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The report of a survey of the public schools of Clay County and West Point Separate School District

John E. Phay
University of Mississippi

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CLAY
COUNTY



WEST POINT
SEPARATE
DISTRICT



SCHOOL
SURVEY

THE REPORT OF A SURVEY OF THE PUBLIC SCHOOLS
OF
CLAY COUNTY
AND
WEST POINT SEPARATE SCHOOL DISTRICT

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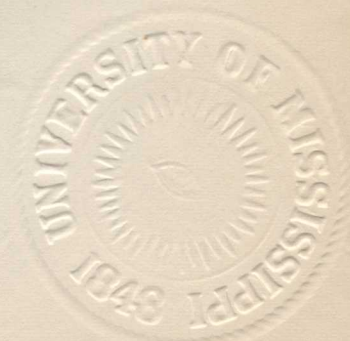
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School of Education
The University of Mississippi

May, 1956



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CHAPTER I
INTRODUCTION

Clay County. Clay County is an irregularly shaped county that lies in the northeast part of the State of Mississippi. On the east its boundary is the Tombigbee River, while on the south several creeks; Tibbee Creek, Catalpa Creek, Line Creek, and Six Mile Creek, form the major portion of the boundary. For the most part, township and section lines describe the other boundaries. Clay County has 414 square miles of territory, and at its widest points extends 17 miles north and south and 32 miles east and west. Lowndes County lies between Clay County and the State of Alabama.

A large part of the county, the east side, is in the prairie section of Mississippi, while the western part might be described as hilly. It is largely an agricultural county with many beef cattle, and nearly half the labor force have jobs connected with agriculture. Industry is not missing, however, and about one-eighth of

the workers are occupied in manufacturing.

West Point, the only city in Clay County, is located in the southeast portion of the county, and Mississippi highways 10 and 45-W intersect there. Highway 10 extends east and west of West Point in south Clay County, passing through the town of Pheba, about 19 miles west of West Point. Mississippi roads 47 and 46 originate six and seven miles west of West Point on highway 10. State highway 47 goes through the county to the north and road 46 to the northwest. The town of Montpelier lies on road 46.

Declaration of Policy by Legislature. The special session of the Mississippi Legislature in 1953 was devoted primarily to rewriting the school laws. As a statement of policy the legislature enacted in House Bill 2, Section 1, the following:

The legislature hereby recognizes that in order to discharge the constitutional mandate, set forth in section 201 of Article 8, that it shall be the duty of the legislature to establish "a uniform system of free public schools, by taxation or otherwise, for all children between the ages of six and twenty-one years", equality of educational opportunity with respect to instructional personnel, school buildings and facilities, transportation facilities, curriculum and all other school facilities should be

provided for all such children; that the burden of providing such equality of educational opportunity can no longer be borne entirely by the local taxing units; and, therefore, that a program of state aid therefor should be instituted. The legislature, therefore, declares and determines that the maintenance of the uniform system of free public schools to insure and provide substantial equality of educational opportunity is the joint responsibility of the State of Mississippi and the local taxing units thereof.¹

State Finance Commission. New state laws require all counties and all separate school districts in Mississippi to have school surveys made in accordance with regulations of the newly created State Educational Finance Commission. Two basic statutes enacted during the Extraordinary Session of the Mississippi Legislature of 1953, at which time the commission was created, govern many of the functions of this commission. Section 11 of House Bill 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

1. Mississippi Code, 1942, Annotated, Section 6246-01.

in making such surveys, and make supplemental surveys of such needs.¹

and Section 3 of House Bill No. 3 reads:

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.²

To implement the legal requirements for reorganization or reconstitution of a school district the State Educational Finance Commission has the authority to make its own declaration of policies governing surveys, insofar as its policies do not conflict with either the constitution or laws.

Section 1 of House Bill No. 3 of the 1953 Extraordinary Session of the Legislature abolished all school districts, but it required all districts to present a plan for reconstitution or reorganization by July 1, 1957. The State Educational Finance Commission will not consider a county or separate school district plan for reorganization until a survey has been made by a survey agency approved by the

1. Mississippi Code, 1942, Annotated, Section 6246-11.

2. Ibid. Section 6328-03.

commission. The Bureau of Educational Research is one such agency approved by the commission.

Commission Requirements. The State Educational Finance Commission in its "Criteria For School District Reorganization" requires that certain conditions be met in planning for reorganization or reconstitution. Some of the requirements are listed in the following quotations which were taken from the "Criteria For School District Reorganization", published by the commission under date October 1, 1954, as amended under effective date June 20, 1956.

1. "Elementary schools shall be so planned as to have sufficient enrollment to provide a teacher for each grade taught..."
2. "Separate elementary school districts must be consolidated with high school districts."
3. "Inefficiency of operation and inadequate educational opportunities are caused by small enrollments in many of our present high schools. Recent studies show that in high schools with enrollments of from 50-100 the per pupil cost is much greater than in those with enrollment of 200. New high schools should have a minimum potential enrollment of 250 in grades nine through 12..."
4. "Combination schools, grades 1-12, should have at least 12 teachers and 12 grades."
5. "Each school district (administrative unit) shall provide high school facilities for both races, and it shall be the general rule that such facilities shall be provided within the district."

6. "In all cases, the administration of school facilities for both races shall be under the same board of trustees."

7. "Counties operating under the county unit system and municipal separate school districts meet the requirements of this paragraph. Other counties must reorganize into administrative areas large enough to insure a sufficient number of educable children of each race to maintain a high school for each race, provided, however, that in exceptional cases when it is impossible or impracticable to create a district with a sufficient number of educable children of each race to maintain a high school for each race within the district, two or more counties or districts may cooperate in providing necessary facilities."

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. County boards of education of adjoining counties should meet together and work out desirable consolidations where overlapping occurs."

10. "When the possible desirability of establishing one or more line school districts shall appear, the Commission may defer action upon any proposed plan of reorganization until the plans of reorganization of all adjoining counties which may be affected are received."

11. "Reorganization of administrative units (consolidation of school districts) is the first step to be taken by county boards of education..."

