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Associated Consultants in Education

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P. 1

I N T R O D U C T I O N

Hazlehurst was credited with a population of 1,579 in 1900, 2,056 in 1910, 1,762 in 1920, and 2,447 in 1930 of whom 1,406 are white and 1,041 are colored. In 1950 there were 1,707 whites and 1,690 colored. During the 20-year period 1930-1950, the white population increased 21.4% and the colored 62.3%. During the decade 1940 - 1950 the increase for white was 4.1% respectively.

The municipal separate school district was instituted by action of the manicipal authorities in 1886.

From their inception the public schools have been developed in accord with the policies of a Board comprised of outstanding citizens who desired the best for their children, and administered by employed personnel of high personal and professional standing.

The high school was approved by and became a member of the Southern Association of Colleges and Secondary Schools in 1926.

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WHAT IS A SEPARATE SCHOOL DISTRICT ?

Before the War Between the States Mississippi had only permissive legislation providing for publicly supported schools. The constitution adopted in 1868 created our state - wide public school system and established the office of State Superintendent of Education. This constitutional provision was activated by the Legislature of 1870. The county was established as the educational unit. Provision was made for a four - month school term to be supported by state appropriations and poll tax collections. The law provided that any municipality containing 5,000 or more population might constitute itself a school district separate from the county provided it taxed itself for the support of its schools and operated the schools beyond the state provision of a four - month term,

The city of Vicksburg immediately established itself as a separate school district. The population required was reduced in 1873 to 2,000, in 1880 to 1,000, in 1886 to 750.

According to the report of the State Superintendent of Education there were 35 separate districts during the scholastic session 1888 - 89. The number increased to 43 in 1890 and to 58 in 1892. The State Superintendent's report for 1891 - 93 states that four mills was the average tax levy in the separate districts with some districts running as high as seven and one - half mills. The maximum county levy permitted at that time was three mills but very few counties saw fit to impose any tax whatever for school support.

The following excerpts are taken from the Report of the State Superintendent of Education from 1891 - 93.

"The towns of our State, recognizing the futility of a four months term, have organized into separate school districts, and annually raise enough money by local taxation to extend their term to seven months in all the smaller towns, and to eight, nine and ten months in the larger ones - the average term being more than eight months...

"The people in our towns have gone to great expense besides in building and equipping school houses. They recognize the value of education and are determined that their children shall have every reasonable opportunity in an educational line. Today all our town schools are full to overflowing."

WHAT TERRITORY IS INCLUDED IN A SEPARATE SCHOOL DISTRICT ?

Originally the limits of the separate district and of the municipality were coterminous. Many of the present separate districts have never gone beyond the city limits. The State Legislature authorized adjacent rural territories to be added to the municipal separate school district but only upon petition of a majority of the free - holders living within the territory added. Further, this transfer of territory had to be approved by the county school board. There is not at present and never has been any territory in a separate district outside the city limits and grouped for themselves territory having great taxable values. This may have been done occasionally by a municipality seeking revenue for its needs but has never been done by the Board of Trustees of a Municipal Separate School District.

COMPARATIVE DATA

Since the economic status and educational status of a community are inter-related, we show several tables comparing Hazlehurst with other Separate School Districts.

TABLE I

RELATION OF ECONOMIC INDEX TO CERTAIN FACTORS

(See Page 5)

Since the levy required of Hazlehurst for the support of the Foundation Education Program is determined by the economic index of the county in which it lies, three districts which have an economic index slightly higher than Hazlehurst and three slightly lower than that of Hazlehurst are included in this Table. Special attention is called to the median family income as shown in this table as family income is generally considered the best single item for comparing financial ability to support schools.

TABLE II

COMPARATIVE EDUCATIONAL ITEMS

(See Page 6)

The data in this table are for the same separate school districts as shown in Table I. Information of this kind is helpful but local districts vary so much that a higher or lower tax rate or amount of expenditures for schools is no definite indication of relative effectiveness in educational services rendered. A conclusion should not be reached without a careful comparative study of the communities involved. It is probable that the ratio of white to non-white has more to do with variation between the communities shown in this table than any other single item.

T A B L E I

ECONOMIC INDEX HAZLEHURST

DISTRICT	ECONOMIC INDEX	ASSD. VALUE BY COUNTY	MEDIAN FAMILY INCOME	% LESS THAN \$2,000	% MORE THAN \$5,000	% COL. POP.	MEDIAN YRS. SCHOOL COMPLETED	PERSONS 25 YEAR AND OLDER LESS THAN FIVE YRS. COMPLETED	YEAR AND OVER 12 YEAR COMPLETED
Indianola	2.06816	\$6,310,343	\$1,463	63.5%	9.0%	52.1%	8.6 yrs.	26.0%	17.8%
Yazoo City	1.56736	7,456,874	1,337	62.2	8.5	57.6	8.2	12.9	6.8
Amory	1.38013	4,094,935	1,717	52.5	7.8	31.2	9.9	6.5	7.4
<u>Hazlehurst</u>	<u>1.24305</u>	<u>3,100,275</u>	<u>1,366</u>	<u>64.0</u>	<u>9.0</u>	<u>49.8</u>	<u>9.5</u>	<u>11.6</u>	<u>6.0</u>
Picayune	1.17409	4,388,900	1,627	56.5	4.3	42.6	8.2	12.1	5.5
Canton	1.12341	7,772,480	1,286	69.5	9.4	62.4	8.7	12.0	8.8
Columbia	1.01100	4,899,035	1,559	62.2	10.0	32.4	10.2	15.8	19.0

These data are from the census of 1950. They give some comparative economic and educational information for Hazlehurst and other towns with approximately the same economic index.

