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HOLMES COUNTY

.....

DURANT & LEXINGTON SEPARATE DISTRICTS

.....

SCHOOL SURVEY

THIS BOOK DOES NOT CIRCULATE

THE REPORT OF A SURVEY OF THE PUBLIC SCHOOLS
OF
HOLMES COUNTY
DURANT SEPARATE SCHOOL DISTRICT
AND
LEXINGTON SEPARATE SCHOOL DISTRICT

Bureau of Educational Research
School of Education
The University of Mississippi

June, 1956



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M. L. Smith	Beat 4

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BUREAU OF EDUCATIONAL RESEARCH
SCHOOL OF EDUCATION
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CHAPTER I

INTRODUCTION

Holmes County. Holmes County is located in the central part of Mississippi. On the east, its boundary is the Big Black River over which bridges connect Holmes with Attala County. Yazoo County lies to the south, Carroll County to the north, Humphreys County to the west, and Leflore County to the northwest. At its southeast corner, Holmes County touches Madison County. The western boundary is partially made up of rivers. The Yazoo River is the extreme southwest and northwest boundaries. In between, the boundary is made up partially by the Tchula River and a line running north and south from the Yazoo River to the Tchula River. The north and south boundaries, extending southeast-northwest, appear almost parallel. All in all, however, Holmes County is irregular in shape.

Holmes County is composed partly of a delta region and partly of a hills and plains region. The west section of the county is the delta section and as

might be expected, the economy of this area is somewhat different from that in the east section of the county.

There are several paved highways in Holmes County. U.S. Highway 51 follows the course of the Big Black River on the east side of the county. It goes through West, Durant, Goodman, and Pickens. U.S. Highway 49E goes through Tchula and Cruger in the west side of the county. State Highway 12 extends from Tchula and east through Lexington and Durant. State Highway 17 extends northwest from Pickens, through Lexington, through Acona.

The main line of the Illinois Central railroad passes through the towns on the east side of the county. Also, this railroad has a line through the west side of the county and a line that connects Tchula and Durant.

Lexington, the only city in the county, lies almost in the center of the county. The town of Durant, not quite large enough to be listed as a city by the U.S. census, is the second largest community in the county. The towns of Tchula, Goodman, Pickens, Cruger, and

West, each having fewer than one thousand inhabitants, are the other larger communities in Holmes County.

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 3, 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

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

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 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

1. Mississippi Code, 1942, Annotated, Section 6246-11.
2. Ibid. Section 6328-03.

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 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 Holmes County Board of Education, the Board of Trustees of the Durant Separate School District, and the Board of Trustees of the Lexington 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 Holmes County, and each of the schools in the Durant and Lexington Separate School Districts. 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 districts schools are filed with the county superintendent

and separate school districts superintendents, respectively. Also, 50 copies of this report are filed with the county superintendent and 50 copies are filed with each of the separate school districts superintendents. In addition to the black and white pictures, color transparencies 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 superintendents of the separate school districts. 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 boards of education 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 eight public meetings called for the purpose of explaining the reasons and background for the survey, showing the findings of the survey staff, and requesting expressions by the citizens. At each of the eight meetings the people were showed on a screen the color pictures of the many schools in the county. Thus, the people were able to sit in an auditorium chair and visit most of the schools in Holmes County--the Negro schools as well as the white schools. These eight meetings were held at Durant, Lexington, Lexington (county-wide meeting for Negroes), Cruger, Goodman, West, Tchula, and Pickens. Each meeting was well attended.

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 problems 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 Holmes 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 Holmes County and the Durant and Lexington School Districts 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 Holmes County are willing to provide equally desirable educational opportunities for each race, even though this means a rather large expenditure of money.

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

CHAPTER II

POPULATION

County, City, and Beats. In 1955 Holmes County had 30,900 inhabitants, according to population estimates listed in a Mississippi State College publication, Mississippi's Counties. In 1950 the number of inhabitants was 33,301 or 2401 greater. Looking back to 1940 and 1930 we find that there were many more people in Holmes County than there are at present. Table I, which follows, provides the data from which comparison may be made. This table indicates the population of Holmes County by cities, communities, and beats for the years 1930, 1940, and 1950, as published by the U.S. Bureau of the Census.

In Holmes County, between 1940 and 1950, there was a loss of 6,409 persons or 16 per cent of the population. Most of the loss in population was due to out-migration-- particularly the out-migration of Negroes. Loss in population in the decade was: 385 white and 6024 Negro. Thus, there were four per cent fewer white people and

TABLE I
POPULATION OF HOLMES COUNTY,
BY CITY AND BY BEATS

1930, 1940, 1950

Beat Number (1)	1950 (2)	1940 (3)	1930 (4)
Total for County	33,301	39,710	38,534
(White)	8,824	9,209	9,131
(Non-white)	24,477	30,501	29,403
One Lexington	10,058 (3,198)	12,014 (2,930)	10,173 (2,596)
Two Durant	7,996 (2,311)	9,018 (2,510)	8,707 (2,480)
Goodman	(878)	(609)	(608)
West	(354)	(402)	(370)
Three Pickens	5,089 (638)	6,452 (688)	6,750 (635)
Four	2,693	3,340	3,319
Five Cruger	7,465 (494)	8,886 (450)	9,585 (409)
Tchula	(927)	(861)	(907)
Per Cent Change 1950 from 1930	All	-14	
	White	- 3	
	Non-white	-17	
1950 from 1940	All	-16	
	White	- 4	
	Non-white	-20	

20 per cent fewer Negro people in Holmes County than there were in 1940.

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 Negro laborers to cities tends to reduce the number of people in Holmes 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.

Table I shows that each of the beats in Holmes County decreased in population between 1940 and 1950. Also, the towns of Durant, West, and Pickens decreased. However, the city of Lexington and the towns of Goodman, Cruger, and Tchula increased in population during this period.

Nearly one-third of the people, 10,058 of 33,301 lived in Beat One, which includes Lexington with

3198 persons. Beats Two and Five were the next in population according to Table I. These beats had about the same number of people, 7996 and 7465, respectively.

Number of Births in Decade. Between the years 1945 and 1954, inclusive, the total number of babies born in Holmes County ranged from 993 in 1953 to 1163 in 1950. This information as well as other data concerning the number of births in Holmes County may be found in Table II, which follows.

The number of white babies born in Holmes County ranged from 148 in 1945 to 223 in 1947, while the number of Negro babies ranged from 815 in 1953 to 964 in 1950. The average number of white babies born yearly during this decade was 189 compared with 900 Negro babies. Of the babies born in Holmes County from 1945 through 1954, nine of every 11 or 83 per cent were Negro. Of the total population of Holmes County in 1950, only 74 per cent were Negro.

As was indicated previously, the white population of Holmes County decreased by 385 people between 1940

TABLE II

NUMBER OF LIVE BIRTHS IN HOLMES COUNTY,
BY RACE, 1945-1954

YEAR (1)	TOTAL (2)	BIRTHS	
		WHITE (3)	NON-WHITE (4)
1945	1068	148	920
1946	1129	222	907
1947	1120	223	897
1948	1138	178	960
1949	1117	202	915
1950	1163	199	964
1951	1100	187	913
1952	1041	194	847
1953	993	178	815
1954	1021	158	863
Decade Average Number Per Cent	1089 100	189 17	900 83

and 1950. During the ten year period of 1945-54, some 1890 white babies were born in Holmes County. Thus, the total loss in population is greater than it might be thought to be if only the census population figures are considered. Obviously, death accounts for some of the loss of population, but out-migration is responsible for most of it. This is also true with respect to the Negroes. Although some 9000 Negro babies were born during the decade, Holmes County showed a loss in Negro population of 6024 between 1940 and 1950. The total loss was some 15,000. This out-migration and loss of population has great implications when new school buildings are considered.

CHAPTER III

THE SCHOOLS IN HOLMES COUNTY

White Schools

Number of Schools. At the time of this survey Holmes County had six schools for white children. These were located at Coxburg, Cruger, Goodman, Pickens, Tchula, and West. In addition, there were schools in the Durant and Lexington Separate School Districts and a high school at Goodman operated by the Holmes Agricultural High School and Junior College. With the exception of the schools at Cruger, Goodman, and Pickens, all the county schools and the schools at Durant and Lexington enrolled pupils in grades one through 12. The Cruger, Goodman, and Pickens schools operated schools, grades one through eight.

In 1955-56 some of the pupils attending the schools at Goodman, Pickens, and West came from the adjacent counties. At the Goodman elementary school 59 came from Attala County. At the Agricultural High School at Goodman 21 were from Attala County, 12 from Madison

County, and three from other places. Pickens enrolled 35 pupils from Madison County and 12 from Yazoo County. West enrolled 33 elementary pupils and 23 high school pupils from Attala County.

Table III-W, which follows, indicates the number of white pupils in average daily attendance, as reported by the schools from 1947-48 to 1954-55, inclusive. It may be seen from this table that only the schools at Tchula, Durant, and Lexington gained in number of pupils in average daily attendance in 1954-55 over 1947-48. Tchula's gain was 24, Durant's 78, and Lexington's 136. Durant and Lexington showed gradual growth during the eight year period included in the table. Tchula, however, reached her peak in 1951-52, and then declined slightly. All the other schools have decreased in number of pupils in average daily attendance since 1947-48. Table III-W shows the decrease as follows: Coxburg 108, Cruger 28, Goodman 87, Pickens 59, and West 13. Some of the decreases were due to consolidation of high schools. The small size of some of these schools seriously limits the number of classmates with

TABLE III-W

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS
AND BUSES 1955-56; BY WHITE SCHOOL ATTENDANCE CENTER, HOLMES COUNTY

Attendance Center	Grades Taught 1954-55	Number 1955-56		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)
Durant S.D.	1-12	18	4	277	280	271	335	336	342	349	355
Lexington S.D.	1-12	26	6	337	372	408	406	407	419	466	473
Coxburg	1-12	9	6	266	255	253	275	267	246	214	158
Cruger	1-8	5	4	84	69	65	60	60	59	53	56
Goodman	1-8	8	4	240	241	257	247	247	168	177	153
Pickens	1-8	6	1	173	103	109	78	88	82	105	114
Tchula	1-12	17	10	246	260	264	284	288	273	282	270
West	1-12	11	3	214	279	271	243	221	227	230	201
Holmes County		56	28	1223	1207	1219	1187	1171	1055	1061	952
TOTALS		100	38	1837	1859	1898	1928	1914	1816	1876	1780

Source: Superintendents' annual reports.

which a pupil may associate.

Total Pupils Enrolled. The total number of white pupils in average daily attendance 1954-55 was 952 in the county schools, 355 in Durant, and 473 in Lexington, or 1780 in all. (In addition 116 were enrolled at the Agricultural High School.)

In the county schools the number of pupils decreased yearly from 1223 in 1947-48 to 952 in 1954-55, a decrease of 271 pupils. During this period the city schools gained 214 pupils. This did not fully offset the pupil loss to the county and city schools combined. In all, the net loss was 57 pupils to the county and separate school districts combined. As far as totals for all pupils are concerned, in 1947-48 there were 1837 pupils. This increased to 1928 in 1950-51, but for 1954-55 the number had decreased to 1780. The trend over the last five years shows a decrease. This trend has implication when considering new buildings.

Teachers. In 1954-55 there were 56 teachers instructing the white boys and girls in the Holmes County schools

and 44 in the Durant and Lexington Separate School Districts schools, a total of 100 teachers. If the measure of 30 pupils per teacher, used by the State of Mississippi but which certainly will not indicate all the teachers needed, is applied, the number of teacher units would be 32 for the county, 12 for Durant, and 16 for Lexington, a total of 60 teachers. The difference between the two total number of teachers is 40 which is 40 per cent of the total.

Another way of analysing these data is to consider the teacher-pupil ratio. As was stated above, the state uses the measure of one teacher per thirty children in average daily attendance. State funds are allocated on this basis. Where a teacher-pupil ratio of 1:15 exists the state allows money for only half the teachers. The other half must be paid for from other sources. By dividing the number of pupils by the number of teachers as shown in Table III-W it will be found that the teacher-pupil ratio is 1:17 for Holmes County schools, 1:18 for Lexington, and 1:20 for Durant. At the Cruger school it is 1:11, and at Tchula 1:16. Obviously, this is expensive instruction.

The number of teacher units Holmes County schools and the Durant and Lexington Separate School Districts schools should have for an educationally sound yet financially defensible school system probably should be greater than 60 but less than 100. If through consolidation, even as many as 20 fewer teachers are used, the savings will exceed \$50,000 per school year.