Bureau of Educational Research Selected. The Clay County Board of Education and the Board of Trustees of the West Point Separate School District selected the Bureau of Educational Research of the University of Mississippi to conduct their school survey. The Mississippi Educational Finance Commission had requested that the same research organization conduct all education surveys necessary within the boundaries of a single county. Agreements were entered into between the boards and the bureau in which the bureau agreed to furnish the information required by the Educational Finance Commission and to make recommendations for school district reorganization and school attendance centers. Members of the Bureau of Educational Research visited every school in Clay County, and each of the schools in the West

@histories

Point Separate School District. Black and white pictures were made of the inside and outside of each school building in the county. The pictures of the county schools and pictures of the separate school district schools are filed with the county superintendent and separate school district superintendent, respectively. Also, 50 copies of this report are filed with the county superintendent and 30 copies are filed with the separate school district superintendent. In addition to the black and white pictures, colored slides were made of all the schools for white children and several of the schools for Negroes. These slides showed some of the activities in the schools as well as physical facilities. Maps locating the residences of the transported and non-transported pupils were furnished by the county superintendent and the superintendent of the separate school district. The bureau staff placed map tacks on the spots representing the domiciles of the children, as had been indicated by the superintendents. Photographs

of these maps were made, and they also were filed with the superintendents.

Informing the People. While the survey was in progress the staff met with the superintendents and discussed the findings and progress of the survey. Prior to the drawing of conclusions or the forming of recommendations, the survey staff spoke at several meetings in West Point, Pheba, Montpelier, and other parts of the county. These meetings were arranged by the boards of education for the purpose of informing the people about the survey. Not only were meetings scheduled for the white school patrons, but also they were scheduled for Negro school patrons. Each meeting was well attended by the group for which it was scheduled.

At these meetings the survey staff showed color slides and black and white photographs of the schools and secured from the people their opinions about the schools. Explanation as to what was required by the Educational Finance Commission, statements about some of the things that were being done, and analyses of some of the tentative solutions to the problem were made. The survey

staff welcomed any school board or any group of people to discuss the problem with the survey staff.

Basic Assumptions. In developing a plan for schools in Clay County, certain basic assumptions were made by the survey staff. These assumptions follow. It was assumed:

1. That the requirements of the new laws and the requirements of the Mississippi Educational Finance Commission would be carried out.
2. That Clay County and the West Point Separate School District plan to maintain a segregated school system and that they plan to do so by legal means.
3. That if each race is voluntarily to choose its place of attendance according to color, facilities and educational opportunities for one race must be as attractive as they are for the other race.
4. That the people of Clay County are willing to provide equally desirable educational opportunities for each race, even though this means a rather large expenditure of money.

imposs.

5. That it is the obligatory duty of the survey staff to recommend the best possible education program for the children of West Point and Clay County that may be secured within the framework of the Mississippi Constitution, the Mississippi Laws and the requirements of the Mississippi Educational Finance Commission.

County, City and Beals. The following table shows the total population of Clay County, Mississippi, for the same population it had in 1940. This table is for seven per cent less than the population that were in Clay County in 1940. This table, which follows,

shows the population of Clay County, by City and by Beals for the years 1930, 1940, and 1950, as published by the U. S. Bureau of the Census.

It may be found from this table that between 1940 and 1950, Beals one and two and the City of West Point had increased in population, while Beals three, four, and five decreased during this period. During this decade there was a large out-migration of both whites and Negroes. The out-migration was so great among Negroes that there were 1430, (12 per cent) fewer in 1950 than in 1940. Also, although the number of whites increased by 164 during the decade, there were on an average more than this number of whites born yearly.

CHAPTER II

POPULATION

County, City, and Beats. In 1950 Clay County had a total population of 17,757 persons. This was about the same population it had in 1930, but it was 1273 or seven per cent less than the 19,030 people who were in Clay County in 1940. Table I, which follows, shows the population of Clay County by city and by beats for the years 1930, 1940, and 1950, as published by the U. S. Bureau of the Census.

It may be found from this table that between 1940 and 1950, beats one and two and the City of West Point had increased in population, while beats three, four, and five decreased during this period. During this decade there was a large out-migration of both whites and Negroes. The out-migration was so great among Negroes that there were 1430, 12 per cent, fewer in 1950 than in 1940. Also, although the number of whites increased by 164 during the decade, there were on an average more than this number of white babies born yearly.

TABLE I
 POPULATION OF CLAY COUNTY,
 BY CITY AND BY BEATS
 1930, 1940, 1950

Beat Number	1950	1940	1930
(1)	(2)	(3)	(4)
Total for County	17,757	19,030	17,931
(White)	7,660	7,496	6,851
(Non-white)	10,097	11,534	11,080
One West Point (part)	4,654 (2,654)	4,325 (2,315)	
Two West Point (part)	6,494 (3,778)	6,255 (3,312)	
Three	2,014	2,698	2,660
Four	2,175	2,863	2,834
Five	2,420	2,889	2,968
Per Cent Change 1950 from 1930		All - 1 White 12 Non-white- 9	
1950 from 1940		All - 7 White 2 Non-white-12	

Source: U. S. Bureau of the Census. U. S. Census
of Population: 1950.

Loss of population may be attributed to several reasons. First, the increased use of mechanized farm equipment has replaced many hand laborers. Second, the reduction of the total cotton acreage allotment has decreased the need for many other farm workers. Third, the out-migration of both whites and Negroes to cities tends to reduce the number of people in Clay County. How much further the reduction in population will extend in the next ten years obviously is not known. It is thought, however, that the population will not increase in the next decade and probably will continue to decrease.

Number of Births in Decade. Between the years 1945 and 1954, inclusive, the total number of babies born in Clay County ranged from 477 in 1952 to 585 in 1954. The average number per year was 539. This information as well as information in the rest of this paragraph may be found in Table II, which follows. The number of white babies ranged from 132 in 1952 to 232 in 1954 while the number of Negro babies ranged from 319 in 1945 to 414 in 1950. The average number of white babies born yearly during this decade was 180 compared with 359 Negro babies. Of the babies born in Clay County from

TABLE II
 NUMBER OF LIVE BIRTHS IN CLAY COUNTY,
 BY RACE, 1945-1954

YEAR (1)	TOTAL (2)	BIRTHS	
		WHITE (3)	NON-WHITE (4)
1945	479	160	319
1946	536	190	346
1947	584	214	370
1948	572	191	381
1949	557	180	377
1950	576	162	414
1951	485	148	337
1952	477	132	345
1953	540	189	351
1954	585	232	353
Decade Average Number Per Cent	539 100	180 33	359 67

Source: Mississippi State Board of Health. $\approx 70:30$
 Annual bulletins of vital statistics.

1945 through 1954, one-third were white and two-thirds were non-white. Of the total population, however, 43 per cent were white and 57 per cent non-white.