TABLE II

FISCAL DATA HAZLEHURST

1954-55 SCHOOL TAX RATE

DISTRICT	ASSESSED VALUE OF DISTRICT BY CITY	MINIMUM FOUND. PROGRAM	MAINT. AND OPERATION	SCHOOL DEBT SERVICE	TOTAL MUN. TAX RATE	BUDGET FOR MAINT. AND OPERATION 1954-55	TOTAL SCHOOL BOND INDEBT.
Indianola	\$7,869,285	7 mills	8 mills	7 mills	44 mills	\$258,795	\$587,000
Yazoo City	9,646,987	6 $\frac{1}{4}$	9 $\frac{1}{4}$	4 $\frac{1}{2}$	32	319,945	392,000
Amory	5,500,000	7	8	1	36	165,000	85,000
<u>Hazlehurst</u>	<u>3,953,443</u>	<u>8</u>	<u>8</u>	<u>2</u>	<u>35</u>	<u>153,850</u>	<u>132,400</u>
Picayune	7,314,812	7	11	7	46	240,929	144,000
Canton	8,338,570	8	10	2	36	367,334	10,250
Columbia	6,678,120	8	9 $\frac{1}{2}$	4 $\frac{1}{4}$	31	229,730	1,331,000

The above fiscal data are the most recent available. High tax rates are frequently associated with low assessments.

HOW DO THE MINIMUM FOUNDATION LAWS APPLY TO THIS DISTRICT?

A. House Bill #3 Extraordinary Session 1953, Section 1 abolishes "all districts" but each district continues effective until June 30, 1957 unless it is reorganized or reconstituted before that date by the County School Board and such organization is approved by the State Educational Finance Commission as required in Section 3.

B. This District is required by Section 5, Chapter 13, Laws of Extraordinary Session 1953 to make a survey to show:

1. Existing school facilities, white and colored
2. District consolidation proposed
3. Provision for adequate and equal facilities for the races
4. New facilities and construction necessary and desirable for an effective plan of operation with a plan for tax reduction, and
5. Prepare an application to the State Educational Finance Commission setting forth the proposal of the District Board for the re - constitution of the school districts and attendance centers of this District so as to meet the above requirements and other requirements made by the regulations of said Finance Commission not in contravention of the law.

WHAT FACILITIES ARE NOW OPERATING ?

A. WHITE ATTENDANCE CENTER. On Table III, Page 11 it is shown that there is at present one white attendance center in Hazlehurst. This is a combination center containing facilities for twelve grades. There are separate buildings for the elementary school and for the secondary school.

HIGH SCHOOL DIVISION. The high school division of the Hazlehurst combined attendance center is a brick building erected in 1888 to which was added a west wing in 1910 and an east wing in 1926. This building contains 3 double classrooms for Commerce, Home Economics, and Science, 6 good classrooms, 3 basement rooms in use as classrooms, 1 music room (containing 4 pianos), 1 music practice room, a library, a Superintendent's office, a Principal's office, and an auditorium seating 300, which is used as a 10th grade homeroom.

ELEMENTARY DIVISION. This is a brick building erected in 1937 and added to in 1948. This building contains 14 classrooms, an office, a music room (containing 2 pianos), an auditorium seating 640, and a cafeteria seating 100 at a time.

VOCATIONAL BUILDING. This is a brick building erected in 1950 containing a well-equipped shop, a classroom, a storeroom, and an office.

GYMNASIUM. This is a frame building erected in 1935. It has a good floor and play area with limited dressing room and shower facilities. The stands have a seating capacity of 300.

BAND HALL. This is an old Baptist Church purchased by the City and given to the school.

FOOTBALL. There is a lighted football field with stands having a seating capacity of 1200 on the home side and 500 on visitor's side. It is available for Negro games also.

BASEBALL. There is a lighted baseball field north of town with stands having a seating capacity of 800. It is available for Negro games also.

TEACHERS HOME. This building adjoins the High School. It was formerly the Baptist Church Pastorium and was purchased by the City in 1940.

SUPERINTENDENT'S HOME. It is located 3 blocks from the school on a lot 100 X 175. The house was built in 1951

Total site and play ground area, six acres.

C U R R I C U L U M

The elementary curriculum is that required by the state but is enriched with music and physical education.

The Courses of study for High School are College Preparatory and Vocational. They are (with the unit requirements for graduation) as follows:

COLLEGE PREPARATORY

- 4 English
- 3 Math--Alg. I, Alg. II, or
Pl. Geom.
- 2 Science or 1 science &
1 Homemaking
- 3 Social Studies, World His.
Am. History, 9th or
12 Civics

(American History required)

12 total

4 electives

16 total credits

VOCATIONAL

- 4 English
- 2 Math--Alg. I, Alg. II, or
Pl. Geom.
- 2 Science or 1 science &
1 Homemaking
- 2 History, World His., 9th or
12 Civics

(American History required)

10 total

6 electives

16 total credits

ELECTIVES

General Science
Biology
Chemistry
Physics
Agriculture
Typing

Shorthand
Bookkeeping
Latin
Homemaking II
Driver's Course

B. COLORED ATTENDANCE CENTER. On Table IV, Page 12 there is shown that there is at present only one attendance center for colored pupils in Hazlehurst. This is a combination center containing grades 1-12, inclusive. A frame building with composition roof erected in 1927 which was renovated and added to in 1949 houses the combination facilities for the colored pupils. There are fourteen classrooms including one devoted to the teaching of science and one is a combination library-English room, an auditorium seating 300, the front part of which is used as a classroom, and an office.

