this newly opened street. It should cost some \$130,000.

The Elementary Building needs six new classrooms built onto the southern end of the present plant, which should contain teachers lounge and ample restroom facilities. These new classrooms may cost about \$62,000, and the renovations of the old part of this elementary building should be done for about \$3,000.

If the Old High School Building is reconditioned and utilized as a multipurpose addition, about \$10,000 should be allocated for its renovation and painting inside and outside.

The Gymnasium needs some repairs on the inside, and the elementary classrooms on its rear should be converted into a vocational-shop department. This should cost \$5,000.

To guarantee better protection of all this school property, it would be well to build a teachers home on the southwest corner of this site, which could be done for about \$10,000.

Since the Negro pupils will be well housed in the new center near Tishomingo, there seem to be no further building needs in the Iuka District for some time. The cost of Iuka's part in this Negro plant should be about \$40,000.

Building costs being what they are in this area, the new building program for the Iuka S. S. D. should be met with a total cost of some \$260,000. The maximum available state building funds will approximate \$109,170, based on the current ADA of Iuka Separate School District. For details as to buildings needed and their costs, see Table XXXVI.

PART 5 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 Appendix and Bibliography).

The Director of Surveys has met with various groups concerned and discussed all different phases and implications of the reorganization. These meetings consisted of citizens, patrons, superintendents, members of boards of education, local trustees, principals, and teachers. These people felt free and were urged to participate and to express themselves on the pros and cons of how these recommendations will affect the local communities, the county as an administrative unit, and Iuka Separate School District.

It is believed that these recommendations are practicable and feasible, and that they are based upon sound criteria and common sense. The Survey Staff has tabulated and interpreted these data from the sources above, as supporting evidence in evaluating these programs of reorganization. The Staff has also inspected and appraised the school plants, and thereby reached what is thought to be reasonable conclusions as presented in Chapter VII.

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.*

* 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 of 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 system "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,

* 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:

<u>Commodes</u>	<u>Elementary Schools</u>	<u>Secondary Schools</u>
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?

BIBLIOGRAPHY

1. Advance Sheet, General Acts, Extraordinary Legislative Session, State of Mississippi, 1953.
2. American Standards Association. American Standard Practice for School Lighting. Illuminating Engineering Society, 51 Madison Avenue, New York 10, N. Y., 1948.
3. Annual Bulletin of Vital Statistics. Mississippi State Board of Health, Volumes I and II, 1953.
4. Criteria for School District Reorganization. Mississippi Educational Finance Commission, October 1, 1954.
5. Miscellaneous Sources of Information, Division of School Building and Transportation, Mississippi State Department of Education.
6. Mississippi State Tax Commission Service Bulletin Number 46, 1953.
7. National Council on Schoolhouse Construction. W. D. McClurkin, Executive Secretary, Peabody College, Nashville, Tennessee, 1953.
8. Official Manual of Instructions for the Kentucky Uniform Accounting System. State Department of Education, Frankfort, Kentucky, 1946.
9. Planning Rural Community School Buildings. National Council of State School Offices, Bureau of Publications, Teachers College, Columbia University. New York, N. Y., 1949.
10. Public Schools for Negro Children of Mississippi. Session 1953-54, Division of Administration and Finance, Mississippi State Department of Education.
11. Public Schools for White Children of Mississippi. Session 1953-54. Division of Administration and Finance, Mississippi State Department of Education.
12. Report of the Status Phase of the School Facilities Survey. School Housing Section, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C., 1953.
13. Statistical Data, 1953-54, Division of Administration and Finance, Mississippi State Department of Education, Bulletin SD-54.
14. U. S. Census 1950. Bureau of the Census, Department of Commerce, Washington 25, D. C.