As was indicated previously the white population of Clay County, including West Point, increased only by 164 people between 1940 and 1950. During much of this period, at least, the number of white babies born yearly was greater than the ten-year increase. Obviously, death accounts for some of the loss of population, but out-migration is responsible for most of it. This is true to a great extent with respect to the Negroes. Between 1940 and 1950 there were 1437 fewer Negroes in the county while some 350 Negro babies were being born yearly.

to the schools in the West Point Separate School District.

In 1955-56 there were but four schools for all children in the entire county. Three of these schools, Montpelier, Phaba, and West Point, enrolled children in grades one through eight. The fourth school, which was located in the town of Phaba, enrolled pupils in grades one through eight.

Total Pupils Enrolled. Table III-1, which follows.

CHAPTER III
THE SCHOOLS IN CLAY COUNTY

White Schools

Number of Schools. At the time of this survey Clay County had six consolidated school districts. In addition, there was the West Point Separate School District, which was the only separate school district in the county. Three of the consolidated districts, however, had no school. The Cedar Bluff District had but recently discontinued (end of 1954-55) her school and sent her pupils to Pheba. No school existed in the Clay-Chickasaw District, and the West Point Consolidated District had for many years sent her pupils to the schools in the West Point Separate School District.

In 1955-56 there were but four schools for white children in the entire county. Three of these schools, Montpelier, Pheba, and West Point, enrolled children in grades one through 12. Siloam accepted pupils in grades one through eight. HS_s

Total Pupils Enrolled. Table III-W, which follows,

TABLE III-W

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS
AND BUSES 1954-55; BY WHITE SCHOOL ATTENDANCE CENTER, CLAY COUNTY

Attendance Center	Grades Taught 1954-55	Number 1954-55		School Year							
		Teachers	Buses	1947-1948	1948-1949	1949-1950	1950-1951	1951-1952	1952-1953	1953-1954	1954-1955
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
West Point S.D.	1-12	49	7	884	839	873	867	946	1031	1167	1288
Cedar Bluff*	1-8	1	1	52	54	56	55	48	52	42	23
Montpelier	1-12	9	5	232	231	243	231	224	198	133	193
Pheba	1-12	8	4	248	243	246	231	208	206	169	174
Siloam	1-8	5	4	277	291	279	263	234	238	182	132
Clay County		23	14	809	819	824	780	714	694	576	522
TOTALS		72	21	1693	1658	1697	1647	1660	1725	1743	1810

*Discontinued, 1955-56.

Source: Superintendents' annual reports.

Note: Buses are listed for each school at which they discharge pupils.

ADA is rounded to the nearest whole number.

indicates the number of pupils in average daily attendance, as reported by the schools from 1947-48 to 1954-55, inclusive. It may be seen from Table III that the schools at West Point, enrolling 1288 pupils in average daily attendance, had nearly two and one-half times as many pupils as the 522 pupils which was the total number enrolled in the other three schools. In all, 1810 white pupils were in average daily attendance in 1954-55, of which 71 per cent attended the West Point schools and 29 per cent attended the county schools.

In the West Point Separate School District schools a steady yearly increase in the number of pupils in average daily attendance occurred from 1948-49 when there were 839 pupils, to 1954-55 when there were 1288 pupils. The enrollment increase in the West Point schools paralleled a decrease in enrollments in the Clay County schools. In 1949-50 there were 824 pupils in average daily attendance in the county schools, but the number decreased yearly and by 1954-55 there were only 522. At the end of the period Cedar Bluff discontinued her school. During the period

Siloam discontinued her high school, grades nine through 12. Pheba dropped in enrollment from 246 to 169 in 1953-54 but went up to 174 in 1954-55. Likewise, Montpelier decreased from 243 to 183 in 1953-54.

Teachers. In 1954-55 there were 23 teachers instructing the white boys and girls in the Clay County schools and 49 in the West Point Separate School District schools, a total of 72 teachers. It is estimated that with the consolidation of the high schools and the reorganization of the elementary schools, as is recommended in a later chapter, at least six fewer teachers will be needed. At even \$2500 salary per year this would mean a saving of \$15,000 per school year.

Busses. Table III-W shows that busses discharge pupils at school 21 times. This does not mean there are 21 busses, since one bus may discharge some pupils at an elementary school and others at a high school. A map showing the various bus routes has been filed with the county superintendent and the superintendent of the separate school district, together with a map showing the bus routes recommended if the plans recommended in this study are followed.

Pupils by Grades. The number of pupils in average daily attendance, by grades, for the school year 1954-55 may be seen in Table IV-W, which follows. Class size in the Montpelier, Pheba, and Siloam schools was small. Total for grades nine through 12 in these three schools combined was only 92. Elementary grades in these schools had only one class (the third grade in Montpelier with 26 pupils) that might be considered of a defensible size from the present financial viewpoint.

January, 1956, Enrollments. The survey staff wanted to secure the very latest data on school enrollments and average daily attendance, since the consolidation of several schools is involved. Therefore, Table IV-A-W, which follows, was prepared. This table gives average daily attendance and enrollment figures for all white schools, by grades, as reported for the month of January, 1956.

Comparison of this table with Table IV-W will show that the fifth month figures have remained approximately the same as the 1954-55 average daily attendance figures. A slight drop occurred in West Point and a

TABLE IV-W
 AVERAGE DAILY ATTENDANCE BY WHITE SCHOOL ATTENDANCE
 CENTER AND BY GRADE, CLAY COUNTY
 1954-55

Attendance Center	Grade														Total 7-12	Total 1-12
	Elementary						Jr.-Sr. High School									
	1	2	3	4	5	6	Total	7	8	9	10	11	12	Total		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
West Point S.D.	180	147	116	117	93	110	763	90	103	95	83	80	74	525	1288	
East Side El.	87	76	57	62	33	77	392									
West Side El.	93	71	59	55	60	33	371									
West Point Cons. No school	(E.S. 15)	22	4	17	6	36)	(246)	(26)	(41)	(36)	(35)	(27)	(30)	(195)	(441)	
	(W.S. 36)	21	32	20	30	7)										
	(Tot. 51)	43	36	37	36	43)										
Cedar Bluff**	8	9	3	4			24								24	
Montpelier	17	22	26	13	15	22	115	16	13	11	17	7	8	72	187	
Pheba	15	16	13	9	20	18	91	22	12	16	12	10	11	83	174	
Siloam	22	16	19	13	16	20	106	12	13					25	131	
Clay County	61	63	61	39	51	59	334	49	39	27	27	18	19	179	513	
Total	241	210	177	156	144	169	1097	139	142	122	110	98	93	704	1801	

*ADA exterpolated from enrollment percentages for pupils attending West Point Separate School District schools but live in West Point Consolidated School District.