There is a vocational building built of concrete blocks with composition roof erected in 1946. It contains a combination classroom-library for the instruction of Agriculture, a shop in which is operated a state approved type B shop, a classroom for one section of the seventh grade and a room for home arts, state approved with fair equipment.

There is a total of two acres in the site at this location.

The lighted football field with stands at the high school for white pupils is also available for competing teams from this center. There is a baseball field also especially set aside for Negroes but some distance away from this location.

C U R R I C U L U M

The elementary curriculum is that required by the state. The following subjects, and the credit given for each, are offered in the high school:

English I	1	World History	1
English II	1	American Government	1
English III	1	American History	1
English IV -	1	Gen. Math	1
Home Econ. I	1	Algebra I	1
Home Econ. II	1	Algebra II	1
Home Econ. III	1	Plane Geometry	1
Shop I	1		
Shop II	1		
General Science	1		
Biology	1		
Physics	1		

T A B L E III
HAZLEHURST SCHOOLS
WHITE

GRADES	1947 - 48	1948 - 49	1949 - 50	1950 - 51	1951 - 52	1952 - 53	1953 - 54	1954 - 55
1-6	269	257	242	231	299	309	352	396
7-8	83	80	83	72	89	93	106	124
9-12	290	248	269	272	259	237	248	247
TOTAL	642	585	594	575	647	639	706	767

T A B L E III - A
ADA for 1953 - 54, by GRADES

	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	TEACHERS
	77	56	46	57	64	52	61	45	83	47	68	50	706	33
'54 - '55	64	81	57	46	61	58	48	67	63	71	41	63	720	
% Ratio to First Grade	100	73	60	74	83	68	79	58	108	61	88	65		

The above tables show the variations in ADA for Hazlehurst for the last eight school sessions. The data for 1954 - 55 is the enrollment as of 11 - 1 - 54. The ninth grade ratio (108) is due to transfers.

T A B L E I V
HAZLEHURST SCHOOLS
COLORED

GRADES	1947 - 48	1948 - 49	1949 - 50	1950 - 51	1951 - 52	1952 - 53	1953 - 54	1954 - 55*
1-6			211	169	182	169	184	215
7-8			61	51	56	51	48	59
9-12			158	235	226	253	268	349
TOTAL			430	455	464	473	500	623

T A B L E I V - A
ADA for 1953 - 54, by GRADES

	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	TEACHERS
	48	30	35	29	24	18	24	24	107	79	46	36	500	14
'54 - '55	44	33	33	29	23	21	27	24	86	52	61	41	474	
% Ratio to First Grade	100	63	73	60	50	37	50	50	223	164	96	75		

The above tables show the variations in ADA for Hazlehurst for the last eight school sessions. The data for 1954 - 55 is the enrollment as of 11 - 1 - 54. The ninth grade ratio (223) is due to Transfers.

* No data before 1949 - 50.

T A B L E I V - B
HAZLEHURST SCHOOL GRADE DISTRIBUTION
GRADE RATIO 1953 - 54 to FIRST GRADE

GROUP	1	2	3	4	5	6	7	8	9	10	11	12
WHITE												
State (10 year ave.)	100	78	76	75	72	69	67	62	55	48	40	33
Hazlehurst	100	73	60	74	83	68	79	58	108	61	88	65
City I	100	97	88	86	81	73	75	60	56	47	40	34
II	100	103	82	66	83	75	85	72	89	87	85	58
III	100	87	79	73	82	66	65	58	68	50	56	54
COLORED												
State	100	42	40	38	32	27	22	18	10	7	5	3
Hazlehurst	100	63	73	60	50	37	50	50	223	164	96	75
City I	100	51	52	48	42	35	30	24	23	18	13	10
II	100	82	60	62	53	29	82	38	42	56	20	22
III	100	88	77	75	57	48	55	38	77	63	39	37

The above table shows a comparison in average daily attendance by grades of the percentage of children in each grade in relationship to the first grade. For the white children the state ten year average shows that for 100 children in the first grade during that time there were 78 in the second grade, 76 in the third grade, the number continually decreasing until 33 are found in the twelfth grade. Hazlehurst shows for 100 in the first grade, 73 in the second grade and 65 in the twelfth grade.

The colored ratio shows for the state 100, dropping to 42 in the second grade with three in the twelfth grade. Hazlehurst with 100 in the first grade shows 63 in the second grade and 75 in the twelfth grade.