Busses. Table III-W shows that busses discharge pupils at school 38 times. This does not mean there are 38 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 superintendents of the separate school districts, together with a map showing the bus routes recommended if plans for reorganization of attendance centers 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 most schools, was small. In the

TABLE IV-W

AVERAGE DAILY ATTENDANCE BY WHITE SCHOOL ATTENDANCE
CENTER AND BY GRADE, HOLMES COUNTY
1954-55

Attendance Center	Grade														
	Elementary							Jr.-Sr. High School							Total 1-12
	1st	2nd	3rd	4th	5th	6th	Total	7th	8th	9th	10th	11th	12th	Total 7-12	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)
Durant	37	50	34	30	33	34	218	20	23	23	23	22	26	137	355
Lexington	42	57	51	34	40	31	255	48	49	42	33	26	20	218	473
Coxburg	15	7	12	20	15	13	82	12	16	12	14	10	11	75	157
Cruger	8	4	7	9	7	6	41	8	7					15	56
Goodman (Line)	23	25	27	22	18	20	135	9	10					19	154
Holmes Co.A.H.S.															*(37)*(33)*(23)*(23)*(116)
Pickens	18	16	17	18	12	18	99	8	8					16	115
Tchula	29	24	27	18	25	23	146	20	20	25	24	22	12	123	269
West (Line)	13	16	18	17	12	16	92	25	18	14	22	14	15	108	200
Holmes County	106	92	108	104	89	96	595	82	79	51	60	46	38	356	951
TOTAL	185	199	193	168	162	161	1068	150	151	116	116	94	84	711	1779
														*(116)	*(116)

*Enrollment data not included in totals.
Source: Superintendents' annual reports.

schools at Coxburg and Cruger, at least, classes were of a size that is indefensible either educationally or financially.

From analysing the data in Table IV-W it is apparent that something should be done with regard to the consolidation of both the elementary schools and high schools if the requirements of the State Educational Finance Commission are to be met. Only Durant, Lexington, and Tchula meet the requirement of one teacher for each grade taught. Moreover, none of the high schools meet the requirement for "new high schools". This requirement calls for a minimum potential enrollment of 250 in grades nine through 12. Presently accredited high schools are not required to meet this standard. Nevertheless, a high school of this minimum size should be considered.

February, 1956, Enrollments. The survey staff wanted to secure the later data on school enrollments and the average daily attendance than the 1954-55 annual report figures. Therefore, Table IV-A-W, which follows, was

TABLE IV-A-W

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY WHITE SCHOOL ATTENDANCE CENTER
AND BY GRADE, HOLMES COUNTY
FEBRUARY, 1956

School Enrollment and ADA	Grade															
	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)
Durant ENR	41	33	47	32	27	29	209	33	19	52	22	22	22	22	88	349
S. D. ADA	37	31	46	30	25	28	197	30	17	47	19	21	22	19	81	325
Lexington																
S. D. ENR	59	44	56	50	39	40	288	43	51	94	36	47	33	24	140	522
ADA	55	41	53	47	36	37	269	41	48	89	35	44	31	23	133	491
Coxburg ENR	14	12	9	13	21	12	81	12	15	27	15	10	10	10	45	153
ADA	14	12	9	13	21	12	81	12	15	27	14	10	8	10	42	150
Cruger ENR	5	6	3	6	9	9	38	7	8	15						53
ADA	5	6	3	6	8	9	37	7	8	15						52
Goodman ENR	17	21	22	22	19	23	124	14	9	23						147
ADA	17	19	22	22	18	23	121	14	9	23						144
Pickens ENR	19	18	17	14	21	10	99	16	9	25						124
ADA	17	16	16	13	20	10	92	16	9	25						117
Tchula ENR	27	30	22	34	19	26	158	24	15	39	23	24	23	21	91	288
ADA	23	24	19	30	16	25	137	22	14	36	21	24	22	19	86	259
West ENR	12	16	17	17	20	12	94	16	24	40	17	14	20	15	66	200
ADA	10	15	16	15	19	11	86	14	23	37	15	13	19	14	61	184

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

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY WHITE SCHOOL ATTENDANCE CENTER
AND BY GRADE, HOLMES COUNTY
FEBRUARY, 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)
Holmes ENR	94	103	90	106	109	92	594	89	80	169	55	48	53	46	202	965
County ADA	86	92	85	99	102	90	554	85	78	163	50	47	49	43	189	906
TOTALS ENR	194	180	193	188	175	161	1091	165	150	315	113	117	108	92	430	1836
ADA	178	164	184	176	163	155	1020	156	143	299	104	112	102	85	403	1722

Source: Teachers' monthly reports.

prepared. This table gives average daily attendance and enrollment figures for all white schools, by grades, as reported for the month of February, 1956.

Comparison of this table with Table IV-W will show that the February figures have remained approximately the same as the 1954-55 average daily attendance figures in many schools. In the total figures for the county schools, there were 46 fewer in average daily attendance for February, 1956, than for the 1954-55 school year. Totals for county and separate school districts combined show 58 fewer in February. The month of February 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 February figures represent fairly well the number of children attending school.

Negro Schools

Attendance Centers. In 1954-55 Holmes County had 60 attendance centers for Negro boys and girls. In addition, there were schools located at Durant and Lexington.

There were five schools having grades one through 12, located at: Durant, Lexington, Mileston, Mt. Olive, and Richland. Fifty-four of the other 57 schools enrolled pupils in grades one through eight. Tchula and West operated grades one through nine and Cruger grades one through 10.

Holmes County, including Durant and Lexington, with 5396 Negro pupils in average daily attendance in 1954-55, had about three times the number of Negro boys and girls in average daily attendance as she had white pupils. Of the total 5396 Negro boys and girls, 477 attended the Durant school, 642 the Lexington school, and 4277 attended school in the 60 county school centers. Table III-N, which follows, lists the 62 Negro schools and the number of pupils in average daily attendance for each of the last eight school years. As may be seen from the table, the Negro schools, with the exception of the schools listed above which contain grades above the eighth, and in addition, Goodman, Meeks, Mt. Zion, and New Port, were very small. In fact, none of the other schools enrolled as many as 100 pupils in average daily attendance in 1954-55.

TABLE III-N

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS
AND BUSES 1955-56; BY NEGRO SCHOOL ATTENDANCE CENTER, HOLMES COUNTY

Attendance Center	Grades Taught 1954-55	Number 1955-56		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)
Durant	1-12	12	3	337	316	342	342	388	343	365	477
Lexington	1-12	17	4	515	475	474	502	527	534	550	642
Albino	1-8	2		67	80	91	66	64	53	52	45
Ashton	1-8	1		48	23	40	31	35	66	45	36
Baldwyn	1-8	2		23	31	41	47	50	47	26	54
Blissdale	1-8	1		25	23	23	29	27	23	28	36
Bonanza	1-8	2		85	73	58	74	88	74	66	59
Bowling Green	1-8	1		38	31	30	30	35	39	38	30
Chestnut	1-8	1		60	52	45	47	42	31	32	25
Clower	1-8	2		99	83	88	73	67	59	56	53

TABLE III-N (CONT'D.)

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS AND BUSES 1955-56; BY NEGRO SCHOOL ATTENDANCE CENTER, HOLMES COUNTY

Attendance Center	Grades Taught 1954-55	Number 1955-56		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)
Cross Road	1-8	1	1	28	41	35	41	35	40	39	38
Cruger	1-10	4	1	125	126	131	120	121	120	113	122
East Bank	1-8	2		80	75	94	91	112	86	76	57
Ebenezer	1-8	2	1	53	58	55	57	62	64	59	60
Egypt	1-8	1		64	57	55	36	53	53	58	32
Evergreen	1-8	1		45	32	30	35	33	26	28	25
Franklin	1-8	2	1	118	93	73	87	87	83	80	78
Gages Springs	1-8	1		28	31	37	36	43	43	46	39
Georgeville	1-8	2	1	64	69	71	61	48	60	65	62
Goodman	1-8	4	1	122	108	129	120	147	144	150	146

TABLE III-N (CONT'D.)

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS
AND BUSES 1955-56; BY NEGRO SCHOOL ATTENDANCE CENTER, HOLMES COUNTY

Attendance Center	Grades Taught 1954-55	Number 1955-56		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)
Gum Grove	1-8	2		62	46	50	52	88	75	68	52
Hickory Springs	1-8	3		92	85	96	104	103	96	83	83
Holly Grove	1-8	2		65	50	61	56	59	64	66	54
Holy City	1-8	2		68	63	41	56	71	71	45	55
Horse Shoe	1-8	1		32	33	21	15	27	32	45	51
Jackson Grove	1-8	2		62	65	62	63	59	60	43	46
Jerusalem	1-8	2		62	52	35	45	48	42	58	40
Lebanon	1-8	3		134	144	144	130	100	96	98	82
Longbranch	1-8	2		58	30	51	53	61	44	47	42
Lynchfield	1-8	2		69	50	42	89	89	80	64	59
Meeks	1-8	3	1	72	63	87	106	104	105	127	103

TABLE III-N (CONT'D.)

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS AND BUSES 1955-56; BY NEGRO SCHOOL ATTENDANCE CENTER, HOLMES COUNTY

Attendance Center	Grades Taught 1954-55	Number 1955-56		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)
Montgomery	1-8	1		41	47	59	58	68	22	24	21
Mileston	1-12	16	7	421	356	359	419	436	479	435	459
Mt. Ebony	1-8	2		72	66	48	55	54	51	51	52
Mt. Ephriam	1-8	1		32	44	46	30	44	39	46	38
Mt. Olive	1-12	9		218	213	207	211	195	231	218	280
Mt. Rising	1-8	1		48	53	27	43	49	46	34	30
Mt. Zion	1-8	4	2	149	158	152	133	132	117	122	160
New Port	1-8	4		104	112	133	130	125	150	144	128
Oak Grove	1-8	3	1	72	74	69	71	70	72	82	87
Phillipi	1-8	2		46	40	42	38	40	41	39	39

TABLE III-N (CONT'D.)

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS AND BUSES 1955-56; BY NEGRO SCHOOL ATTENDANCE CENTER, HOLMES COUNTY

Attendance Center	Grades Taught 1954-55	Number 1955-56		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)
Pilgrim Rest	1-8	2		62	38	42	49	49	45	47	37
Pine Grove	1-8	2		104	62	55	50	44	47	45	39
Poplar Springs	1-8	1		43	42	35	45	42	44	37	31
Promise Land	1-8	1			43	31	37	31	38	34	31
Richland	1-12	7	4	185	227	180	281	224	195	178	178
Rockport	1-8	1		50	55	31	44	32	34	34	25
Rosebank	1-8	2		57	57	43	74	59	54	52	45
Rose Hill	1-8	2		61	64	57	56	54	52	55	38
Rosemary	1-8	2		135	63	78	90	94	77	94	70
Salem	1-8	2	1	55	56	52	70	65	64	55	50

TABLE III-N (CONT'D.)

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS
AND BUSES 1955-56; BY NEGRO SCHOOL ATTENDANCE CENTER, HOLMES COUNTY

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Attendance Center	Grades Taught 1954-55	Number 1955-56		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)
Shady Grove	1-8	1		42	52	54	50	49	45	43	37
Sharpe	1-8	1		33	23	25	24	27	39	34	29
Springhill	1-8	1		42	42	46	36	23	26	29	18
Stigler Chapel	1-8	1		24	24	28	29	26	27	23	14
Sunny Mount	1-8	2		82	82	33	62	47	40	42	37
Tallequah	1-8	1		32	37	32	25	46	44	27	23
Tchula	1-9	8	2	257	211	204	230	280	269	272	266
Union	1-8	3	1	122	100	91	125	122	80	78	73
Walden	1-8	2		72	74	82	71	64	74	59	37
Walnut Grove	1-8	1		31	36	35	30	34	26	32	30
West	1-9	7	2	183	183	177	170	218	209	213	211

TABLE III-N (CONT'D.)

AVERAGE DAILY ATTENDANCE 1947-48 -- 1954-55; NUMBER OF TEACHERS AND BUSES 1955-56; BY NEGRO SCHOOL ATTENDANCE CENTER, HOLMES COUNTY

Attendance Center	Grades Taught 1954-55	Number 1955-56		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)
Holmes County		149	31	4823	4501	4369	4686	4801	4653	4479	4277
TOTALS		178	38	5675	5292	5185	5530	5716	5530	5394	5396

Total Pupils Enrolled. As may be seen in Table III-N, the number of Negro boys and girls in average daily attendance in the Durant and Lexington Separate School Districts schools remained fairly stable until 1954-55, when both showed sizeable increases. Durant increased from 337 in 1947-48 to 477 in 1954-55, but 112 of the increase came in the last year. Lexington increased from 515 to 642, but 92 of the increase occurred in the last year.

In the county schools for Negroes, however, the average daily attendance fluctuated during the last eight years. In 1951-52 there were 4801 pupils--only 22 fewer than the high of 1947-48. Figures for the last three years, however, indicate a constant and substantial decrease. By 1954-55 there were only 4277 pupils in average daily attendance in the county schools. The combined totals for the Negro schools show relatively small variations during the eight year period.