**Discontinued, 1955-56.

Source: Superintendents' annual reports.

Note: The difference of nine in the totals of Table III-W and IV-W is due to rounding by grade.

TABLE IV-A-W

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY
 WHITE SCHOOL ATTENDANCE CENTER AND BY GRADE
 CLAY COUNTY, JANUARY, 1956

School Enrollment and ADA	Grade															
	1	2	3	4	5	6	(1-6)	7	8	(7-8)	9	10	11	12	(9-12)	(1-12)
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
West Point ENR	138	151	181	123	122	103	818	100	81	181	115	98	82	81	376	1375
ADA	115	133	163	115	104	96	726	100	81	181	103	90	77	78	348	1255
Montpelier ENR	25	16	21	24	17	18	121	25	12	37	11	12	16	8	47	205
ADA	25	16	18	21	17	18	115	23	12	35	9	10	15	8	42	192
Pheba ENR	21	23	19	19	18	17	117	22	16	38	12	15	6	10	43	198
ADA	19	21	18	18	17	16	109	22	15	37	12	15	6	10	43	189
Siloam ENR	18	25	16	24	12	17	112	20	8	28						140
ADA	17	11	15	23	11	16	93	20	8	28						121
Co. Total ENR	64	64	56	67	47	52	350	67	36	103	23	27	22	18	90	543
ADA	61	48	51	62	45	50	317	65	35	100	21	25	21	18	85	502
Grand Total ENR	202	215	237	190	169	155	1168	167	117	284	138	125	104	99	466	1918
ADA	176	181	214	177	149	146	1043	165	116	281	124	115	98	96	433	1757

Source: Teachers' monthly reports.

slight rise in Montpelier and Pheba. The latter may be accounted for by the Cedar Bluff pupils who started to Pheba this year when their school was discontinued. The month of January should not be used for final comparisons with the previous school year, since figures for one month are compared with those for eight and nine months. However, it is thought that the January figures represent fairly well the number of children attending school.

Negro Schools

Attendance Centers. Clay County with 2297 Negro pupils in average daily attendance in 1954-55 had about 500 more Negro boys and girls in average daily attendance than she had white pupils. Of the total 2297 Negro boys and girls, 626 attended the West Point school while 1671 attended school in one of the 30 county elementary school centers. Forty-five of these were enrolled in the Mary Holmes school, which is a church school. Payment for some of the school expenses which occurred here was made by the county board. Table III-N, which follows, lists the 31 Negro schools and

TABLE III-N

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS
AND BUSES 1954-55; BY NEGRO SCHOOL ATTENDANCE CENTER, CLAY COUNTY

Attendance Center	Grades Taught 1954-55	Number 1954-55		School Year							
		Teachers	Busses	1947-1948	1948-1949	1949-1950	1950-1951	1951-1952	1952-1953	1953-1954	1954-1955
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
West Point S.D.	1-12	20	7	372	412	456	472	625	651	656	626
Abbott	1-8	6	3	30	35	36	40	29	91	237	179
Beasley-	1-8	6	3	--	--	--	--	--	215	--	208
Bethlehem	1-8	3		104	116	121	124	103	114	105	62
Bluff Creek*	1-8	1	1	23	26	28	30	23	22	18	19
Caradine*	1-8	1		40	30	31	30	25	45	30	17
Carter	1-8	2		35	44	52	54	38	44	40	45
Culpepper	1-8	2		69	79	82	90	68	63	49	47
Davis	1-8	1		45	44	42	45	25	26	23	17
Fountain Head	1-8	1		46	45	64	65	49	51	25	19

TABLE III-N (CONT'D.)

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS AND BUSES 1954-55; BY NEGRO SCHOOL ATTENDANCE CENTER, CLAY COUNTY

Attendance Center	Grades Taught 1954-55	Number 1954-55		School Year							
		Teachers	Busses	1947-1948	1948-1949	1949-1950	1950-1951	1951-1952	1952-1953	1953-1954	1954-1955
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Johnson Creek	1-8	1		33	37	34	38	28	33	23	20
Lake Grove	1-8	2		31	34	34	35	32	42	40	43
Lydia Line	1-8	1		32	35	35	38	27	22	17	15
Lyon	1-8	2	1	74	81	84	93	55	48	43	44
Melton	1-8	2		73	77	81	85	69	81	69	62
Mary Holmes**	1-9	2	1	125	210	209	208	89	57	55	45
Ministerial Institute**	1-8	6	1	276	286	224	243	148	207	228	224
Melton Branch	1-8	2		74	76	82	88	81	74	59	53
Mt. Zion	1-8	3		124	135	135	140	102	93	84	75
Munger	1-8	3	2	150	169	186	187	124	130	100	89

TABLE III-N (CONT'D.)

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS AND BUSES 1954-55; BY NEGRO SCHOOL ATTENDANCE CENTER, CLAY COUNTY

Attendance Center	Grades Taught 1954-55	Number 1954-55		School Year							
		Teachers	Busses	1947-1948	1948-1949	1949-1950	1950-1951	1951-1952	1952-1953	1953-1954	1954-1955
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Petty	1-8	2	1	40	41	51	58	50	48	43	51
Pools	1-8	2		49	49	61	68	57	68	68	57
Section	1-8	1		39	39	43	34	27	27	26	27
Strong Hill	1-8	3		68	71	91	89	94	94	90	88
Sunflower	1-8	1		39	39	39	43	25	27	15	30
Town Creek	1-8	1		30	33	35	36	24	23	20	15
Walker	1-8	1		29	30	31	34	9	17	16	13
Waverly	1-8	1		56	33	30	72	54	53	39	38
Whatley*	1-8	1		27	30	33	42	30	32	32	31
Wesley Chapel	1-8	1		28	31	31	42	30	34	32	26

TABLE III-N (CONT'D.)

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS AND BUSES 1954-55; BY NEGRO SCHOOL ATTENDANCE CENTER, CLAY COUNTY

Attendance Center	Grades Taught 1954-55	Number 1954-55		School Year							
		Teachers	Busses	1947-1948	1948-1949	1949-1950	1950-1951	1951-1952	1952-1953	1953-1954	1954-1955
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Wilson	1-8	1		31	34	33	40	17	32	22	12
Clay County		62	13	1820	1989	2038	2191	1532	1913	1648	1671
TOTALS		82	20	2192	2401	2494	2663	2157	2564	2304	2297

*Discontinued, 1955-56.