HAZLEHURST BUDGET 1954-55

EXPENDITURES

	WHITE (706 A D A)		COLORED (504 A D A)		T O T A L		TOTAL
	Min. Program	District	Min. Program	District	White	Colored	White & Colored
ADMINISTRATION							
1. Superintendant (1)	\$ 4,196	\$ 600	\$ 1,804		\$ 4,796	\$ 1,804	\$ 6,600
2. Clerical (1)		1,000		\$ 500	1,000	500	1,500
3. Other		796		1,332	796	1,332	2,128
TOTAL	4,196	2,396	1,804	1,832	6,592	3,636	10,228
INSTRUCTIONAL							
6. High School Principal (1)	3,108 (1)	692	2,484 (1)		3,800	2,484	6,284
8. High School Sup. and Exp.				300		300	300
9. Vocational Teacher (2)	2,696 (2)	3,758	2,208 (2)	1,948	6,454	4,156	10,610
10. High School Teacher (12)	15,919 (12)	12,248	8,279	603	28,167	8,882	37,049
11. Classroom Supervisor	800	500	600		1,300	600	1,900
12. Libraries	500	300	500		800	500	1,300
TOTAL	23,023	17,498	14,071	2,851	40,521	16,922	57,443
ELEMENTARY							
14. Principal (1)	2,708 (1)	692			3,400		3,400
17. Teachers (17)	31,191 (17)	9,836	11,454	2,000	41,027	13,454	54,481
18. Classroom Supervisor	700	300	500		1,000	500	1,500
19. Libraries	500	250	400		750	400	1,150
TOTAL	35,099	11,078	12,353	2,000	46,177	14,353	60,530
TRANSPORTATION							
22. Contracts	636 (1)	345					
AUXILIARY SERVICES							
28. Athletics and Recreation		1,200			981		981
29. Other		1,000			1,200		1,200
TOTAL		2,200			1,000		1,000
					2,200		2,200

HAZLEHURST BUDGET (Continued)

EXPENDITURES	WHITE Min. Prog.	(706 A D A) District	COLORED Min. Prog.	(504 A D A) District	T O T A L White	Colored	TOTAL White & Colored
OPERATION AND MAINTENANCE							
31. Custodian	\$ 1,010	\$ 1,990	\$ 1,000		\$ 3,000	\$ 1,000	\$ 4,000
32. Custodian Supplies	600		250		600	250	850
33. Utilities	2,000		900		2,000	900	2,900
34. Building and Equipment		2,000	321	2,500	2,000	2,821	4,821
35. Insurance		2,200		700	2,200	700	2,900
TOTAL	3,610	6,190	2,471	3,200	9,800	5,671	15,471
OTHER COSTS							
41. Social Security	2,261	1,000	1,377	200	3,261	1,577	4,848
TOTAL	\$68,825	\$40,707	\$32,076	\$10,082	\$109,532	\$42,158	\$151,690

HAZLEHURST BUDGET (Continued)

RECEIPTS

Advalorem	\$ 59,559
Home Exemption	
Poll Tax	1,002
Per Capita	7,654
Minimum Education Program	75,973
Vocational Reimbursement	4,633
16th Section	200
Tuition and Other Local	3,365
Tuition County and Districts	9,000
TOTAL	\$161,386

DEBT SERVICE

Expenditures

Bond Redemption	11,600
Interest	5,538
TOTAL	17,138

Receipts

Balance 7/1/54	10,165	(Bonds extant \$111,000)
Levy, 3 mills	12,975	
TOTAL	23,140	

CITY DISTRICT ASSESS.

1954

	CITY	DISTRICT OUTSIDE	
Real Estate	\$2,169,850	\$252,385	\$2,422,235
Personal	1,047,740	116,565	1,164,305
Pub. Ser. Corp.	320,353	52,172	372,525
TOTAL	\$3,537,943	\$421,122	\$3,959,065

LEVY '54 - '55

Minimum Program	8 mills
Operation	8 mills
Debt Service	3 mills

TOTAL 19 mills

Martinville, Gallman, and Union school districts send their high school students to Hazlehurst. By agreements of the trustees concerned, Martinville and Gallman pay 30¢ per child per day based on 8 months. Union pays \$500 for the year.

The Shady Grove, Dentville, Centerpoint, Smyrna, Barlow, and Conn districts send all their students to Hazlehurst. By agreement of all trustees concerned these districts keep their present district tax levy, pay for the ninth month transportation, and pay the insurance on their building if they have one. The balance of the district money is paid in to the Hazlehurst district.

SHOULD THIS DISTRICT BE RECONSTITUTED ?

It appears that some of the municipal districts of our state should be reconstituted with their present territorial limits, others with increased territory, while some should become a part of the reorganization of the county as a whole.

ATTENDANCE CENTERS

With the population trend as stated on page one and shown by Table V, page 19 for the county isolating Hazlehurst, and Table VI, page 20 showing birth rates, it appears that the more nearly satisfactory answer to the reorganization problems of the county and district is to reduce the number and increase the size of each attendance center. The 30 ADA basis now stipulated in our laws practically compels two types of centers:

- a. one for pupils in grades 1 - 8, inclusive, or 1 - 6, inclusive; and,
- b. one for pupils in grades 9 - 12, inclusive.

A. The Elementary Attendance Centers.

Approximately 600 - 800 pupils in average daily attendance appears to be the optimum figure for an elementary center. The minimum of 600 should be achieved if possible but that number is not always available within transportation distances in rural areas.

Due to migration towards urban centers, it becomes quite risky to build extensively at a rural school center unless there is a substantial background of land-owning families to support the enrollment it is built to accommodate.

The limits on distances which a pupil should be transported are still a matter of opinion. It would appear that thirty minutes on a bus should be the maximum for a young pupil while an older pupil under special circumstances might suffer no damage from sixty minutes spent on a bus.

Under our new laws an average daily attendance of 240 children will be required in grades 1 - 8, inclusive, unless state funds are supplemented. (See Section 8 (a) Chapter 14, laws 1953.)

In a center containing grades 1 - 12, inclusive, 360 pupils in ADA is a requirement unless state funds are supplemented.

An elementary center may not stand alone. It must be tied into a high school center and coordinated with it as an overall administrative unit.