Teachers. There were 149 teachers instructing the

Negro boys and girls in the Holmes County schools. In addition, there were 12 in Durant and 17 in Lexington-- a total of 178. The total number of teachers is about the same as would be assigned 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 18 schools are served by school busses, which, in all, make 38 bus stops.

Size of Classes. Many of the county schools for Negroes in Holmes County are located in small one- or two-room buildings. In many of the Holmes County schools, one or more 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 four teachers might divide the grades. In only Durant, Lexington, and Mileston are there as many teachers in a school as there are grades taught. In the other schools for Negroes there are not 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. About one-third of the pupils in grades one through six 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 the requirements of the State Educational Finance Commission and also be financially advantageous.

February, 1956, Enrollments. Enrollment and average daily attendance figures for the Negro schools for the month of February, 1956, are presented in Table IV-A-N, which follows. This month is not strictly

TABLE IV-N

AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE
CENTER AND BY GRADE, HOLMES 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)
Durant	83	40	44	43	41	38	289	32	26	45	35	30	20	188	477
Lexington	122	50	55	45	62	49	383	30	39	65	57	36	32	259	642
Albino	15	8	9	9	1	2	44	2	1					3	47
Ashton	13	3	7	2	6	1	32	4						4	36
Baldwin	23	5	7	6	2	5	48	4	2					6	54
Blissdale	13	3	5	4	3	6	34	2						2	36
Bonanza	12	9	12	4	8	12	57	2						2	59
Bowling Green	7	3	3	5	3	4	25	2	3					5	30
Chestnut	7	5	2	6	3	1	24	1						1	25
Clover	11	2	8	7	9	5	42	5	6					11	53
Crossroad	9	4	3	4	4	1	25	7	6					13	38
Cruger	40	11	20	10	7	7	95	7	6	7	7			27	122
East Bank	21	6	6	10	2	3	48	6	3					9	57
Ebenezer	18	7	9	4	8	10	56	2	2					4	60
Egypt	7	5	6	2	5	2	27	4	1					5	32
Evergreen	9	4	5	0	4	0	22	3						3	25

TABLE IV-N (CONT'D.)

AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE
CENTER AND BY GRADE, HOLMES COUNTY
1954-1955

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)
Franklin	26	12	8	6	3	9	64	10	4					14	78
Gages Springs	14	3	10	5	3	4	39								39
Georgeville	23	7	8	5	7	4	54	3	5					8	62
Goodman	36	15	19	19	14	14	117	15	14					29	146
Gum Grove	22	8	3	9	6	1	49	0	3					3	52
Hickory Springs	23	9	6	9	13	6	66	11	7					17	83
Holly Grove	20	2	5	6	4	6	43	10	2					12	55
Holy City	13	7	3	11	8	8	50	2	3					5	55
Horse Shoe	23	9	8	3	4	5	52	1	1					2	54
Jackson Grove	18	9	7	7	2	3	46	0	1					1	47
Jerosalem	12	4	6	3	5	5	35	3	2					5	40
Lebanon	23	9	10	4	9	10	65	11	6					17	82
Longbranch	13	4	7	4	4	4	36	2	4					6	42
Lynchfield	19	6	8	9	4	7	53	5	2					7	60
Meeks	29	16	13	11	12	9	90	10	3					13	103
Mileston	79	25	29	39	56	31	259	28	42	50	36	31	13	201	460

TABLE IV-N (CONT'D.)

AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE
CENTER AND BY GRADE, HOLMES COUNTY
1954-1955

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)
Montgomery	5	2	3	2	3	4	19	0	2					2	21
Mt. Ebony	14	4	9	6	4	5	42	3	7					10	52
Mt. Ephraim	8	2	4	6	12	3	35	1	2					3	38
Mt. Olive	34	12	14	16	13	15	104	30	25	47	37	20	17	176	280
Mt. Rising	14	1	2	4	4	0	25	4	1					5	30
Mt. Zion	50	19	14	19	9	21	132	16	12					28	160
Newport	37	8	15	21	11	15	107	10	11					21	128
Oak Grove	31	13	12	10	10	11	87	0	2					2	89
Phillips	11	3	4	3	6	2	29	5	5					10	39
Pilgrim Rest	11	3	6	5	4	3	32	3	2					5	37
Pine Grove	8	3	3	6	3	6	29	4	5					9	38
Poplar Springs	3	2	3	4	4	4	20	6	5					11	31
Promise Land	13	4	3	3	3	3	29	2	0					2	31
Richland	26	9	19	4	8	14	80	23	17	21	17	16	5	99	179
Rockport	5	3	3	3	2	6	22	2	2					4	26
Rosebank	15	4	9	2	4	4	38	2	5					7	45

TABLE IV-N (CONT'D.)

AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE
CENTER AND BY GRADE, HOLMES COUNTY
1954-1955

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)
Rose Hill	16	5	4	5	3	2	35	2	1					3	38
Rosemary	26	9	9	8	6	9	67	3	0					3	70
Salem	17	4	11	10	5	3	50								50
Shady Grove	8	5	4	4	8	3	32	3	2					5	37
Sharpe	9	5	3	3	3	4	27	2	0					2	29
Spring Hill	6	2	4	4	2	0	18	0	0						18
Stigler Chapel	2	1	2	2	1	2	10	2	2					4	14
Sunny Mt.	10	4	7	5	2	5	33	3	1					4	37
Tallequah	8	3	3	5	2	2	23								23
Tchula	39	29	35	30	37	26	196	33	19	18				70	266
Union	16	11	8	8	14	6	63	5	5					10	73
Walden	11	6	6	3	4	2	32	2	2					4	36
Walnut grove	7	5	3	3	8	1	27	2	1					3	30
West	53	29	16	23	22	17	160	26	14	11				51	211
Holmes County	1111	430	490	450	436	383	3300	356	279	154	97	67	35	988	4288
TOTALS	1316	520	589	538	539	470	3972	418	344	264	189	133	87	1435	5407

Source: Superintendents' annual reports.

Note: Difference of 11 with Table III-N total is due to rounding.

TABLE IV-A-N

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE CENTER
AND BY GRADE, HOLMES COUNTY
FEBRUARY, 1956

Attendance Center	Grade															
	Elementary						Jr.-Sr. High School									
	1st	2nd	3rd	4th	5th	6th	1-6	7th	8th	7-8	9th	10th	11th	12th	9-12	1-12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Durant ENR	91	62	44	61	45	39	342	52	37	89	38	40	27	33	138	569
ADA	79	56	42	45	34	37	293	44	33	77	34	37	25	33	129	499
Lexington ENR	104	68	58	54	49	60	393	63	42	105	88	66	48	31	233	731
ADA	102	67	57	53	48	58	385	62	41	103	86	65	47	31	229	717
Albino ENR	14	9	10	11	6	3	53	1	2	3						56
ADA	6	2	5	9	4	1	27	1	2	3						30
Ashton ENR	2	9	4	7		4	26	2	2	4						30
ADA	1	6	4	6		4	21	2	2	4						25
Baldwin ENR	26	9	8	11	7	4	65	5	2	7						72
ADA	17	6	3	8	7	3	44	2	2	4						48
Blissdale ENR	10	5	2	5	5	2	29									29
ADA	4	3	1	2	1	2	13									13
Bonanza ENR	29	8	21	18	4	4	84									84
ADA	20	2	13	16	4	4	59									59
Bowling ENR	5	9	2	6	7	8	37									37
Green ADA	4	6	2	6	7	8	33									33

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

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE CENTER
AND BY GRADE, HOLMES COUNTY
FEBRUARY, 1956

Attendance Center	Grade															
	Elementary						Jr.-Sr. High School									
	1st	2nd	3rd	4th	5th	6th	1-6	7th	8th	7-8	9th	10th	11th	12th	9-12	1-12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Franklin ENR	34	10	10	8	7	4	73									73
ADA	14	5	3	2	2	2	28									28
Gages ENR	17	10	4	10	6	3	50									50
Springs ADA	16	10	2	10	4	3	45									45
Georgeville ENR	24	9	10	8	12	10	73	4	3	7						80
ADA	18	9	9	6	10	8	60	4	3	7						67
Goodman ENR	44	24	17	22	19	15	141	15	19	34						175
ADA	30	20	14	19	16	11	110	13	18	31						141
Gum Grove ENR	34	13	8	12	13	9	89									89
ADA	16	8	7	4	9	5	49									49
Hickory ENR	27	8	7	7	11	12	72	7	10	17						89
Springs ADA	24	7	4	6	9	12	62	6	9	15						77
Holly Grove ENR	19	9	13	6	8	5	60	8	11	19						79
ADA	10	8	10	1	6	5	40	6	11	17						57
Holy City ENR	16	7	7	8	12	6	56	7	3	10						66
ADA	12	5	5	6	6	6	40	4	1	5						45

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

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE CENTER
AND BY GRADE, HOLMES COUNTY
FEBRUARY, 1956

Attendance Center		Grade															
		Elementary						Jr.-Sr. High School									
		1st	2nd	3rd	4th	5th	6th	1-6	7th	8th	7-8	9th	10th	11th	12th	9-12	1-12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	
Horse Shoe	ENR	22	11	8	9	3	3	56	5	1	6						62
	ADA	7	3	4	4	2	2	22	2	1	3						25
Jackson Grove	ENR	25	6	8	7	9	1	56	3		3						59
	ADA	19	4	7	6	9	1	46	3		3						49
Jerusalem	ENR	20	7	6	6	6	2	47	1	3	4						51
	ADA	5	1	5	3	1	1	16		2	2						18
Lebanon	ENR	23	13	11	11	7	8	73	15	8	23						96
	ADA	21	13	8	10	6	8	66	9	6	15						81
Longbranch	ENR	16	8	4	10	3	4	45									45
	ADA	12	7	4	10	3	4	40									40
Lynchfield	ENR	30	8	8	9	9	3	67	7	3	10						77
	ADA	9	2	4	4	4		23	5	1	6						29
Meeks	ENR	50	16	24	12	17	13	132	7	11	18						150
	ADA	35	13	23	11	10	9	101	6	10	16						117

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

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE CENTER
AND BY GRADE, HOLMES COUNTY
FEBRUARY, 1956

Attendance Center	Grade															
	Elementary						Jr.-Sr. High School									
	1st	2nd	3rd	4th	5th	6th	1-6	7th	8th	7-8	9th	10th	11th	12th	9-12	1-12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Mileston ENR	103	52	36	41	44	54	330	50	43	93	61	48	26	29	164	587
ADA	78	46	29	40	38	52	283	46	39	85	54	47	25	28	154	522
Montgomery ENR	13	2	2	3	3	5	28	3		3						31
ADA	6	2	2	3	3	3	19	3		3						22
Mt. Ebony ENR	12	7	4	11	5	3	42	7	4	11						53
ADA	5	5	3	8	3	3	27	6	3	9						36
Mt. Ephraim ENR	8	3	4	2	7	12	36									36
ADA	3	3	3	1	6	7	23									23
Mt. Olive ENR	19	39	15	16	19	17	125	50	54	104	42	41	37	21	141	370
ADA	17	27	11	14	15	15	99	41	45	86	35	38	30	20	123	308
Mt. Rising ENR	9	6	4	3	6	6	34		4	4						38
ADA	2	3	4	1	3	4	17		2	2						19
Mt. Zion ENR	60	28	23	16	19	19	165	27	19	46						211
ADA	30	22	16	5	13	13	99	18	16	34						133

TABLE IV-A-N (CONT.D)

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE CENTER
AND BY GRADE, HOLMES COUNTY
FEBRUARY, 1956

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Attendance Center	Grade															
	Elementary							Jr.-Sr. High School								
	1st	2nd	3rd	4th	5th	6th	1-6	7th	8th	7-8	9th	10th	11th	12th	9-12	1-12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Newport ENR	26	27	16	14	35	12	130	13	4	17						147
ADA	11	16	15	12	28	11	93	11	4	15						108
Oak Grove ENR	35	14	14	11	16	13	103									103
ADA	30	12	11	9	14	11	87									87
Phillipi ENR	7	6	1	5	3	4	26									26
ADA	5	2	1	4	2	3	17									17
Pilgrim ENR	15	4	8	9	7	5	48	6	3	9						57
Rest ADA	11	3	6	5	4	3	32	3	2	5						37
Pine ENR	10	5	4	4	5	2	30									30
Grove ADA	9	3	3	3	5	2	25									25
Poplar ENR	9	3		6	4	4	26	4	4	8						34
Springs ADA	8	3		5	4	4	24	4	4	8						32
Promise ENR	11	4	1	3	1	1	21									21
Land ADA	9	3		1		1	14									14
Richland ENR	35	17	15	29	8	10	114	40	26	66	43	24	19	14	100	280
ADA	21	8	11	24	7	7	78	32	23	55	39	17	18	11	85	218

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

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE CENTER
AND BY GRADE, HOLMES COUNTY
FEBRUARY, 1956

Attendance Center	Grade															
	Elementary										Jr.-Sr. High School					
	1st	2nd	3rd	4th	5th	6th	1-6	7th	8th	7-8	9th	10th	11th	12th	9-12	1-12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
Rockport ENR	6	4	3	4	3	1	21	7			7					28
ADA	5	4	2	3	2	1	17	5			5					22
Rosebank ENR	5	4	9	11	4	2	35	3			3					38
ADA	4	2	8	7	4	1	26	3			3					29
Rose Hill ENR	19	10	5	6	4	4	48									48
ADA	14	8	5	5	4	4	40									40
Rosemary ENR	24	11	8	13	8	7	71	8	1	9						80
ADA	14	9	8	13	5	5	54	8	1	9						63
Salem ENR	23	15	4	10	13	6	71									71
ADA	11	11	4	10	12	6	54									54
Shady Grove ENR	7	4	6	2	6	8	33	4	2	6						39
ADA	7	4	5	2	6	6	30	2	2	4						34
Sharpe ENR	9	5	6	1	4	5	30	4	2	6						36
ADA	6	4	5	1	2	3	21	3	1	4						25
Spring Hill ENR	9	5	2	5	3	1	25									25
ADA	3	3	1	2	1	1	11									11

TABLE I V-A-N (CONT'D.)