**Privately owned schools taking public school pupils.

Source: Superintendent's annual report.

Note: Difference of 1 in totals between Tables III-N and IV-N is due to rounding of ADA by grade.

the number of pupils in average daily attendance for each of the last eight school years. As may be seen from the table the county schools, with the exceptions of Abbott, Beasley, and Ministerial Institute, were very small. These three had 179, 208, and 224 pupils, respectively, in average daily attendance in 1954-55.

Total Pupils Enrolled. The number of Negro boys and girls in average daily attendance in the West Point Separate School District school has increased yearly from 372 in 1947-48 to 656 in 1953-54. In 1954-55 there was a decrease of 30 pupils. In the county schools for Negroes, however, the average daily attendance fluctuated during the last eight years. In 1950-51 a high of 2191 was reached. This decreased to 1532 the following year then went back up to 1913. For the past two years the number has been around 1650.

Teachers. There were 62 teachers instructing the Negro boys and girls in the Clay County schools and 20 in the West Point Separate School District school. This provides one less teacher in the West Point school

and six more teachers in the county schools than would be allowed on the basis of one teacher for each 30 pupils in average daily attendance.

Busses. Most of the Negro boys and girls walk to school. Only nine schools are served by school busses, which in all make 20 bus stops.

Size of Classes. Many of the county schools for Negroes in Clay County are located in small two-room buildings. The Negro school in the West Point Separate School District has a brick building that is not too satisfactory as a school. In the county schools one, two, or three teachers, (and at the Abbot, Beasley, and Ministerial Institute, six teachers), conduct classes in all grades from one through eight, as needed. The number of classes assigned to each teacher varies with the school location and the number of children. One teacher may teach grades one through eight, or two, three, or six teachers might divide the grades. In none of the county schools for Negroes are there enough teachers to provide one teacher for each grade taught.

Obviously, the Negro schools need reorganizing, so as to provide larger attendance centers. Table IV-N, which follows, shows the distribution of pupils in the various classes by schools. As may be seen from the table, a common pattern seems to be a relatively large number of children enrolled in the first grade with a few scattered throughout the other five or seven grades. Nearly one-third of the pupils in grades 1-6 are in the first grade.

With the consolidation of school attendance centers as proposed in a later chapter, it will be possible to provide at least one teacher for each grade in each attendance center and to have 30 pupils per grade in average daily attendance. This will meet with one of requirements of the State Educational Finance Commission and also be financially advantageous.

January, 1956, Enrollments. Enrollment and average daily attendance figures for the Negro schools for the month of January, 1956, are presented in Table IV-A-N, which follows. This month is not strictly comparable with the average daily attendance figures for the 1954-55 school year which were presented in Table IV-N. However,

TABLE IV-N

AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE
CENTER AND BY GRADE, CLAY COUNTY
1954-55

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Attendance Center	Grade														
	Elementary							Jr.-Sr. High School							
	1st	2nd	3rd	4th	5th	6th	Total	7th	8th	9th	10th	11th	12th	Total 7-12	Total 1-12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
West Point S.D.	72	61	61	56	51	28	329	30	18	93	63	47	46	297	626
Union County*	(4)	(1)	(3)	(1)	(5)		(14)	(3)	(1)	(79)	(47)	(33)	(38)	(201)	(215)
Abbott	30	22	20	22	22	16	132	26	22					48	180
Beasley	60	14	19	18	31	25	167	17	11					28	195
Bethlehem	26	16	12	8	5	9	76	4	6					10	86
Bluff Creek**	5	4	1	2	1	5	18		2					2	20
Caradine**	6	3	2	2	1	3	17		2					2	19
Carter	12	2	7	5	7	4	37	7	2					9	46
Culpepper	6	5	4	9	4	7	35	8	6					14	49
Davis	8	2	4		1	2	17								17
Fountain Head	2	2	3	5	4	2	18		1					1	19
Johnson Creek	8	1	4	2	1	2	18		2					2	20
Lake Grove	10	9	5	1	5	3	33	6	4						14
Lydia Line	5	4	5				14								14
Lyon	13	6	4	6	3	6	38		4					4	42
Mary Holmes***	14	4	7	2	3	4	34	6	8					14	48
Melton	15	9	10	4	10	12	60	3						3	63
Melton Branch	22	5	5	6	6	6	50	7						7	57
Ministerial***	50	62	20	20	20	23	195		5					5	200
Mt. Zion							74								74
Munger	21	8	11	6	9	12	67	17	7					24	91
Petty	13	4	5	7	12	5	46	6						6	52

TABLE IV-N (CONT'D.)

AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE
CENTER AND BY GRADE, CLAY COUNTY
1954-55

Attendance Center	Grade															
	Elementary							Jr.-Sr. High School								
	1st	2nd	3rd	4th	5th	6th	Total	7th	8th	9th	10th	11th	12th	Total 7-12	Total 1-12	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	
Pools	25	5	3	4	8	5	50	7						7	57	
Section	3	5	5	2	4	2	21	6						6	27	
Strong Hill	20	14	12	12	7	8	73	3	10					13	86	
Sunflower	14		3	7	3	3	30								30	
Town Creek	5		1	3	1	2	12	2						2	14	
Walker	7	2		2	3		14								14	
Waverly	11	7	3	5	3	5	34	4						4	38	
Wesley Chapel	12	1	2	2	2	2	21	5						5	26	
Whatley**	7	3		3	3	2	18	5	8					13	31	
Wilson	5	2		1	2	2	12								12	
Clay County	435	221	177	166	181	177	1431	139	100					239	1670	
Totals	507	282	238	222	232	205	1760	169	118	93	63	47	46	536	2296	

* ADA for pupils from county attending West Point Separate District school was interpolated from enrollment percentages.

** Discontinued, 1955-56.

*** Privately owned schools taking public school pupils. Mary Holmes discontinued grades 1-8 in 1955-56, taking 25 public school pupils in grade 9.

Source: Superintendents' annual reports.