B. The High School Attendance Centers.

The State Educational Finance Commission recommends 250 pupils for the organization of a new high school. A recent study made at the University of Mississippi indicates that graduates from high schools with more than 200 in ADA make distinguishably better records at the University than do those coming from high schools with less than 200. The law apparently contemplates a minimum of 120 in grades 9 - 12 or 180 in grades 7 - 12.

TABLE V
POPULATION COPIAH COUNTY

	1930	1940	1950	1940-1950	
				Decrease	Increase
Total	31,614	33,974	30,493	10.3%	
White	16,002	16,111	14,210	11.8%	
Colored	15,612	17,863	16,283	9.7%	
Beat 1	8,632	10,269	10,187	.8%	
White	4,017	4,457	4,177	6.3%	
Colored	4,615	5,812	6,010		3.4%
Beat 1 (Outside Hazlehurst)	6,185	7,145	6,790	5.0%	
White	2,611	2,817	2,470	12.3%	
Colored	3,574	4,328	4,320	.2%	
Hazlehurst	2,447	3,124	3,397		8.7%
White	1,406	1,640	1,707		4.1%
Colored	1,041	1,484	1,690		13.9%
Beat 2	4,495	4,511	4,088	9.4%	
White	3,474	3,390	3,094	8.7%	
Colored	1,021	1,121	994	11.3%	
Beat 3	3,126	2,830	2,219	21.6%	
White	1,228	1,127	863	23.4%	
Colored	1,898	1,703	1,356	20.2%	
Beat 4	4,636	4,900	3,127	36.2%	
White	1,853	1,693	877	48.2%	
Colored	2,783	3,207	2,250	29.8%	
Beat 5	10,675	11,464	10,872	5.2%	
White	5,429	5,444	5,204	4.4%	
Colored	5,246	6,020	5,668	5.8%	
Beat 5 (Outside Crystal Springs)	8,418	8,609	7,196	16.4%	
White	3,928	3,535	2,868	18.9%	
Colored	4,490	5,074	4,328	14.7%	
Crystal Spgs.	2,257	2,855	3,676		28.8%
White	1,501	1,909	2,336		22.4%
Colored	756	946	1,340		41.6%

The above table shows the census population as recorded in 1930, 1940 and 1950 for the county as a whole, by beats, and by the towns for which the data could be secured. This table shows a decrease in the entire population between 1940 and 1950 for the county. There was also a decrease in the population for each beat but increases for Hazlehurst and Crystal Springs. The largest percentage decreases were in Beats 3 and 4.

T A B L E VI
L I V E B I R T H S

YEAR	COPIAH COUNTY			CRYSTAL SPRINGS			HAZLEHURST		
	TOTAL	WHITE	Non- WHITE	TOTAL	WHITE	Non- WHITE	TOTAL	WHITE	Non- WHITE
1938	814	267	547						
1939	786	248	538						
1940	753	237	516						
1941	710	225	485						
1942	776	213	563	56	25	31	60	20	40
1943	878	307	571						
1944	816	261	555						
1945	803	262	541						
1946	880	337	543						
1947	985	381	604	111	66	45	125	65	60
1948	942	311	631	165	68	97	166	69	97
1949	937	308	629	199	74	125	150	49	101
1950	910	276	634	231	81	150	117	28	89
1951	917	270	647	229	71	158	145	42	103
1952	837	263	574	184	69	115	135	50	85
1953	842	269	573	132	74	58	119	34	85

The above table shows that the White births credited to this county appear to have reached a maximum in 1947, the colored births in 1951.

It is sometimes possible to predict future enrollments from this type of data but due to the loss in population and the transfers into and out of the county, it is not possible to do so for this county.

WHY RECONSTITUTE A MUNICIPAL SEPARATE DISTRICT ?

1. The Municipal Separate District was set up originally to enable those who so desired to operate schools for a longer term, with an enriched program, at greater cost than was provided by the State or by the County School System.
2. The territory of the Separate District may be extended outside the municipality as needed but on petition of the outside residents and with the approval of the County School Board.
3. Local control is provided within the framework of state laws.
4. Control and organization is flexible but more stable since other than school issues seldom become potent in the selection of trustees.
5. People are usually more willing to pay for the costs of improving their own schools, white or colored, than for others.
6. Rural and urban educational needs differ.
7. The Separate District accepts transfer - pupils at cost enabling a county system to meet the needs of a minority of its pupils at a minimum cost.
8. The Separate District was the pioneer and has generally been the standard bearer for better educational opportunities for all the children of all the people.
9. Since the Equalization Fund was set up in 1920 the Separate District has paid its own and its part of all public education costs throughout the State.
10. In many instances the educational opportunities are already equalized within the municipal separate district.

WHY MANY EXISTING SCHOOL TAXING DISTRICTS RESIST THE COUNTY-WIDE DISTRICT

1. Because of the inequity of assessed valuations for school purposes found in some counties.
2. Fear of losing the ninth month.
3. Fear of losing the enriched program.
4. Some counties appear unwilling to pay for colored facilities.
5. Would lose local control of Board, 1 vote in 5.
6. Would lose local control of finances, 1 vote in 5.
7. Would lose local control of voting bonds for meeting needs for plant facilities unless have 80 - 90% of the votes due to 60% requirement for passing a bond issue.
8. Would lose emphasis on elementary schools.
9. Would lose Southern Association High School approval and inspiration.
10. Would lose local pride in schools.
11. Would lose effective use of investment in plant facilities due to inadequate planning to keep up with growing municipality.
12. Would lose benefits of having equalized district schools by inclusion in an unequalized district.
13. Transportation distances become excessive.
14. Because of the selection of trustees by beats, many of which contain small minorities.
15. They have no desire to interfere with the control or development of other schools and do not want to be "leveled-downward".