ENROLLMENT AND AVERAGE DAILY ATTENDANCE BY NEGRO SCHOOL ATTENDANCE CENTER
AND BY GRADE, HOLMES COUNTY
FEBRUARY, 1956

Attendance Center	Grade															
	Elementary							Jr.-Sr. High School								
	1st	2nd	3rd	4th	5th	6th	1-6	7th	8th	7-8	9th	10th	11th	12th	9-12	1-12
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)
West ENR	35	31	32	18	25	20	161	16	22	38	16				16	215
ADA	30	40	28	17	23	19	157	12	18	30	15				15	202
Holmes ENR	1247	658	559	583	537	464	4048	394	334	728	193	117	82	64	456	5232
County ADA	814	484	438	456	421	374	2987	322	287	609	172	106	73	59	410	4006
Total ENR	1442	788	661	698	631	563	4783	509	413	922	319	223	157	128	827	6532
ADA	995	607	537	554	503	469	3665	428	361	789	292	208	145	123	768	5222

comparable with the average daily attendance figures for the 1954-55 school year which were presented in Table IV-N. However, 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 February is approximately the same in most of the schools as it was in 1954-55. An increase of less than 100 may be seen in the combined total for the two separate school districts schools. However, the county schools show a decrease of not quite 300.

CHAPTER IV

CURRICULUM, BUILDINGS, CURRENT COSTS

The Curriculum

The curriculum originally conceived was only the program of studies. More recently it has been considered to include all of the experiences the school provides which promote the positive growth and development of children and youth. If the curriculum is limited by any of the factors which may result from a variety of conditions within the school, the opportunity for a sound education may be denied some attending the school. When this occurs, certain results may be observed. Some of those pupils who do remain in school fail to develop to their maximum ability. Others may be forced into situations which may create frustrations which often may be observed as disciplinary problems. Still others may later drop out of school because they will not or cannot profit from an instructional program which is limited in scope and nature. It should not be assumed, however,

that all children who drop out do so because of the poor curricula available.

Curricula that are wide in scope and intensive in their efforts may exist in schools of almost any size. Small schools, however, and especially small secondary schools, may be unable to provide the pupils adequate educational experiences. This may be due to excessive cost per pupil both in the operation of these curricula and in their housing. As schools increase in size these costs tend to decrease, finally reaching a leveling off point when an elementary school of six grades reaches an enrollment of 200 and when a high school has an enrollment of 650.

In this study no major effort has been made to analyse and evaluate the curricula of any school, however, an appraisal of some phases of the curricula has been necessary to define more clearly the educational values in these schools.

Since people generally are more familiar with the program of studies than with any other features, this

area has been chosen for examination.

The White Elementary Schools. The white elementary schools of Holmes County and of both Durant and Lexington generally follow the program of studies as determined by the listing of textbooks provided by the Mississippi State Textbook Purchasing Commission. This situation also exists in most of the elementary schools in Mississippi. Although this list of textbooks provides a sound basis for a good elementary school program, development beyond these limits should become a problem of local concern. In some classrooms, individual teachers have apparently gone beyond this limitation, but some are seriously handicapped by conditions over which they have little or no control. They are handicapped by such things as the shortage of instructional supplies, limited library facilities, inadequate building facilities, and the problem of carrying on an instructional program for children in two or more grades at the same time. The last handicap occurs principally in schools of small enrollment. In these schools the wide range of

abilities which exist within a grade composed of children of the same chronological age is greatly increased when two or more grades are combined. Teachers have only a few hours each day to teach children. When this time must be shared by children who are widely separated in ability, attitude, and achievement, little opportunity exists for the teacher to enrich the curriculum.

As one would expect, the curriculum available for the children who attend the elementary schools in this county varies from school to school and from room to room. Any reorganization of the district and any accompanying plan for locating attendance centers should endeavor to provide each child with the kind of an educational program most valuable to him.

The White High Schools. All of the high schools in Holmes County and those of Durant and Lexington are small high schools. As previously stated, small high schools frequently find it necessary to limit the program of studies due to higher financial expenditures.

Table V-W probably illustrates this situation more clearly. It may be noted from this table that the course offerings in the high schools of the county range from 17 in the Coxburg high school to 28 in the Lexington high school. How this affects the students in these two schools one may quickly observe. Every boy or girl who is graduated from the Coxburg school must complete practically the identical program of studies, while those attending Lexington high school have a greatly enriched curriculum from which to choose a program which more nearly meets their needs and desires. It must be noted, however, that it is not entirely the size of the two schools which gives an advantage to the Lexington boys and girls, but also the amount of money available in Lexington to carry on a rich educational program.

Tchula and the Agricultural High School at Goodman likewise have a more extended program of study, while Durant and West have a more limited one.

It should not be assumed that even the high schools in the county offering the wider range of courses are

TABLE V-W (CONT'D.)

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

Course	School																	
	Durant			Lexington			Coxburg			A. D. S.			Tchula			West		
	'53	'54	'55	'53	'54	'55	'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)	(14)	(15)	(16)	(17)	(18)	(19)
Commerce:																		
Typing	19	38	29	36	20	24	12	14	12	17	23	17	26	21	20	13	20	20
Shorthand	20		19	8	11	8	11		7	9	10	11	6	10	14		10	
Bookkeeping	11	16	11	13	14	18		15	18	11	13	19	11	13			10	
Sec't. Training		5		6	6		10	7							8	19		
Basic Business				20														
Home Economics:																		
1st yr.	9	15	8	14	18	15	16	18				19	19	8	10	9	6	
2nd yr.	15	13		(9	(9	(12	10	13	15	20	23	10	18	20	8	10	8	
3rd yr.		15		(3	(3	(3			11	14	13			6				
Ag.																		
1st yr.				21	25	23	13	13				10	8	14	17	9	12	
2nd yr.				(5	(10	(10	14	12	21	13	13	15	8	8	10	11	6	
3rd yr.				(5	(2	(3			12	21	9		7	10	15	16	14	
Other																		
P. E.				28	44	38			45	64	61	58	52	60				
Latin I	8		23											10				
Driver Education				28	38	39												
Music				92	80	74			32	48	49	39	35	57				
Band				30	27	51			18	27	29	34	20	21				
Speech																		
Total Number																		
Subjects	20	19	19	26	29	28	17	17	19	24	24	23	24	26	20	19	20	

* Bracketed classes meet together

providing all the services which should be available to the boys and girls in Holmes County. In our modern society knowledge of a modern foreign language is considered important. This is especially true in the South where our increasing economic and social relations with the South American countries makes some understanding of Spanish important. No high school in this county offers any modern foreign language. Art in its many forms provides not only an opportunity for every child to express his native aesthetic desires, but modern economy demands and pays well for men and women who are prepared in this field. No high school in the county offers this educational opportunity. Other fields, such as industrial arts, distributive education, health education, music, speech, classical foreign language, and other courses which may be planned to care for a purely local need, are either entirely absent or exist to a limited extent only in some schools.

Examination of Table V-W, reveals an administrative device commonly used in smaller high schools to

increase course offerings. This device is the offering of certain courses in alternate years. This procedure, which is certainly better than reducing the offerings by failure to use this practice, still lacks much in educational value since it involves placing students of widely different experience in the same class. The subjects of eleventh and twelfth grade English furnish an example. In some schools eleventh and twelfth grade English are offered every other year. This means that "class A" (eleventh grade students) will enter twelfth grade English without the advantage of having eleventh grade English. Also, they must compete with twelfth grade students who have had the added advantage of one additional year of English instruction or eleventh grade English. The next year "class A" (now twelfth graders) students will enter the eleventh grade English with "class B" (eleventh grade students). "Class A" students have the added advantage of having already taken twelfth grade English. This situation will not provide the best educational environment for students.

Although Table V-W does not attempt to describe the number enrolled in each course offered, some evidence is available. One would scarcely expect to find more than one class, where less than 30 pupils are enrolled in a course. However, an occasional practice of this nature may exist. A cursory examination of Table V-W shows that few classes exist with an enrollment of more than 25, that a considerable number have less than 20, and some have fewer than 12 pupils. The small classes make the average teacher-pupil ratio far below the one teacher per thirty children ratio on which the Mississippi Minimum Foundation Program operates, thus increasing the amount of local funds necessary for the support of the schools. The survey staff agrees that the foundation program does not provide funds sufficient for more than a minimum secondary education program. However, classes that are smaller than can be justifiably defended educationally and financially, should be discontinued.

If this is followed local funds may be used for greater enrichment of the school program and for increased salaries for teachers.

Many other factors enter into the quality of the program of studies and into the improvement of the curriculum. Much is lost in any instructional program unless the quality of libraries, laboratories, and shops, as well as the availability of a multitude of teaching aids such as maps, charts, recordings, and film strips, are of high order. The investment in original purchase and in maintenance support of these items is high when limited use is made of them. However, when extensive use is made by many pupils, the per pupil cost becomes relatively low.

The Negro Elementary Schools. The program of studies in the Negro elementary schools in Holmes County and in Durant and Lexington follows the pattern established by the textbooks provided by the State Textbook Purchasing Commission. There is little done to extend this situation. Under the present poor housing conditions

existing in most schools, little more should be expected. With the exception of the schools at West and Mileston, the housing situation interferes with and, in most cases, prohibits not only the extension of the program of studies but also any full realization of the values of the basic program of studies as provided by the state. In some schools, especially Lexington and to a lesser degree Durant, the ingenuity of some teachers has overcome some, but by no means all, of the handicaps of the physical plant. More will be said in another section of this report concerning housing but it must be said here that no sound educational program for elementary Negro children can be established until extensive replacements and additions are made to the present school plants.

The Negro High School. All Negro high schools in Holmes County and in Durant and Lexington are small high schools. One might expect to find a program of studies in each that usually is found in small Negro high schools. However, home economics was taught in all high schools and agriculture in all high schools

TABLE V-N

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

Course	School														
	Durant			Lexington			Mileston			Mt. Olive			Richland		
	'53	'54	'55	'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)	(14)	(15)	(16)
English															
9th Grade	42	52	40	58	70	63	47	63	64	59	64	39	32	27	31
10th Grade	40	37	43	52	58	63	48	40	50	35	47	33	21	22	13
11th Grade	25	33	27	40	41	39	18	36	31	20	24	35	8	16	10
12th Grade	11	22	33	26	35	32	18	14	29	17	18	20	5	5	12
Journalism															
Social Studies:															
Civics & Geog.	42	52	40	58	70	63	47	63	64	59	64		30	27	31
W. History	40	37	43	40	41	39	48	40	50	35	47	33	21	22	13
Amer. History	25	33	27	52	58	63	18	85	31	20	24	35	8	16	10
Gov't. & Ec.	11	22	21	26	35	32	18	14	29	17	18	20	5	5	12
Mathematics:															
Gen. Math	42	52	40	26	35		47	49	29	59	64	39	21	27	31
Algebra I	40	37	43	58	70	63	48	63	64	35	47	33	32	21	13
Algebra II				52	58	63	18	55	50	20	24	35			
Pl. Geometry	11	22	22	40	41	39	18	36	31	17	18	20	8	16	10
Business Math	25	33	12												
Science:															
Gen. Science	42	52	40	58	70	63	47	63	64	59	64	39	32	27	31
Biology	40	37	43	52	58	63	48	40	50	35	47	33	8		22
Chemistry	25	33	27	40	51	39	18	36	31					16	
Physics						32	18		29						
Adv. Science	25	33	27	26	35										

TABLE V-N (CONT'D.)