TABLE IV-A-N

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY
 NEGRO SCHOOL ATTENDANCE CENTER AND BY GRADE
 CLAY COUNTY, JANUARY, 1956

School Enrollment and ADA		Grade															
		1	2	3	4	5	6	(1-6)	7	8	(7-8)	9	10	11	12	(9-12)	(1-12)
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
West Point High	ENR	76	91	73	77	66	61	444	28	31	59	109	72	44	49	274	777
	ADA	62	82	66	64	49	51	374	19	29	48	101	60	44	39	244	666
Abbott	ENR	86	18	35	25	31	30	225	14	27	41						266
	ADA	59	13	25	21	26	26	170	10	24	34						204
Beasley	ENR	86	18	24	29	21	33	211	30	20	50						261
	ADA	62	13	20	24	18	26	163	26								205
Bethlehem	ENR	39	12	13	14	7	7	92	8	8	16						108
	ADA	30	11	11	11	6	6	75	8	7	15						90
Carter	ENR	14	6	2	6	6	4	38	5	6	11						49
	ADA	12	6	2	6	5	4	35	5	6	11						46
Culpepper	ENR	10	5	4	3	7	4	33	5	5	10						43
	ADA	9	4	4	3	7	4	31	4	6	10						41
Davis	ENR	3	3	4	3	1		14									14
	ADA	2	2	4	3	1		12									12
Fountain Head	ENR	6	3		3	6	4	22		1	1						23
	ADA	5	2		2	5	4	18		1	1						19
Johnson Creek	ENR	7	3	4	1	2	2	19	1	2	3						22
	ADA	6	3	4	1	2	2	18	1	2	3						21

TABLE IV-A-N (CONT'D.)

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY
 NEGRO SCHOOL ATTENDANCE CENTER AND BY GRADE
 CLAY COUNTY, JANUARY, 1956

School Enrollment and ADA		Grade															
		1	2	3	4	5	6 (1-6)	7	8 (7-8)	9	10	11	12 (9-12)	(1-12)			
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Lake Grove	ENR	16	8	12	9	2	5	52	5	7	12						64
	ADA	10	6	9	5	1	4	35	4	4	8						43
Lydia Line	ENR	8	3	4	5			20									20
	ADA	7	2	4	4			17									17
Lyon	ENR	16	6	1	8	6	5	42	10	5	15						57
	ADA	15	5	1	8	6	4	39	9	5	14						53
Mary Holmes Public	ENR											25				25	25
	ADA											24				24	24
Melton	ENR	16	9	10	8	4	10	57	12	5	17						74
	ADA	14	8	9	7	4	9	51	10	5	15						66
Melton Branch	ENR	20	13	13	9	7	8	70	6	2	8						78
	ADA	13	10	13	8	6	7	57	5	2	7						64
M. I. Public	ENR	66	23	24	19	32	21	185	31	29	60	26				26	271
	ADA	48	19	22	18	31	20	158	30	26	56	25				25	239
Mt. Zion	ENR	27	19	10	14	13	9	92	11	5	16						108
	ADA	21	16	9	12	11	9	78	10	4	14						92
Munger	ENR	22	11	8	13	7	11	72	12	19	31						103
	ADA	20	10	7	12	6	9	64	10	17	27						91

TABLE IV-A-N (CONT'D.)

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY
NEGRO SCHOOL ATTENDANCE CENTER AND BY GRADE
CLAY COUNTY, JANUARY, 1956

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School Enrollment and ADA		Grade															
		1	2	3	4	5	6	(1-6)	7	8	(7-8)	9	10	11	12	(9-12)	(1-12)
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Petty	ENR	22	9	13	5	9	11	69	5	6	11						80
	ADA	20	8	12	5	9	10	64	5	6	11						75
Pools	ENR	25	7	6	4	3	6	51	5	3	8						59
	ADA	21	7	4	4	1	5	42	4	2	6						48
Section	ENR	12	1	8	5	2	6	34	3	8	11						45
	ADA	7		6	4	1	4	22	3	6	9						31
Strong Hill	ENR	29	6	14	9	11	6	75	8	3	11						86
	ADA	27	6	14	9	11	6	73	8	3	11						84
Sunflower	ENR	12	6		3	7	2	30	3		3						33
	ADA	10	5		3	6	2	26	3		3						29
Town Creek	ENR	7	13	2		5	4	31	4	3	7						38
	ADA	6	10	2		4	3	25	2	2	4						29
Waverly	ENR	6	5	8	10	5	3	37	7	3	10						47
	ADA	4	4	8	9	5	3	33	6	3	9						42

TABLE IV-A-N (CONT'D.)

ENROLIMENT AND AVERAGE DAILY ATTENDANCE BY
NEGRO SCHOOL ATTENDANCE CENTER AND BY GRADE
CLAY COUNTY, JANUARY, 1956

School Enroll- ment and ADA		Grade															
		1	2	3	4	5	6	(1-6)	7	8(7-8)	9	10	11	12(9-12)	(1-12)		
(1)		(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Wesley Chapel	ENR	12	7	1	2	2	2	26	2	3	5						31
	ADA	9	6		2	2	1	20	2	3	5						25
Wilson	ENR	3	6	4		3	2	18									18
	ADA	3	5	4		2	2	16									16
Totals County	ENR	570	220	224	207	199	195	1615	187	170	357	51				51	2023
	ADA	440	181	194	181	176	170	1342	165	150	315	49				49	1706
Totals County and City	ENR	646	311	297	284	265	256	2059	215	201	416	160	72	44	49	325	2800
	ADA	502	263	260	245	225	221	1716	184	179	363	150	60	44	39	293	2372

Source: Teachers' monthly reports.

it is thought that a comparison of the two sets of data would prove valuable. The number of Negroes in average daily attendance for the month of January is approximately the same in most of the schools as it was in 1954-55. An increase of less than 100 may be seen. However, there were four fewer county school centers, which shows some consolidation.

СТАВА СОСТАВЪ ТЪМЪНКА, 1956
МЪСНО ШКОЛА УЛЛЕДАНЪСЪ СЪМЪСЪ УМЪ БА БЪВДЕ
СЪМЪСЪ УМЪ БА БЪВДЕ
СТАВА СОСТАВЪ ТЪМЪНКА, 1956
МЪСНО ШКОЛА УЛЛЕДАНЪСЪ СЪМЪСЪ УМЪ БА БЪВДЕ
СЪМЪСЪ УМЪ БА БЪВДЕ

СТАВА СОСТАВЪ ТЪМЪНКА, 1956

CHAPTER IV

CURRICULUM, BUILDING, CURRENT COSTS

The curriculum of American schools is composed of all activities which the school directs for the education of children. It consists of the activities which the child experiences in school and which lead toward his development as a worthwhile member of society. It includes the program of studies and those many activities which are commonly known as extra-curricular. The schedule of the school day, the quality of the instruction, these and others are phases of the curriculum. The type of survey now reported does not call for an extensive evaluation of the curriculum, although some curricular consideration is important if a true picture of the opportunities within the school is given.