In view of the foregoing criteria it appears that this Separate District should be reconstituted for the following reasons:

1. It is the longest-established white attendance center, elementary and secondary, in the county.
2. The plant facilities are adequate for white pupils with some room for expansion in the secondary center available.
3. The term is nine months.
4. The curriculum is enriched with music, individual and group, organized physical education, ample library resources, home arts and commercial arts, counselling, student activities, a varied athletic program, and careful but constructive supervision of instruction.
5. It has one of the eighty-eight secondary schools in the state approved by and a member of the Southern Association of Colleges and Secondary Schools which places it among the better schools of our state and nation.
6. It now extends its facilities white and colored to those desiring to attend. Approximately 350 white pupils and 250 colored pupils attended by transfer during the session 1954 - 55.
7. Its central location at the hub of an excellent highway system places it in fine position to be of effective service in cooperation with the county's other educational facilities.
8. The policy of the District Board has and will continue to be one of mutual cooperation with the County Board in the solution of the educational problems of the County.

WHAT AREA SHOULD THIS SEPARATE DISTRICT INCLUDE ?

The Hazlehurst District now includes approximately 15.5 sq. mi. The City of Hazlehurst comprises 2.5 sq. mi., the other 13 sq. mi. being the former Gallatin District which was added on petition in 1942.

The following distribution of white transfer pupils attending the Hazlehurst School during the 1954 - 55 session shows from:

GRADE DISTRIBUTION													
DISTRICT	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Barlow	3	1	4	4	1	1				1		1	16
Centerpoint	3	2	4	0	6	7	3	6	3	2	3	7	46
Conn									1	1			2
Dentville	8	6	4	5	9	6	2	9	5	9	3	2	68
Gallman									10	8	3	6	27
Martinville									6	9	3	7	25
Shady Grove	3	12	6	11	5	11	13	9	5	5	8	1	89
Smyrna	3	7	4	6	3	4	1	4	2	2	2	2	40
Union									16	9	8	5	38
Total	20	28	22	26	24	29	19	28	48	46	30	31	351

If each of the above districts should be added to the Hazlehurst District, the results would be:

	Valuation	Sq. Mi.	Colored Schools
Gallman	794,000	30	3
Martinville	707,000	37	4
Union	191,000	30	1
Dentville	267,000	47	2
Centerpoint	198,000	34	3
Smyrna	260,000	54	3
Shady Grove	256,000	26	1
Barlow	186,000	42	2
Conn	125,000	32	2
	<hr/> 2,984,000	<hr/> 332	<hr/> 21

The Hazlehurst District would double its assessed valuation, increase its territory to 347 sq. mi. take over 21 Colored Schools, and extend from Hickory Flat on the western border of the county to the Georgetown District on the east.

The following distribution of colored transfer pupils attending the Hazlehurst School during the 1954 - 55 session shows from:

G R A D E D I S T R I B U T I O N

	7th	8th	9th	10th	11th	12th	TOTAL
Antioch	1	0	6	7	3	3	20
Damascus			15	16	6	3	40
Chapel Hill			7	4	0	0	11
Sardis			2	3	1	1	7
Furrow			0	2	6	0	8
Mercy Seat			5	0	0	0	5
St. Morris			7	5	2	0	14
Sulphur Spring			1	3	2	0	6
West Zion			2	2	2	0	6
Mount Hope			6	2	3	0	11
Pine Leaf			0	2	2	0	4
Pleasant Grove			2	0	0	0	2
Hall's Hill			0	5	3	2	10
New Hope			1	4	0	0	5
Pine Ridge			0	4	1	0	5
Hickory Flat			3	1	1	0	5
Blue Branch			6	2	0	0	8
Gallatin			4	1	2	0	7
Providence			4	0	3	0	7
Mount Kingdom			1	0	4	0	5
Spring Ridge			1	4	6	1	12
Center Hill			0	4	1	0	5
Mount Olive			4	2	1	0	7
Eastern Star			0	2	0	0	2
Pleasant Green			2	0	0	0	2
Shady Grove			3	0	0	0	3
Saint Peter			5	0	2	2	9
Wilderness			0	2	0	1	3
TOTALS	1	0	87	77	51	13	229

WHAT COSTS SHOULD A TRANSFER PUPIL PAY ?

Heretofore tuition charges in many cases have been looked upon as excessive by the parent or district paying them but they have usually been based on cost of instruction only, such costs in the separate school district being considerable more than elsewhere due to their enriched program and nine or more months' term. Under the Foundation Program legally transferred pupils are counted in the average daily attendance of the receiving district which brings with them certain state allotments, but their transportation and tuition are paid by the sending district.

It would appear that the transferred pupil should share his pro rata cost with the resident pupil if he is to "belong" and be entitled to all the privileges of the resident pupil.

A SUGGESTED TUITION FORMULA

The tuition per pupil for the current fiscal year should equal the total costs for all pupils during the preceding fiscal year divided by the average daily attendance of all pupils during the preceding fiscal year.

From the average daily attendance annual cost ascertained as above should be deducted the credit allowed the receiving district on state allotments for the transferred child.