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

Course	School															
	Durant			Lexington			Mileston			Mt. Olive			Richland			
	'53	'54	'55	'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)	(14)	(15)	(16)	
Commerce:																
Business Law				26	35	32										
Typing	15	6	12	36	15											
Bookkeeping																
Sec't. Training																
Shorthand																
Home Economics:																
1st yr.	21	38	30	39	37	33	25	71	44	21	38		20	29	27	
2nd yr.	30	23	31	38	39	35	30	25	28	48	51		17	15	8	
3rd yr.	8	15	16	29	28	31	21	25	44	28	33	31	14	18	14	
Ag.																
				Type "B" Shop												
1st yr.				19	33	26	22	41	20	14	32	41	12	20	14	
2nd yr.				29	32	23	18	22	22	46	59	27	15	10	23	
3rd yr.							16	11	16	9	11	24	15	22	9	
Other:																
P. E.				128	75					20						
Music	55	55	60	40			37									
Band		15	25	36	25		42	35							51	
Speech																
Total Number																
Subjects	21	22	22	24	26	22	22	23	23	21	20	17	19	19	20	

except Durant and Lexington. A Type "B" shop, a trades shop, is operated in the Lexington high school.

In most instances the Negro high schools have too many oversized classes. This seriously interferes with a sound instructional program. As in the Negro elementary school curriculum, the school plant is a major factor in limiting the school program. Library facilities, laboratory equipment, and other teaching devices also are limited.

The survey staff has not attempted to measure all the factors which have an influence on the curriculum. It is recommended, however, that a study or plan of action for the improvement of the curriculum be made. Such a plan should include administration, supervision, teachers, instructional equipment and supplies, plant construction and plant operation, and maintenance.

The School Plant

The White Schools. During 1955-56 there were seven attendance centers for white pupils in Holmes County, including the Holmes Agricultural High School and Junior College, Those at Coxburg, Tchula, and West,

house grades one through 12, the others, Cruger, Goodman, and Pickens, grades one through eight.

Coxburg. At Coxburg there are three frame buildings. The main building consists of 10 classrooms, an auditorium, where the library is housed, a business education room, a science laboratory, and an office. The agricultural classroom, its shop, the homemaking suite, and the cafeteria are in one building, the gymnasium in a third. All buildings are in fair condition.

Tchula. At Tchula there are three brick buildings. The main building has 14 classrooms, a homemaking room, two science laboratories, a combination library-study hall, an auditorium and offices. One classroom has been converted into a lunch room. A large gymnasium with good seating accommodations and dressing rooms is near the main building. Somewhat removed from the main building is the shop building, which contains a large well equipped shop, a classroom, and an office. All these buildings are in good

condition, well maintained on a fairly adequate site and should be useful for many years. However, some adaptations to the original plant do not meet modern demands for a comprehensive secondary school program.

West. At West there are five buildings. The main building which is brick has six classrooms, an auditorium, which also serves as a combination study hall-library, and offices. Near this building is a brick building, originally built by the Masonic Order, which provides three classrooms. One classroom on the second floor is used for business education and two elementary classrooms are on the first floor. A few steps away is a frame building housing the cafeteria and one elementary classroom. Not far away a frame building provides for an agriculture classroom and shop and a homemaking suite. The gymnasium, a frame building across a street and several hundred yards away from the main building, is adjacent to the athletic field. The field has lights for night football games. Although recent additions of great value have been made

to meet some instructional needs, the plant is not suited for secondary school use. If it is continued as an elementary school the main building should be greatly improved with extensive additions and replacements of the equipment.

Agricultural High School. The Agricultural High School is administered as a part of the Holmes County Junior College and uses the general facilities of the college. In most instances, the situation is good, however, some basement areas have been converted to high school classrooms. These classrooms are not satisfactory, and should a high school be maintained at the college some provision for improved classroom facilities should be made.

Cruger. The Cruger school, a one-story brick building, was formerly a 12 grade school. There are five classrooms, two of which are unused, an auditorium, and offices. The site is adequate for an elementary school, and the building is good enough so that it could be remodeled into an acceptable elementary school building.

Goodman. At Goodman there is a very good one-story brick building of recent construction. In it are eight classrooms, a cafeteria, an auditorium, and office space. The building is well maintained and operated. The site is large and is being developed into a desirable school location. This building should be of service for many years.

Pickens. The Pickens school is a two-story brick building with a frame addition for a cafeteria. In it there are six classrooms, a library, an auditorium, and office space. The building is well maintained and operated, and the site is satisfactory.

Durant. In Durant there is only one attendance center for white pupils. This center has two units. A masonry building of good design and well maintained has 14 classrooms, a business education room, a homemaking suite, a science laboratory, a library, a cafeteria, an auditorium, and offices. This building will be serviceable for many years. The gymnasium is a frame building which is located away from the main building. In it there is space for six classrooms.

As a basketball arena it serves very well but should be considered as a temporary situation. The site is completely inadequate for a secondary school. It is fortunate that an athletic field is owned by the school, but it is equally unfortunate that this field is away from the school buildings and is not an integral part of the school site.

Lexington. At Lexington the high school building and the elementary school are on sites separated by a distance of approximately one city block. The elementary school, a brick building, was designed as a two and one-half story building with the lower level being constructed as a basement. The basement area has been converted into classrooms, for which it was not planned, and into a lunch room and kitchen. In this building, including the basement classrooms, there are 12 classrooms, a library room, and auditorium located on the top floor, a lunchroom, and offices. The lunchroom is being used also by high school pupils. The site is small and is further reduced by a driveway and parking space. This plant may be used for many years,

although in many ways it is unsatisfactory.

The high school plant consists of two units: the main building of one-story brick construction and a nearby masonry building where the agriculture shop and homemaking suite are located. In the main building there are eight classrooms, a business education room, a science laboratory, a library, and a small gymnasium which has been used as an auditorium. The site is small and as enrollment increases some addition to the site should be made.

County Negro Schools. In Holmes County there are 60 attendance centers for Negroes, one in the Durant Separate School District and two in the Lexington Separate School District. Table VI-N presents the data relative to these buildings.

Of the 60 attendance centers in the county, 18 are located in churches, others in district-owned buildings. The main building of the Mileston plant is a frame building which was secured by the county from the Federal Housing Authority. An additional

TABLE VI-W

WHITE SCHOOL BUILDING FACILITIES, HOLMES COUNTY, 1955-56

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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)
Coxburg H.S.	Frame	1936	Fair	15	\$95,000
Cruger El.	Brick	1923,35	Fair	3	40,000
Goodman El.	Brick	1940	Good	14	150,000
Pickens El.	Brick	1912,22,38	Good	3	75,000
Tchula H.S.	Brick	1924,28,44	Good	6½	350,000
West H.S.	Brick	1926	Fair	7	148,000
West El.	Brick	?	Fair	()	()
Durant H.S.	Concrete	1942	Good	6	300,000
Lexington H.S.	Brick	1928	Good	7	225,000
Lexington El.	Brick	1904,22	Fair	2½	100,000

Source: The school superintendents.

TABLE VI -W (CONT'D.)

WHITE SCHOOL BUILDING FACILITIES, HOLMES COUNTY, 1955-56

School Center and Name of Building	Number of Classrooms							Office Rooms	Library (Seats)	Lunchroom or Cafeteria Seats	Indoor Toilets	Indoor Fountains	Gymnasium	Auditorium (Seats)
	Regular	Homemaking	Commercial	Music	Science Laboratory	Agriculture	Shop							
(1)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
Coxburg H.S.	10	1	1		1	1	1	2	86	100	4	3	yes	240
Cruger El.	5				1			1		no	2	2	no	300
Goodman El.	8							2		125	2	6	no	418
Pickens El.	6				1			1	25	45	2	2	no	200
Tchula H.S.	14	1	1	1	2	1	1	2	50	90	4	5	yes	490
West	10	1	1		1	1	1	2	30	80	4	2	yes	210
Durant El. and H.S.	14	1	1		1			2	70	75	4	4	yes	500
Lexington H.S.	8	2	2	1	1	2	1	2	60		4	3	yes	
Lexington El.	12							2	20	100	4	3	no	416

frame building has been constructed there for elementary school purposes. Two other buildings exist at this site. At West the building is a type commonly built in Mississippi for rural Negro schools. The quality of this building is such that although it will be useful for some time, considerable cost in maintenance should be anticipated if it is to remain serviceable. In the Durant Separate School District the plant is composed of three frame buildings. In the Lexington Separate School District three buildings are maintained on one site, one of which is an out-dated brick building, the other a frame building. More recently a shop building has been added. Two near-by churches also accommodate pupils. At Queens Chapel in the Lexington Separate School District is an elementary school. All of these buildings, except the one at West and the ones at Mileston, are considered obsolete by the survey team and should be abandoned.

It will be seen from Table VI-N that except for

TABLE VI-N

NEGRO SCHOOL BUILDING FACILITIES, HOLMES COUNTY, 1955-56

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)
Lexington-Ambrose	Brick	1910	Obsolete	2.83	\$13,000
Elementary	Frame	1923	Obsolete	((
Shop	Frame	1940	Fair	((
Durant	Frame	1922,35	Obsolete	9.	30,000
Mileston	Frame	1941,51	Fair	6.4	125,000
Mt. Olive	Frame	1925	Obsolete	5	5,000
Richland	Brick-Frame	1846 1937	Obsolete	10	2,500
West	Brick	1951	Fair	5.8	30,000

TABLE VI-N (CONT'D.)

NEGRO SCHOOL BUILDING FACILITIES, HOLMES COUNTY, 1955-56

School Center and Name of Building	Number of Classrooms							Office Rooms	Library (Seats)	Lunchroom or Cafeteria Seats	Indoor Toilets	Indoor Fountains	Gymnasium	Auditorium Seats
	Regular	Homemaking	Commercial	Music	Science Laboratory	Agriculture	Shop							
(1)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)
Lexington	11	1	1		1	1	1	1	35	40		1		400
Durant	13	1	1					1						300
Mileston	12	1			2	1	1	1	42	42	4	2	yes	500
Mt. Olive	9	1				1	1	1						
Richland	12	1					1			35				
West	6							1			2	2		

Source: County Superintendent of Education.

Note: In addition, there are 18 church buildings and 38 other county-owned buildings housing Negro schools. The county-owned buildings are obsolete.

the Mileston plant and the one at West the County must provide new plants for Negro education. Although it is unfortunate better school buildings have not been provided in the past, it is fortunate that new buildings can now be built at the most desirable locations. Little capital loss will be sustained by abandoning the school plant as recommended in this study.

Current Costs

Present Financial Status. The financial status of the various districts in Holmes County and the Durant and Lexington Separate School Districts as reported for the 1954-55 school year is presented in Table VII, which follows. From this table it may be seen that the assessed valuation of Holmes County, exclusive of Durant and Lexington, is slightly more than ten million dollars, and the assessed valuations of the Durant and Lexington Separate School Districts are one and one-half million and almost two million dollars, respectively, a total of nearly thirteen

TABLE VII

ASSESSED VALUE, MILLAGE, INDEBTEDNESS AND
FUNDS ON HAND, BY DISTRICT, HOLMES
COUNTY, 1954-55

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District	Assessed Value	Current Expense Millage	Indebtedness		Funds on Hand June 30, 1955
			Bonded	Floating	
(1)	(2)	(3)	(4)	(5)	(6)
Durant S.D.	\$ 1,529,385 co.	20	\$20,500		\$ 6,370.91
	1,755,105 ci.				
Lexington S.D.	1,880,151 co.	18	69,500		12,671.51
	2,885,666 ci.				
Holmes County	10,055,804	7			81,727.18
	(Excludes cities)				
Acona *	305,135	14			41,51
Bethesda *	162,214	14			295.97
Cleveland *	197,244	14			51.65
Coxburg	488,783	13			1,064.02
Cruger	1,111,984	12			4,523.51
Ebenezer *	309,481	14			65.48
Elliott Hill *	239,513	14			33.05

Note: Co. is county assessment.
Ci. is city assessment.

TABLE VII (CONT'D.)

ASSESSED VALUE, MILLAGE, INDEBTEDNESS AND
FUNDS ON HAND, BY DISTRICT, HOLMES
COUNTY, 1954-55

District	Assessed Value	Current Expense Millage	Indebtedness		Funds on Hand June 30, 1955
			Bonded	Floating	
(1)	(2)	(3)	(4)	(5)	(6)
Franklin *	\$ 168,306	14			\$ 53.42
Goodman	1,502,316	9			7,798.22
Harmony *	276,486	9			24.10
Owens *	231,904	14			51.79
Pickens	765,187	9			4,243.59
Providence *	40,408	14			6.15
Tchula	2,846,744	12			9,564.40
Westley Chapel *	654,323	9			98.56
West	755,776	13			3,643.63
TOTAL COUNTY ASSESSMENT	13,465,340				

Source: County and city superintendents.

* Does not maintain a school within district.

and one-half million dollars, based on county assessments. Properties in the City of Durant and in the City of Lexington are subject to two assessments-- one by the county and one by the city. The city assessment of the City of Durant is higher, being \$1,755,105, while the county assessment is only \$1,529,385. Percentage-wise the city assessment is 15 per cent more than the county assessment for the same property. Likewise for Lexington, the city assessment is higher than is that of the county. The city assessment is \$2,885,666, and the county assessment is \$1,880,151. Percentage-wise the Lexington assessment is 53 per cent more than the county assessment. Tax-wise the county must levy on its assessments 1.15 mills and 1.53 mills, respectively, to equal revenue secured from a one-mill levy by Durant and Lexington on their assessments.