Usually it is possible to examine one or more phases of a complex situation and arrive at a reasonable judgment of its effectiveness. With the curriculum the program of studies is chosen as a basis for judgment, since it is that portion of the curriculum which is most readily

observed and, hence, the area most familiar to most people. Although only a limited description of the programs of study in the schools of Clay County and West Point is attempted, it is presented in order to give some basis for judgment as to both the extent and the excellence of the curriculum.

Elementary Schools

The White Elementary Schools. In most of the rural schools and in many of the smaller urban schools in Mississippi, the program of studies is almost entirely determined by the influence of the state textbook program. As a basic program, this situation is satisfactory, but children can profit to a greater degree from a program of studies better adapted to local needs. In the elementary schools of Clay County the latter situation does not prevail, although occasionally some teacher has brought in the school room additional valuable experiences. In West Point, especially at the upper elementary level, there appears to be a general policy toward greater enrichment of the program of studies.

The Negro Elementary Schools. The program of studies of

the Negro elementary schools follows a pattern similar to that in the white elementary schools, but not on as high a level. Again some teachers are skillful in introducing additional subject matter which is directly related to the needs of their children. It should be noted that both in the quality and quantity of housing, in the availability of instructional materials, and in general environment, the Negro elementary schools are below those of the white schools in their neighborhood.

In some elementary schools, both white and Negro, several grades are being taught by one teacher, a factor which limits the extent and quality of the program of studies. There is only so much time available for teaching during each day. When this time is either divided consecutively among several grades or used simultaneously for teaching at several levels of instruction, the quality of teaching and the program of studies both suffer.

High Schools

The White High Schools. Both of the high schools in Clay County have a very small enrollment. West Point High School has an enrollment more than eight times the enrollment of either county high school but still falls far

below the enrollment which may operate at the most economical level. Although very small, both Montpelier and Pheba high schools operate a program of studies which is much broader than is usually found in high schools of similar size. This is achieved by reducing class size far below an economical level.

As shown in Table V, which follows, only one class in the Montpelier high school has been conducted with an enrollment of twenty or more for the past three years. The median class size for this period was eleven, which means that as many classes existed with an enrollment below this figure as above. In Pheba high school a comparable condition exists where the maximum class size for a three-year period was eighteen and the median class size also was eleven.

It should be recalled that the size of the teaching unit of the State Minimum Foundation Program is based on 30 pupils in average daily attendance. For each class smaller than the 30 average, either the local district must supplement the added costs or the teacher must teach

TABLE V

ENROLLMENT BY COURSES TAUGHT IN HIGH SCHOOL, BY SCHOOL,
IN CLAY COUNTY 1953-54--1955-56

Course	School											
	West Point			Montpelier			Pheba			North Side		
	'53	'54	'55	'53	'54	'55	'53	'54	'55	'53	'54	'55
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(12)
English												
9th Grade	91	101	120	16	12	12	12	16	13	96	99	102
10th Grade	71	93	97	9	18	11	11	12	16	67	67	71
11th Grade	75	92	81	10	7	16	12	11	5	72	59	50
12th Grade	51	64	60	14	8	8	7	12	9	45	53	52
Journalism			14									
Social Studies:												
Civics & Geog.	57	79	92	16	12	12		14	13	96	99	102
W. History	90	73	76		18	11	11	14	6	67	67	71
Amer. History	76	93	89	10	7	16	12	6	10	72	59	50
Gov't. & Ec.	38	60	47	14	8	8	10	10		45	53	52
Mathematics:												
Gen. Math	29	55	49	16	12	12	12	16	14	96	99	102
Algebra I	72	82	125	9	18	11	11	10	14	67	67	71
Algebra II	28	51	27	6		10		10		45	53	52
Pl. Geometry	47	47	55				10		8	72	59	50
Business Math	15	32	22									
Science:												
Gen. Science	43	57	49							96	38	40
Biology	46	54	58	9	18	11	8	10	12	22	25	29
Chemistry	21	22	28							24	21	16
Physics	28	13	22									
Advanced Science										45	53	52

TABLE V (CONT'D)

 ENROLLMENT BY COURSES TAUGHT IN HIGH SCHOOL, BY SCHOOL,
 IN CLAY COUNTY 1953-54--1955-56

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Course	School											
	West Point			Montpelier			Pheba			North Side		
	'53	'54	'55	'53	'54	'55	'53	'54	'55	'53	'54	'55
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Commerce:												
Typing	76	92	68	21	14	14	8	10	6			
Shorthand	33	40	32	5	5	7		10	6			
Bookkeeping	49	71	48	9	8	7		11	8		38	34
Sec't. Training	20	17	25	8	5	6						
Home Economics:												
1st yr.	46	55	48	14	9	12		14	13	56	61	62
2nd yr.	38	38	50	12	9	11		14	14	45	42	42
3rd yr.	27	37	32	16	10	9		11		48	38	
Ag.												
1st yr.				13	19	12		12				
2nd yr.				13	19	12		13				
3rd yr.				5	5	12						

TABLE V (CONT'D.)

ENROLLMENT BY COURSES TAUGHT IN HIGH SCHOOL, BY SCHOOL,
IN CLAY COUNTY 1953-54--1954-55

Course	School											
	West Point			Montpelier			Pheba			North Side		
	'53	'54	'55	'53	'54	'55	'53	'54	'55	'53	'54	'55
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
Other:												
Band	41	41	44								35	25
Consumer Math.			28									
Diversified Occ.	16	21	17									
Driver Tr.	30	32	44									
French			13									
Industrial Arts	21	24	20									
International Relations							10	10	10			
Latin		30	16									
Music-Choral	90	115	132							30	40	28
Piano	25	21	30	3	4	5				15	15	12
Physical Ed.	150	120	184							40	35	38
Solid Geo.-Trig.	10	11	10									
Spanish			38									
Speech	22	31	43									
Total Number Subjects	33	34	38	22	22	23	13	21	17	22	24	23

Source: Superintendents' annual high school reports.

more than a normal number of classes. Thus, the reason for the undue cost, which occurs in the operation of small high schools is largely found to be the small classes.

Even with financial effort of the county in supporting the Montpelier and Pheba high schools, many subjects considered extremely valuable are missing. At Montpelier, the high school pupils have no opportunity to study any foreign language, industrial arts, advanced mathematics, chemistry, physics, band, orchestra, and other activities which are needed by many boys and girls.

At Pheba the absence of a similar group of studies is accentuated by the fact that some subjects must be taught only in alternate years, a situation which, although a good substitute administrative measure for enriching the curriculum, creates many problems which do not exist under the usual procedure.