The total costs should include:

- a. All teaching, supervision, and materials used in instruction.
- b. Maintenance of plant, equipment and grounds including major capital outlay financed other than by bond issues or loans.
- c. Operation costs including custodial services, public utilities and expenditures for all forms of insurance.
- d. Auxiliary agencies including the transportation and amounts included in the budget for competitive athletics, band activities not included in instructional expenditures and cafeteria other than food if included in the regular budget.
- e. Fixed charges which include chiefly social security and retirement amounts.
- f. General administration.
- g. Debt service.

Briefly the formula might be stated as follows: Per capita A D A cost less credit on state allotments equals cost of non - resident tuition.

Utilizing the above formula with its applications will soon be a rather simple matter but will probably not work out as a correct statement of costs and credits until the Foundation Program is in complete operation and all districts are reconstituted. This would make such a formula operative and acceptable beginning with the session 1957 - 58.

IS THE CONTINUATION OF SEGREGATION POSSIBLE ?

Segregation in the schools of Mississippi developed historically before there were any laws on the subject. It was a natural process then and it is a natural process now. We believe that a continuation of segregation in Mississippi irrespective of whether it is maintained by law is not only possible but necessary for the best development of each group. Much of the difficulty in the development of Negro Education in Mississippi and elsewhere is based upon the different cultural backgrounds of the Negro and the White. The attempt has been made to impose upon the Negro the white man's culture. This imposition did not come from the white man who knew the Negro but from the white man who did not know the Negro and from members of the Negro race who mistook the white man's apparent "superiority" as being something that he could obtain by studying the same books and practicing the same manners as the white man. The development of the Negro has been remarkable but taken as a whole the Negro as found in the Mississippi Delta and in twelve or fifteen counties in Mississippi, in which he constitutes 50% or more of the total population, has not reached the development in transition that causes him to be willing to undergo the self - discipline, application and trust in future benefits that is incumbent upon many of the white man's ways, particularly his education.

WHEN ARE EDUCATIONAL FACILITIES EQUALIZED ?

Equalized educational facilities do not mean identical facilities. The chief common characteristic of all children is that they are all different. The chief function of education is to provide for the individual the needed opportunities for the development of his general abilities; the secondary school emphasizes the discovery of his specialized abilities; higher education affords opportunity for development and specific utilization of his specialized abilities. It is in the public interest that the "talents" of no child continue to be "wrapped in a napkin" and hidden away.

The extent to which the public should offer and support educational opportunities is a matter of diverse opinion throughout our nation usually answered by economic ability and willingness to pay.

In Mississippi the twelve grades constitute the common school system. It is the intent of the Foundation Program to offer equal opportunities to every normal child in the state to develop his capacities as far as the twelve grades will do so whether he be a rural or urban, white or colored child.

The Foundation Program has attempted to answer this question in part by providing:

- A. A minimum school term of 155 days.
- B. Equal pay per teacher where training, experience and responsibilities are the same.

C. Transportation

D. Classrooms and other needed building facilities.

All of these provisions are basic but may be unproductive as far as colored schools are concerned without:

- A. In the Administrative Activities: Cooperative and constructive relationships between the superintendent's office and the colored principal without which many errors are made in locating sites and planning school buildings such as the omission or inadequacy of toilet and lunch room facilities, worn out books, furniture and equipment passed on to colored schools and lack of secretarial help.
- B. In the Field of Supervision: Adequate supervisory personnel.
- C. In the Instructional Field: Adequate teachers in number, training and educational purpose; adequate classrooms, textbooks, maps, testing devices and other instructional materials, in the high school the necessary science equipment and library, varied curricular offerings particularly in trades and vocational courses.
- D. In Operation and Maintenance: Adequate janitorial service and maintenance of the building and grounds.

WHAT EQUALIZATION IS NEEDED IN HAZLEHURST ?

A. ELEMENTARY CENTERS

1. Grades 1-8 should be maintained at the colored center until the effects on attendance from the reorganization of the county are definitely evident. There may be a need for only grades 1-6 then, this combination being preferable.

If possible the elementary center should be separated from the high school center. The present site with the addition of considerable area can be made satisfactory for elementary purposes but not for high school purposes.

2. The term should be nine months.
 3. Equal pay is already provided.
 4. Transportation will need to be provided by the district for pupils living outside the city limits, more than a mile from the school building.
 5. A careful study will need to be made of the buildings at the present location. In addition to a classroom for each teacher unit there should be an auditorium and a cafeteria. Offices and indoor toilets as well as storage rooms are essential.
- New facilities should be equipped with new furniture and all equipment should be modern.
6. The principal should be consulted in all facility planning and in other needs of administration.
 7. Supervisory personnel, capable and experienced, should be used.
 8. Instructional materials and equipment should be provided as fast as the teachers learn to use them.
 9. Trained custodial service should be provided.
 10. The maintenance of the buildings and grounds should be the responsibility of the district-wide organization.

B. SECONDARY CENTERS

1. In coordination with the county a secondary center including grades 9-12 with a later possibility of including grades 7-12 should be erected on a campus of fifteen to twenty acres suitably located.
2. There should be a central building to contain classrooms, an auditorium, a cafeteria, offices, library, toilets, and special facilities for science, commercial arts, music including band, conference rooms, home arts, agriculture, industrial arts shops and storage.
3. A gymnasium with dressing rooms and storage facilities to provide for athletic activities and physical education for boys and girls should be included.
4. Furniture and equipment should be included along with the building plans. Walks and landscaping are a necessity.

WHAT WILL THESE BUILDINGS COST ?