Levies for current expenses for the consolidated school districts, as shown in Table VII, vary from nine mills in the Goodman, Pickens, Harmony, and

Westley Chapel districts, to 14 mills in eight of the other 12 districts. Only two of the districts, Goodman and Fickens, with the lowest (nine) mill levy have a school within their districts. A seven mill county-wide school tax also is levied on the districts in the county, and this must be added to the district millage for the total levy. Thus, most school districts in the county levy a total of 21 mills for schools.

The Durant and Lexington Separate School Districts do not participate in the county-wide tax. Durant now levies 20 mills on her city assessment, and this corresponds to 23.0 on the county assessments.

Lexington levies 18 mills on her city assessment, which corresponds to 27.6 mills on the county assessment.

It may be seen from the columns indicating the amount of indebtedness, that very little school indebtedness exists. Durant had some \$20,000 and Lexington some \$70,000 indebtedness. Other districts are debt free. The bonded debt on these two school districts is relatively small when compared to the total investment

in the school buildings. The amount of funds on hand June 30, 1955, for many of the districts, was not large. However, several districts had sizeable sums on hand. For districts having no bonded indebtedness these funds are not needed to retire a debt. In this category were: Holmes County with some \$82,000, Cruger \$4500, Goodman \$7800, Pickens \$4200, Tchula \$9600, and West \$3600.

Operation Costs. The cost of operating the schools in Holmes County and in the Durant and Lexington Separate School Districts for 1954-55, is presented in Table VIII, which follows. It should be stated that the present accounting system of school funds does not account for funds strictly according to the three major divisions shown. However, from the annual reports, it was possible to break down a reasonable charge for each one of these items with respect to expenses of administration and the like, which could be charged in order to get the per pupil cost.

Per Pupil Cost. Probably the most significant column in Table VIII is the one listing the per pupil cost.

TABLE VIII

TOTAL AND PER PUPIL COST OF OPERATING SCHOOLS, BY THREE MAJOR DIVISIONS,
BY ATTENDANCE CENTER, HOLMES COUNTY, 1954-55

District	Number Pupils ADA	Costs				Per Capita Costs			
		In-struction*	Trans-portion	Opera-tion	Total	In-struction*	Trans-portion	Opera-tion	Total**
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Durant *	355	\$ 48,771	\$ 1,759	\$ 17,398	\$ 67,919	\$ 137	\$ 5	\$ 49	\$ 191
Harmony			994	2,300	3,294				
Westley Chapel			756	5,528	6,284				
Lexington **	473	74,536	7,499	43,096	125,131	158	16	91	265
Acona			1,146	3,822	4,968				
Bethesda			1,047	2,136	3,183				
Cleveland			1,101	2,577	3,678				
Ebenezer			1,175	4,231	5,406				
Elliott Hill			704	2,900	3,604				
Franklin			1,173	1,960	3,133				

* Includes sums listed for the dormant districts under Durant.

** Includes sums listed for the dormant districts under Lexington.

TABLE VIII (CONT'D.)

TOTAL AND PER PUPIL COST OF OPERATING SCHOOLS, BY THREE MAJOR DIVISIONS,
BY ATTENDANCE CENTER, HOLMES COUNTY, 1954-55

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District	Number Pupils ADA	Costs				Per Capita Costs			
		In-struction*	Trans-portion	Opera-tion	Total	In-struction*	Trans-portion	Opera-tion	Total**
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Owens		\$	\$ 1,152	\$ 2,865	\$ 4,017				
Providence				562	562				
Coxburg	158	23,762	4,274	6,868	34,904	150	27	43	221
Cruger	56	11,720	2,773	2,657	17,150	209	50	47	306
Goodman	153	20,933	2,645	4,245	27,823	137	17	28	182
Pickens	114	13,593	1,112	2,626	17,331	119	10	23	152
Tchula	270	49,581	7,933	10,234	67,748	184	29	38	251
West	201	29,582	2,769	4,410	36,761	147	14	22	183
County-Negro	4277	269,689	19,076	46,109	334,874	63	4	11	78
Durant-Negro	477	26,598		3,643	30,241	56		8	63
Lexington-Negro	666	41,284		6,884	48,168	62		10	72

Source: Superintendents' annual reports.

It may be seen from the table that the per pupil cost for white schools ranges from \$152 for the elementary school at Fickens to \$306 for the elementary school at Cruger. Usually schools operating a high school have a higher per pupil cost than do those having only an elementary school. However, this is not the case with respect to some of the white schools in Holmes County. The per pupil cost for schools operating grades one through 12 follow: Lexington \$265, Tchula \$251, Coxburg \$221, Durant \$191, and West \$183. Per pupil cost for Negroes was relatively much lower than for the white pupils. These costs were: Holmes County \$78, Lexington \$72, and Durant \$63.

CHAPTER V
RECOMMENDATIONS AND COSTS

Holmes County and the Durant and Lexington Separate School Districts have presented many problems that had to be considered in planning for reorganization. Some of these problems were brought about because of the large size of the county, the sparcity of the white population, the great number of Negro inhabitants, and the existence of the Agricultural High School.

Recommendations in this chapter were accepted by the survey staff only after much thought and time had been given various proposals and as to the effect that each would make on the children involved. The survey staff realizes that in some instances there may be more than one possible solution to a given situation. Moreover, it is known by the survey staff that in some of the details, the people who live in a given area are far better versed on detail procedures than the staff. Most of the recommendations listed are major, and for each one the survey staff thinks that its judgments are educationally and financially sound. It believes that if the recommendations were submitted to a group of

leading educators for evaluation, they would each be adjudicated as sound.

District Reorganization

Two Districts. The survey staff believes that two school districts would be the best district organization plan for Holmes County and the Durant and Lexington Separate School Districts. The staff recommends:

1. That there be established two school administrative districts - - an East Holmes County School District and a West Holmes County School District. The East Holmes County School District should consist of all the territory in Beat Two of Holmes County, and in addition, in Township 13N, Range 3E, Sections 2, 3, 4, 5, 8, 9, 10, 11, 14, 15, 16, 17, 20, 21, 22, 23, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35; Township 12N, Range 3E, Sections 1, 2, 3, 4, 5, 6, 9, 10, 11, and as much of Sections 7, 8, 12, 13, 14, 15, 16, of the same township and range as lie in and are a part of Holmes County, and as much of Township 12N, Range 4E, Section 6, that lies in and is a part of Holmes County. The territory of the East Holmes County School District described above should be: All territory in Holmes County east of the line describing the western boundary

of Beat Two beginning at the south boundary of Carroll County and extending approximately south in Holmes County some 17 miles to the southwest corner of Township 14N, Range 4E, Section 36, where it meets the north boundary of the Goodman Consolidated School District; and in addition, the territory comprising the Goodman Consolidated and Pickens Consolidated School Districts. The West Holmes County School District should be the remainder of Holmes County not included in the proposed East Holmes County School District.

2. That the two school administrative districts be one of the following types:

a. Two municipal separate school districts embracing the entire county with Durant and Lexington the municipalities, or

b. Two special municipal separate school districts embracing the entire county with Durant and Lexington the municipalities, or

c. Two districts, one of which is a municipal separate school district or a special municipal school district, embracing all of the territory in either of the two districts described in Recommendation 1,

and the other a county-wide district exclusive of the municipal separate or special municipal separate school district indicated in this paragraph, or

d. Two consolidated school districts, each having a board of trustees, in which case the county board and county superintendent would maintain their relative positions.

The special municipal separate school district is a new type school district provided in Senate Bill 1640 passed by the legislature in 1956. This type of district for either or both of the two proposed school districts for Holmes County should be carefully considered. In the opinion of the survey staff, this type district is the best type for Holmes County. The special municipal separate school district provides that: representatives on the school board may be secured in a variety of ways - - (a) election county-wide; (b) election on a beat basis; (c) "...appointed by either the board of supervisors, the governing authorities of the municipalities, or by both of said bodies in such proportion as the governing bodies may agree upon...."; "that the assessment of the taxable property

shall be made and the taxes levied and collected by the county tax assessor, board of supervisors, county collector, and other appropriate county officials..."; that selection of the district superintendent and the amount of his salary be governed by the laws under which the municipal separate school district operates,

Attendance Centers

In determining the location of attendance centers consideration was given to the following:

1. The regulations of the State Educational Finance Commission as they relate to the existence of high schools for each race within each school district.
2. The state law particularly as it relates to the minimum education program.
3. The time required for transporting the child to his school.
4. Concern for the cost of the additional plants needed and as a factor of this, the utilization of existing facilities when their condition renders such use feasible.
5. Educational factors which produce the greatest return from the annual expenditure per child.

East Holmes County Schools

White High School. The survey staff believes that only one white high school, grades seven through 12, should be operated in the proposed east Holmes County district. The staff recommends either:

1. That the district operate one high school using the present building facilities at Durant to accommodate the pupils in grades seven through 12 now attending schools at Durant, West, and the Agricultural High School at Goodman, including the pupils in these schools who come from Attala and Madison counties; or

2. That the district transfer and that the Holmes County Agricultural High School and Junior College accept all pupils grades nine through 12 in the proposed district, and in addition, the transfer students from Attala and Madison counties. If this choice is made Durant should serve as an elementary school center for grades one through eight.

White Elementary Schools.

1. Pickens School

The Pickens elementary school should be continued as an elementary school center but only for grades one through three. Pupils in the Pickens school, grades four through eight should attend the school at Goodman.

2. West School

The West elementary school should be continued as an elementary school center but only for children in grades one through three. Pupils in the West school, including those who come from Attala and Carroll counties, grades four through eight, should attend the school at Durant.

3. Durant School

The Durant elementary school center for grades one through eight should be continued if the high school center is located at the Agricultural High School at Goodman. If the high school is located at Durant the Durant elementary school should be limited to grades one through six. This elementary school should accommodate pupils from Durant and, for grades four through eight, from West. Pupils from Attala County should be accepted on a transfer basis.

4. Goodman School

The elementary school at Goodman should be continued. This school should accept pupils from Goodman and, for grades four through eight, from Pickens. Pupils from Attala and Madison counties should be accepted on a tuition basis.

Negro High School. It is the opinion of the survey staff that one and only one Negro high school is needed in the proposed East Holmes County School District. The survey staff recommends:

1. The establishment of an East Holmes County School District high school for Negroes in grades seven through 12. This Negro high school should be located in or near Durant. (The location should be determined by the ease with which it may be reached by the most children living within walking distance, its accessibility to main highways, and the availability of public utilities.) This high school should accommodate all Negro boys and girls in grades seven through 12 who live in the proposed east school district. The present high school for Negroes at

Durant is obsolete and is unsatisfactory for a school. The buildings should be abandoned as a school and an entire new school plant should be erected for the proposed district.

Negro Elementary Schools. The proposed east Holmes County district needs, in the opinions of the survey staff, three centers for Negro children in the elementary grades, one through six.

1. Durant School

- a. Bowling Green
- b. Durant
- c. Long Branch

A new elementary school center for Negroes, grades one through six, should be constructed in or near Durant. Pupils now attending Bowling Green, Durant, and Long Branch schools should attend this elementary school. In turn, these schools should be discontinued as school attendance centers.

2. Goodman School

- a. Evergreen School
- b. Goodman School
- c. Richland School
- d. Salem School
- e. Union School

A new elementary school should be constructed in or near

Goodman to provide for the elementary pupils, grades one through six, from Goodman, Evergreen, Richland, Salem, and Union schools. The five last-named schools should be discontinued as attendance centers.

3. West School

a. Pilgrim Rest School

The West elementary school should be continued to accommodate children in grades one through six from the West and Pilgrim Rest schools. The Pilgrim Rest school should be discontinued as a school attendance center.

West Holmes County School

White High School. The survey staff believes that only one white high school, grades seven through 12, is needed in the area designated as the west Holmes County district.

The staff recommends:

1. The discontinuation of the high schools at Coxburg, Tchula, and Lexington.
2. The establishment of a West Holmes County School District high school.

The present high school plant at Lexington should become the site for a new west Holmes County high school that serves pupils in grades seven through 12 from the

Lexington and Coxburg schools and pupils in grades nine through 12 from the Tchula area. Certain additions to both building and site will be necessary, and an estimate of the amount and cost is presented later.

White Elementary Schools.

1. Lexington School

a. Coxburg School

The elementary school at Lexington should be continued as an elementary school center for the children in grades one through six. Pupils in the Coxburg school should attend the school at Lexington and the Coxburg school should be discontinued as a school attendance center.

2. Tchula School

a. Cruger School

The elementary school at Tchula should be continued for children in grades one through eight. Pupils in the Cruger school, grades one through eight, should attend the Tchula school.