In the West Point high school, an enriched program is carried on with a very reasonable expenditure of money. Class sizes are more nearly in accord with the teaching unit basis of the foundation program. However, even in

this school the extension of the program of studies, (and the survey staff would under no condition consider its reduction) is only maintained at a cost considerably above that which could be operated in a high school of double this enrollment. Even with the effort both financial and educational which has been expended, there are some important courses such as art and agriculture which have had to be omitted from the program of studies.

Even in the limited number of courses offered, there were serious deficiencies existing in teaching supplies, laboratory facilities, and library holdings. Although the library at West Point was considered good it could function better with more space. Both Montpelier and Pheba have limited library holdings and facilities. Similar conditions exist in the laboratories and perhaps to a lesser degree in shops. Some of these deficiencies could easily be overcome with greater appropriations for schools, a condition which does not appear likely in the near future. Other deficiencies could be eliminated by the combining of resources which now exist

in the several schools and by the elimination of some of the more wasteful expenditures resulting from the unnecessary duplication created by the existence of such small schools.

The Negro High School. The only Negro secondary school in Clay County is the North Side High School located in and administered by the West Point Separate School District. In addition to the pupils from the West Point Separate School District, this school also accepts pupils from the area of Clay County outside of West Point, on a tuition bases.

The North Side High School is a rather small high school which has offered an average of 24 different courses during each of the past three years. Class sizes are sufficiently large to be conducted economically although some have enrollments which are greater than efficient operation will allow. The general pattern of the program of studies other than homemaking and bookkeeping follows the traditional college entrance requirement, a situation which is probably the most uneconomical in terms of achieving the type of education most of the boys and girls need and desire. It is unfortunate that agriculture, all forms of industrial arts,

vocational education (other than bookkeeping and home-making) and other instruction which would provide the graduates with means of earning a livelihood, are missing. With the exception of some music, no opportunity is given for those interested in the fine arts, an area which would not only enrich the lives of many students but would provide a vocation for others.

The School Plants

West Point White Schools. There are three attendance centers for white children in the West Point Municipal Separate School District. Two of these, the East Side Elementary School and the West Side Elementary School, house grades one through six. Each has 12 classrooms an office, and a combination cafeteria -gymnasium-auditorium. The buildings are in good condition and should serve a useful purpose for many years. It is unfortunate that both sites are small, and, therefore, additions to the buildings will be impractical unless additional acreage is obtained. More information about the school buildings may be secured from Table VI-W, which follows.

TABLE VI-W

WHITE SCHOOL BUILDING FACILITIES, CLAY COUNTY, 1954-55

School Center	Type of Construction	Date Constructed	Present Condition of Building	Size of School Site (Acres)	Present Estimated Value (Replaceable)
(1)	(2)	(3)	(4)	(5)	(6)
West Point High	Brick-Tile	1928,-46	Good	4	\$400,000
East Side El.	Brick-Tile	1946,-54	Good	3	160,000
West Side El.	Brick-Tile	1946,-53	Good	4	160,000
Pheba High Elementary	Brick	1948	Good	30	100,000
	Brick		Fair		25,000
Montpelier	Frame	1936	Fair	15	75,000
Siloam	Frame		Fair	27	25,000

TABLE VI-W (CONT'D.)

WHITE SCHOOL BUILDING FACILITIES, CLAY COUNTY, 1954-55

School Center and Name of Building	Regular	Number of Classrooms						Office Rooms	Library (Seats)	Lunchroom or Cafeteria Seats	Indoor Toilets	Indoor Fountains	Gymnasium	Auditorium (Seats)
		Homemaking	Commercial	Music	Science Laboratory	Agriculture	Shop							
(1)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
West Point High	20	2	2	1	2		1	3	80	250	8	4	yes	1060
East Side El.	12							1		450	4	2	yes	450
West Side El.	12							1		450	4	2	yes	450
Pheba High	6	1	1		1	1	1	1	48	80	2	1	yes	300
Elementary	6							1						
Montpelier	9	1	1		1	1	1	1	30	100	yes	yes	yes	402
Siloam	5							1		90	2	2		

Source: Information from superintendents.

The West Point High School is a third attendance center and houses grades seven through 12. In the main building there are 20 general purpose classrooms, two for business education, two science laboratories, one for band, a library, an auditorium, and administrative space. In the auxiliary building there is a gymnasium, shop and classroom, a music room, and a cafeteria. These buildings, also, are in good condition. However, when additions are made, it will be necessary to acquire additional site acreage if the maximum service is obtained from this plant.

County White Schools. There are three attendance centers for pupils in the county outside the West Point Municipal Separate School District. At Siloam the building is of frame construction and has five classrooms housing grades one through eight. Nearby is a frame building which is used for the lunchroom, and in this building is a shop which has been used for veteran's training. The classroom building is in fair condition; the auxiliary building is obsolete.

At Montpelier there is an attendance center providing

services for grades one through 12. The three buildings are all frame and consist of a gymnasium, a general classroom building, and a building housing the cafeteria. The general classroom building consists of nine general purpose classrooms, a homemaking suite, business education room, library, administrative space, and an auditorium. The science laboratory, agriculture classroom, and shop are in the gymnasium building.

The third attendance center is located at Pheba and includes buildings which were formerly a part of the Clay County Agricultural High School. The building which houses grades seven through 12 is relatively new and contains six regular classrooms, a room for business education, another for science laboratory, and also space for administration. The gymnasium is a frame building, and by most standards would be considered obsolete. Agriculture classrooms, shops, and the homemaking department are located in a frame building which is in a bad state of repair and would be considered obsolete. The elementary school is housed in a brick building that is in fair condition and contains six elementary classrooms, an auditorium, and space for offices.

West Point Negro Schools. There is only one attendance center for Negroes in the West Point Municipal Separate School District. This building houses all the West Point Negro children, grades one through 12, and also cares for all Negro secondary youth in the rest of the county. This plant is a brick building, the main portion of which is a two-story section built many years ago. To it two wings have been added, one of which is completely used as classrooms and the other by classrooms and the room which serves alternately as an auditorium, a gymnasium, and a cafeteria. This building does not provide sufficient housing for all students attending this center, and a small frame church diagonally across the street from this plant is being used as a classroom. The school is located on an extremely small site.

County Negro Schools. There are 25 public attendance centers for elementary Negro children in the county. Four of these buildings are privately owned. Two buildings which have recently been constructed, one at Beasley and one at Abbott, represent the type of building which has been constructed quite frequently