Negro High School. It is the opinion of the survey staff that one high school can best serve the Negro boys and girls in the proposed west Holmes district. The survey staff recommends:

1. The establishment of a West Holmes County School District high school for Negroes in grades seven through 12. This Negro high school should be located in or near Lexington. The location should be determined as was suggested for the east district. This high school should accommodate all Negro boys and girls in grades seven through 12 who live in the proposed west district of Holmes County. The present high school for Negroes at Lexington is obsolete and is not a satisfactory unit for a school. The building should be abandoned as a school. An entire new school plant should be erected for the proposed west Holmes County high school for Negroes.

Negro Elementary Schools. The proposed west Holmes district needs, in the opinion of the survey staff, seven centers for Negro children in the elementary grades, one through six.

1. Cruger School

- a. Ashton School
- b. Baldwin School
- c. East Bank School
- d. Egypt School
- e. Meeks School
- f. Montgomery School
- g. Walden School

A new elementary school center for Negroes, grades one through six, should be constructed in or near Cruger. Pupils now attending Cruger, Ashton, Baldwin, East Bank, Egypt, Meeks, Montgomery, and Walden schools should attend this elementary school. In turn, these schools should be discontinued as school attendance centers.

2. Ebenezer School

- a. Chestnut School
- b. Crossroad School
- c. Holy City School
- d. Jackson Grove School
- e. Newport School

A new elementary school should be constructed in or near Ebenezer to provide for the elementary pupils, grades one through six, from Chestnut, Crossroad, Holy City, Jackson Grove and Newport schools. These five schools should be discontinued as attendance centers.

3. Mileston School

- a. Bonanza School
- b. Gum Grove School
- c. Promise Land School
- d. Rosemary School
- e. Walnut Grove School

The Mileston school should be continued as an elementary school center to accommodate children in grades one

through six from districts now served by the Mileston, Bonanza, Gum Grove, Promise Land, Rosemary, and Walnut Grove schools. In turn, these five last named schools should be discontinued as school attendance centers.

4. Oak Grove School

- a. Holly Grove School
- b. Mt. Olive School
- c. Pine Grove School
- d. Phillipi School
- e. Poplar Springs School
- f. Sunny Mount School

A new elementary school should be constructed in or near Oak Grove to provide for the elementary pupils, grades one through six, from Holly Grove, Mt. Olive, Pine Grove, Phillipi, Poplar Springs, and Sunny Mount schools. These six schools should be discontinued as attendance centers.

5. Lexington School

- a. Clover School
- b. Lebanon School
- c. Mt. Ephraim School
- d. Rockport School
- e. Shady Grove School
- f. Sharpe

The present Lexington elementary school should be retained to serve the pupils in the area who may be served most conveniently by this school. The

Clower, Lebanon, Mt. Ephraim, Rockport, Shady Grove, and Sharpe schools should be discontinued as attendance centers.

6. South Lexington School

- a. Franklin School
- b. Gages Springs School
- c. Georgeville School
- d. Hickory Springs School
- e. Stigler Chapel School
- f. Spring Hill School

A new elementary school housing grades one through six should be erected in or near South Lexington. This school should serve pupils in areas more conveniently located to it than to other schools as well as the areas now being served by the Franklin, Gages Springs, Georgeville, Hickory Springs, Stigler Chapel, and Spring Hill schools. These six schools should be discontinued as attendance centers.

7. Tchula School

- a. Albino School
- b. Blissdale School
- c. Horseshoe School
- d. Jerusalem School
- e. Lynchfield School
- f. Mt. Ebony School
- g. Mt. Rising School
- h. Mt. Zion School

- i. Rosebank School
- j. Rosehill School
- k. Tallequah School

A new elementary school should be constructed in or near Tchula to provide for the elementary pupils, grades one through six, from Albino, Blissdale, Horseshoe, Jerusalem, Lynchfield, Mt. Ebony, Mt. Rising, Mt. Zion, Rosebank, Rosehill, and Tallequah schools. These eleven schools should be discontinued as attendance centers.

Obviously, all recommendations made cannot be put into effect immediately. It is suggested that the board begin to put into effect during the 1956-57 school year as many of the recommendations as may be feasible by this time. However, it is suggested that the board use discretion, so that no undue hardship will occur in this period of change of school attendance centers. Where school centers are discontinued, the possibility of giving or selling, at a reasonable price, the buildings to the communities as community centers should be given serious consideration.

If the recommendations for consolidating school attendance centers are put into operation, the following will occur:

1. There will be a teacher for each grade.
2. The number of teachers needed will be less than before, thus costs may be reduced.
3. Much better educational opportunities for boys and girls in Holmes County will be available than were previously provided.

BUILDING CONSTRUCTION

East Holmes County Schools

White Schools. If the present Durant school plant is to be used to accommodate all the high school students of this district, additions will be necessary. Four additional classrooms and a shop will be needed. The present gymnasium should be replaced in the not too distant future by a modern physical education and health unit. Until it is replaced, some renovation will be needed to put it in good condition. It is suggested that a small amount of money be used to recondition the classrooms in the gymnasium building

for temporary use in order that the new east Holmes County district high school can begin immediate operation. However, under no condition should these classrooms be considered as permanent quarters for the high school.

On the other hand, if the decision is made to use the Holmes County Agricultural High School to accommodate all the high school pupils in the east district, comparable additions must be made to this plant. The survey team is not in a position to determine exactly the type of construction which should be added, but as some high school classes are now being conducted in unsatisfactory quarters new classrooms should replace these. A complete study of all plant facilities and their utilization both by the Agricultural High School pupils and the college students should precede any definite plans for construction.

No additional facilities for the elementary school are needed although some renovation and site development of both plants are advisable.

Negro Schools. As the present Negro high school plant is obsolete and unsatisfactory for further use, it should be replaced by a new building located in or near Durant.

New elementary schools should be constructed in or near Durant and in or near Goodman. The West elementary school is satisfactory for continued use but some addition may be needed to this plant at a later date.

Board of Education Building. When the new district is established, the Board of Education, its chief executive, and his assistants should have adequate quarters for performance of their duties. This proposed building provides these quarters and additional warehouse space for supplies and equipment.

West Holmes County Schools

White Schools. When the present high school at Lexington becomes the high school for the west Holmes County district, some additions must be made. It is suggested that the gymnasium wing be remodeled into

eight classrooms which, with the present classrooms, would provide adequate teaching space for the number of pupils who will attend this center. It is proposed also that a new building be erected on the land between the present elementary school and the present high school. This proposed building should contain an auditorium, a gymnasium, and a cafeteria. Located in this place it should serve both the elementary children and the high school children.

If the present auditorium in the Lexington elementary school is converted into classrooms, the building will accommodate all of the pupils who should attend this school. The present cafeteria should be converted into classroom space, if necessary.

Negro Schools. The survey staff proposes a single high school for Negroes in or near Lexington. Such a high school could have a broad curriculum that would provide for the many interests and aptitudes of the many boys and girls it would serve. Still, it is educationally feasible to have two Negro high schools, one located in or near Tchula and one in or near Lexington.

Two high schools rather than one, however, would reduce the educational advantages and cost nearly one-half million dollars more than would a single high school. Moreover, the operating cost of two high schools would greatly exceed the operating cost of a single high school. However, the decision to build one or two high schools for Negroes in the proposed west district rests with its board.

The Mileston plant, with some renovation, will serve all of the elementary school pupils who should attend this school. New Negro elementary schools should be constructed in or near Tchula, near Ebenezer, in the vicinity of Oak Grove and in or near Lexington. The present site of the Negro school in Lexington may be used as the site for a new Negro elementary school if additional site can be obtained. If it cannot, a site should be purchased which is accessible to the largest number of children in Lexington. It would be possible to build in or near Lexington an elementary school to provide facilities

for all Negro children in the vicinity of Lexington. However, an elementary school of this size may be too large to function satisfactorily. Therefore, the survey team recommends that a second elementary school be constructed near the southern city limits of the city of Lexington.

Board of Education Building. When the new district is established, the Board of Education, its chief executive and his assistants will need adequate quarters for the performance of their duties. This proposed building provides these quarters and additional warehouse area for supplies and equipment.

Transportation

If attendance units are located as recommended more pupils will be transported but no major problem of transportation should occur. Holmes County has a fair road system which is constantly improving. Moreover, transportation units are more comfortable and safer than ever before. Their durability has been increased and their cost of operation reduced.

Under these conditions and with well planned bus routing, no elementary child should spend an excessive period of time on a bus. Since there is only one high school planned for each race in each of the two districts, high school boys and girls may find it necessary to spend a slightly longer period en route than elementary children. However, good routing will still keep this period of time within reasonable limits.

The school boards should continuously be evaluating attendance areas. Children should be provided with the opportunity to attend the school that is most convenient and most desirable to them. This opportunity should exist irrespective of district lines within or without Holmes County or the two proposed school districts. In planning bus routes, consideration should be given to the possibility of establishing bus routes for high school pupils and separate bus routes for elementary school children. Especially should this be done when the two groups attend widely separated schools.

Proposed Attendance Centers: Table IX, which follows, lists the proposed attendance centers and the anticipated enrollment of each.

TABLE IX

ESTIMATE OF NUMBER OF PUPILS *ENROLLED
IN PROPOSED SCHOOL ATTENDANCE CENTERS
IN HOLMES COUNTY, BY RACE

White Schools		Negro Schools	
Center	Enrollment	Center	Enrollment
1	2	3	4
EAST HOLMES DISTRICT		EAST HOLMES DISTRICT	
High School 7-12	360	High School 7-12 (Durant)	400
Elementary:		Elementary:	
Durant (1-5)	260	Durant (1-6)	420
Goodman (1-8)	220	Goodman (1-6)	385
Pickens (1-3)	60	West	200
West (1-3)	45		
Total		Total	
East Holmes	945	East Holmes	1405
WEST HOLMES DISTRICT		WEST HOLMES DISTRICT	
High School 7-12	400	High School 7-12	1000
Elementary:		Elementary:	
Lexington (1-6)	370	Cruger (1-6)	450
Tchula (1-8)	250	Ebenezer (1-6)	350
		Lexington (Old Site) (1-6)	490
		Lexington (South) (1-6)	490
		Mileston (1-6)	510
		Oak Grove (1-6)	385
		Tchula (1-6)	800
Total		Total	
West Holmes District	1020	West Holmes District	4475
TOTAL HOLMES COUNTY	1965	TOTAL HOLMES COUNTY	5880

*Enrollments based on data of 1954-55 ADA.

BUILDINGS FOR SCHOOLS IN EAST HOLMES COUNTY

White Buildings

East Holmes White
High School (Durant) Grades 7-12 Enrollment 360

Additions:

General purpose classrooms	4@ 750 sq. ft.	3000
Shop (Vocational Education)		3000
Circulation		300
Construction		<u>300</u>

Total number square feet 6600

Cost Estimate

6600 sq. ft. @\$7.00	\$46,200
Equipment	4,000
Remodeling and renovation	<u>5,000</u>

Total \$55,200

Elementary Schools: (Remodeling)

West Elementary	\$5,000
Goodman Elementary	<u>\$5,000</u>

Total \$10,000

Total Cost for East Holmes White Schools \$65,200

Negro Buildings

<u>East Holmes Negro</u>			
<u>High School</u>	(Durant)	Grades 7-12	Enrollment 400
General purpose classrooms	8@ 750 sq. ft.		6000
Multipurpose classroom	1@1000 sq. ft.		1000
Science classroom-lab.	1@1000 sq. ft.		1000
Vocational Education			3000
Business Education			1000
Homemaking: clothing lab.			
food lab.	2@ 750 sq. ft.		1500
Library			1050
Physical Education: gym.			12500
Music Room			1000
Auditorium: stage, etc.			6800
Cafeteria and Kitchen			3600
Administrative offices			600
Toilet Rooms	4@ 300 sq. ft.		1200
Auxiliary services			2000
Circulation (corridors, etc.)			10000
Construction (walls, partitions, etc.)			<u>8500</u>
Total number square feet			60,750

Cost Estimate

Building	60,750 sq. ft. @9.00 sq. ft.	\$546,750
Equipment		65,610
Site	25 acres @ \$200.00	<u>5,000</u>
Total		\$617,360

Negro Elementary Schools

Durant Elementary	Grades 1-6	Enrollment	420
Classrooms	2 @1000 sq. ft.		2000
Classrooms	10 @ 750 sq. ft.		7500
Gymnateria			2200
Toilet rooms	4@ 200 sq. ft.		800
Principal's office			400
Circulation			2580
Construction			1550
Total number square feet			<u>17,000</u>

Cost Estimate

Building	17,000 sq. ft. @\$8.00 sq. ft.	\$136,000
Equipment		8,200
Site	10 acres @\$200 acre	2,000
Total		<u>\$146,200</u>

Goodman Elementary	Grades 1-6	Enrollment	385
Classrooms	2@1000 sq. ft.		2000
Classrooms	9@ 750 sq. ft.		6750
Toilet rooms	2@ 300 sq. ft.		600
Gymnateria			2200
Principal's office			200
Circulation (corridors, etc.)			2350
Construction (walls, etc.)			1410
Total number square feet			<u>15,510</u>

Cost Estimate

Building	15,510 sq. ft. @\$8.00	\$124,000
Equipment		7,500
Site	10 acres @\$200	2,000
Total		<u>\$133,500</u>

West Elementary

Site (Addition) 5 acres @\$200 \$1000

Renovations and Improvements \$1500

Total \$2500

Board of Education Office and Warehouse Building

Offices 1200 sq. ft.

Warehouse 1800 sq. ft.

Total 3000 sq. ft.

3000 sq. ft. @\$7.00 \$21,000

Site 2,000

Total \$23,000

Total Building Costs East Holmes

White Schools \$65,200

Negro Schools \$899,560

Board of Education Building \$23,000

Total \$987,760

Negro Buildings

<u>West Holmes</u>	Grades 7-12	Enrollment	1000
<u>High School</u> (Lexington or vicinity)			
General purpose classrooms	20@ 750 sq. ft.	15000	
Multipurpose classrooms	3@1000 sq. ft.	3000	
Science classroom and lab.	3 1000 sq. ft.	3000	
Business education classrooms	3 (suite)	2500	
Homemaking suite	2@2000 sq. ft.	4000	
Music suite	1@1500 sq. ft.	1500	
Art room	1@1250 sq. ft.	1250	
Vocational education		5000	
Library		2000	
Physical education:		14500	
Auditorium: stage		7200	
Cafeteria: kitchen		3600	
Toilet rooms	6@ 300 sq. ft.	1800	
Administrative suite		1000	
Auxiliary services		2000	
Circulation		13000	
Construction		11500	
	Total number square feet		<u>91850</u>

Cost Estimate

91,850 sq. ft. @\$9.00	\$826,650
Equipment	100,000
Site 30 acres @\$200 acre	<u>6,000</u>
Total	\$932,650

Negro Elementary Schools (West Holmes)

Cruger	Grades 1-6	Enrollment	450
Classrooms	2@1000 sq. ft.		2000
Classrooms	11@ 750 sq. ft.		8250
Gymnateria			3000
Toilet rooms	4@ 200 sq. ft.		800
Principal's office			400
Circulation			2900
Construction			1750
Total number square feet			<u>19100</u>

Cost Estimate

Building	19,100 sq. ft. @\$8.00 sq. ft.	\$152,800
Equipment		9,200
Site	10 acres @\$200 acre	2,000
Total		<u>\$164,000</u>

Tchula	Grades 1-6	Enrollment	800
Classrooms	5@1000 sq. ft.		5000
Classrooms	18@ 750 sq. ft.		13500
Toilet rooms	4@ 375 sq. ft.		1500
Gymnateria			3200
Principal's office			400
Circulation (corridors, etc.)			4200
Construction (walls, etc.)			2500
Total number square feet			<u>30,300</u>

Cost Estimate

Building	30,300 sq. ft. @\$8.00	\$242,400
Equipment		13,600
Site	10 acres @\$200	2,000
Total		<u>\$258,000</u>

Negro Elementary Schools (West Holmes)

Lexington (South) Grades 1-6 Enrollment 490

General purpose classrooms	11@ 750 sq. ft.	8250
Multipurpose classrooms	3@1000 sq. ft.	3000
Toilet rooms	4@ 200 sq. ft.	800
Cafetorium-kitchen		3000
Principal's office		400
Circulation		3100
Construction		1850
	Total square feet	20,400

Cost Estimate

Building	20,400 sq. ft. @ \$8.00	\$163,200
Equipment		9,800
Site	10 acres @ \$200	2,000
	Total	\$175,000

Lexington (Old site) Grades 1-6 Enrollment 490

General purpose classrooms	11@ 750 sq. ft.	8250
Multipurpose classrooms	3@1000 sq. ft.	3000
Toilet rooms	4@ 200 sq. ft.	800
Cafetorium-kitchen		3000
Principal's office		400
Circulation		3100
Construction		1850
	Total square feet	20,400

Cost Estimate

Building	20,400 sq. ft. @ \$8.00	\$163,200
Equipment		9,800
Site	8 acres @ \$500	\$4,000
	Total	\$177,000

Negro Elementary Schools (West Holmes)

Oak Grove Grades 1-6 Enrollment 385

General purpose classrooms	9@ 750 sq. ft.	6,750
Multipurpose classrooms	2@1000 sq. ft.	2,000
Toilet rooms	2@ 300 sq. ft.	600
Cafetorium-kitchen		2,200
Principal's office		200
Circulation		2,350
Construction		<u>1,410</u>

Total square feet 15,510

Cost Estimate

Building	15, 510 sq. ft. @ \$8.00	\$124,000
Equipment		7,500
Site	10 acres @ \$200.	<u>2,000</u>

Total \$133,500

Ebenezer Grades 1-6 Enrollment 350

Classrooms	2@1000 sq. ft.	2,000
Classrooms	8@ 750 sq. ft.	6,000
Toilet rooms	2@ 300 sq. ft.	600
Cafetorium-kitchen		1,600
Principal's office		200
Circulation		2,200
Construction		<u>1,320</u>

Total square feet 14,520

Cost Estimate

Building	14,520 sq. ft. @\$8.00	\$116,160
Equipment		7,000
Site	10 acres @ \$200/acre	<u>2,000</u>

Total \$125,160

TOTAL COST FOR NEGRO SCHOOLS: \$1,965,310

Board of Education Office and Warehouse Building

Offices 1,200 sq. ft.
Warehouse 2,400 sq. ft.

Total 3,600 sq. ft.

3,600 sq. ft. @ \$7.00 \$ 25,200
Site 1 acre @ \$2000 2,000

Total \$ 27,200

Total Building Costs West Holmes

White Schools \$ 379,550
Negro Schools 1,965,310
Board of Education Building 27,200

Total \$ 2,372,060

SUMMARY OF BUILDING COST ESTIMATES
For Schools in Proposed Holmes County School Districts

EAST HOLMES:
WHITE SCHOOLS

EAST HOLMES HIGH SCHOOL (ADDITION)	\$55,200
WEST ELEMENTARY SCHOOL (REMODELING)	5,000
PICKENS ELEMENTARY SCHOOL (REMODELING)	<u>5,000</u>
Total for White Schools	\$65,200

NEGRO SCHOOLS

EAST HOLMES NEGRO HIGH SCHOOL (New)	\$617,360
DURANT ELEMENTARY (New)	146,200
GOODMAN ELEMENTARY (New)	133,500
WEST ELEMENTARY (Addition)	<u>2,500</u>
Total for Negro Schools	\$899,560

TOTAL COSTS FOR SCHOOL CONSTRUCTION FOR PROPOSED EAST HOLMES

White Schools	\$ 65,200
Negro Schools	899,560
Board of Education Building	<u>23,000</u>
TOTALS	\$987,760
State's part: 75% of \$564,570	<u>423,428</u>
District's part	\$564,332

SUMMARY OF BUILDING COST ESTIMATES
For Schools in Proposed Holmes County School Districts
(Cont'd.)

WEST HOLMES:
WHITE SCHOOLS

WEST HOLMES WHITE HIGH SCHOOL (Additions)	\$344,550
ELEMENTARY SCHOOLS (Remodeling)	<u>35,000</u>
Total for White Schools	\$379,550

NEGRO SCHOOLS: High School

WEST HOLMES NEGRO HIGH SCHOOL-Lexington (New)	\$932,650
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NEGRO ELEMENTARY SCHOOLS

Cruger	(New)	\$164,000
Tchula	(New)	258,000
Lexington-South	(New)	175,000
Lexington-Old Site	(New)	177,000
Oak Grove	(New)	133,500
Ebenezer	(New)	<u>125,160</u>

TOTAL NEGRO ELEMENTARY \$1,032,660

TOTAL COSTS FOR SCHOOL CONSTRUCTION FOR PROPOSED WEST HOLMES

White Schools	\$ 379,550
Negro Schools	1,965,310
Board of Education Building	<u>27,200</u>
TOTALS	\$ 2,372,060

State's part: 75% of \$1,337,010	1,002,758
District's part	<u>1,369,302</u>

Financial Implications

Minimum Foundation Program. Holmes County and the Durant and Lexington Separate School Districts are required to bear a portion of the minimum foundation program. The amount to be raised from ad valorem taxes is \$105,000, based on the last economic index figures. (Poll tax receipts and severance taxes are also part of the local school district's contribution.) The ad valorem levy for the minimum program would require a 7.8 mills levy based on county assessments. Based on city assessments the east district millage would be 6.8 mills and the west district 5.1 mills, since the assessed valuation of the City of Durant is about 15 per cent higher and that of Lexington about 53 per cent higher than is the county assessment on the same property.

Proposed School Districts Assessments. The assessments for the proposed east and west school districts were secured by adding together the county assessments of each present school district that will be included in the proposed districts. However, the Beat Two line

which was designated as a boundary for the districts, divides two current districts. Some of the "dormant" Bethesda Consolidated School District as well as a small portion of the West Consolidated School District will lie in the proposed West Holmes County School District. The amount of assessed valuation for the land involved does not greatly affect the amount of taxes to be paid either by the proposed east or west district. If the proposed districts are accepted, the assessed value of the west district will be a little higher and that of the east district a little lower than the amounts listed.

Cost Above the Minimum Foundation Program. Both of the proposed school districts supported the white schools above the level of the minimum foundation program in 1954-55. In all of the white schools except Coxburg and West, a ninth month was added to the school term. Also in the white schools, teachers above the minimum were used.

Transportation Costs. Transportation for an eight-months term is provided largely at state expense. The main added expense here is to the county-wide

the cost of the "enrichment program".

Building Costs. The proposed buildings will cost \$987,760 for the east district and \$2,372,062 for the west district, according to the estimates in the foregoing pages. Of this amount the state will pay approximately \$564,570 for the east district and \$1,337,010 for the west district. However, the state limits immediate borrowing to 75 per cent of this amount, or \$423,428 for the east district, and \$1,002,758 for the west district. The difference may be used for interest on the proposed borrowing. Present outstanding building obligations exist at Durant and Lexington. It is assumed that these amounts will be offset by funds on hand when reorganization occurs. The total cost to the proposed east district for buildings is \$564,332 and \$1,369,302 for the proposed west district. On a 20-year basis this will require a county millage of 5.0 or a Durant millage of 4.3 for the east district and a county millage of 8.8 or a Lexington millage of 5.8 for the west district.

Total Millage. Under the proposed plan for reorganization the costs and levies necessary are indicated below.

Current Expenses (Local ad-valorem)

90 per cent of assessments times present county and city districts and county school levies(including line districts)	Proposed East District	Proposed West District
	\$102,674	\$151,439
Ninth-month enrichment program for county children	\$ 15,339	\$ 38,478
	<u>\$118,014</u>	<u>\$189,917</u>
Savings(fewer teachers including A.H.S.)	12,500	45,000
Total	<u>\$105,514</u>	<u>\$144,917</u>

	<u>East District</u>			<u>West District</u>		
		<u>Mills</u>			<u>Mills</u>	
		<u>Assessment</u>	<u>County City</u>		<u>Assessment</u>	<u>County City</u>
Minimum program	\$44,100	7.8	6.8	\$60,900	7.8	5.1
Enrichment program	<u>61,414</u>	<u>10.9</u>	<u>9.5</u>	<u>84,017</u>	<u>10.7</u>	<u>7.0</u>
Proposed Current Expenses	105,514	18.7	16.3	\$144,917	18.5	12.1
<u>Building Costs</u>						
New Buildings	\$987,760			\$2,372,060		
Less State Funds	<u>423,428</u>			<u>1,002,758</u>		
	\$564,332			\$1,369,302		
Cost per year, 20 year period		5.0	4.3		8.8	5.8
Total millage- Current Expenses and Buildings		23.7	20.6		27.3	17.9

These millages represent approximately the levies that must be made over the next twenty years until the costs of the school buildings recommended in this report are paid. The number of teachers employed above the minimum foundation naturally will cause some fluctuations in current expenses. However, the overall for this should change the millage only slightly.

Better Schools for All

The costs indicated above promise better schools for all. The number of white pupils in the two districts will be about the same. Also, the two white high schools will enroll about the same number of pupils. A nine-months school term will be extended to all the boys and girls in the entire county. New school buildings and new additions will be provided. Moreover, a high school curriculum that is broad, rich, and comprehensive will be available to all boys and girls, white and Negro. The sooner the proposed plan is put into operation, the sooner the benefits of an improved education will be seen.

With this report the Holmes County School Board,
the Boards of Trustees of the Durant and the
Lexington Separate School Districts, and the people
in these school districts, have the privilege of
deciding what they want to do with their schools.