An elementary school to house an ADA of 300 pupils would require a minimum of ten teacher units, offices, an auditorium to seat 200, cafeteria to seat 100, indoor toilets, furniture and equipment. The State Standards indicate that approximately 55 sq. ft. per pupil in ADA will be required. During the past six years the State has supplied funds for the erection of school buildings all over the State. The plans have been approved and records of construction costs have been compiled in the Office of School Building Service in the State Department of Education. The average cost of construction including furniture is approximately \$7.50 per sq. ft. Of course, the cost will vary for many reasons.

Using the State figures indications are that satisfactory plant facilities on an equalized basis could be erected for \$122,750.

B. HIGH SCHOOL FACILITIES. In addition to the facilities indicated as essential in an elementary building, provision for a library, gymnasium, science laboratory and vocational arts need to be made. Approximately 75 sq. ft. per pupil in ADA are required. To take care of 350 pupils will require a minimum of \$196,875.

HOW IS THE BUILDING PROGRAM FINANCED ?

Chapter 13, Laws Extraordinary Session 1953, provides a program of state aid for the construction of school facilities which are defined in Section 4 as "cost of erecting, repairing, equipping, remodeling and enlarging school buildings and related facilities" but not to "include the cost of acquisition of land whereon to construct or establish any of the facilities named above".

Section 3 provides each year a grant of \$12.00 per child in A D A and \$3.00 per colored child additional for ten years for the purpose of establishing and maintaining adequate physical facilities or the payment of existing debt therefor.

Section 7 provides that the Finance Commission be empowered to advance to a school district the necessary funds for capital improvements at an interest rate of 2 1/2 per cent but the total of such loaned funds shall not exceed 75% of the estimated sum to accrue to said district within the twenty years following the date of advance; the A D A of the district for the past preceding scholastic year shall determine the maximum loan.

F U N D S N E E D E D

WHITE

As shown most of the facilities for white pupils are in good condition. If in the process of reorganization it appears wise to send into Hazlehurst the elementary children from those districts that are now sending their high school pupils, there may be need for several additional classrooms. This is a matter, however, for later development. Each plant will need some rehabilitation and repairs.

The transportation funds supplied by the State may be used in part for purchasing transportation equipment.

COLORED

The elementary center should be expanded and thoroughly rehabilitated as indicated on page 32.

If at all possible the district should coordinate its efforts with those of the county in setting up at a separate location a high school center with the plant facilities as indicated on page 32.

F U N D S A V A I L A B L E

WHITE ADA	('53 - '54)	706 X \$12.00 X 20 X 75%	= \$127,080
COLORED ADA	"	500 X 12.00 X 20 X 75%	= 90,000
COLORED ADA	"	500 X 3.00 X 10 X 75%	= 11,250
TOTAL			= \$228,330

If there are no building needs the present laws provide that the allotment of \$12.00 per child per annum may be applied to retire outstanding bonds of which Hazlehurst at the time has \$111,000. However, these needs will all be worked out concurrently, with the building needs for the Negroes coming first.

HOW MAY THIS DISTRICT BE RECONSTITUTED ?

By action of its Municipal School Authorities Hazlehurst may abolish its separate school district and become a part of the county-wide system. The reasons for not following this plan are given on page 17.

The Hazlehurst District may be reconstituted with its present limits, or with its limits extended, or with its limits confined to the city limits of Hazlehurst. If Hazlehurst should seek reconstitution with its present limits which include 2.6 sq. mi. within the city limits and 12. sq. mi. outside the city limits, it should so draw its plan. This plan would not have to be approved by the State Educational Finance Commission. The necessity would remain for equalizing white and colored facilities as outlined on page 31.

If the Hazlehurst Board desires to change the present limits of the Municipal Separate School District such changed limits must first be approved by the County School Board.

It would appear to be to the best interest of the district and the county for this district to be reconstituted as it is at the present provided the district and county will continue their respective policies of cooperation in affording suitable facilities to the children of the county and district in the future as they have in the past.

Any plan of reconstitution approved by the Hazlehurst School Board must be presented to the State Educational Finance Commission at the same time as that of the County Board of Education at which time the plan of the Hazlehurst Board will be subject to approval or rejection by the State Commission.

RECOMMENDATIONS

We desire to submit for your careful consideration the following recommendations:

1. In making application for reconstitution of the Hazlehurst Municipal Separate School District to the State Educational Finance Commission, it should be specified that the boundaries of the municipal separate school district are to remain as at present.
2. The Hazlehurst Board should consider carefully the discontinuance of the Hazlehurst Separate School District with the expectation of becoming a part of a County-wide District. It would appear that Hazlehurst would be justified in taking such action if a guarantee could be made of the ninth month of school being retained and the office of county superintendent of education be made selective.
3. The policy of admitting pupils living outside the Hazlehurst District to participate in its school facilities, both white and colored, should be continued.
4. Unless the Hazlehurst District should join the county-wide unit, a policy should be adopted to the effect that while it is the intention of the Board of Trustees of the Hazlehurst District to adhere to its present territorial limits that it is willing to consider from time to time including such additional territory as may be contiguous to the present district on petition of those living within the territory and after the approval of said petition by the Copiah County School Board.
5. A formula for arriving at the cost of tuition for transfer pupils should be adopted.
6. The Board should adopt a policy declaring its intention of providing for the equalization of educational opportunities for all children within the district wherever any lack of equal opportunities may exist, more particularly with reference to:
 - a. Classroom and other plant facilities
 - b. Teachers, and supervision to improve instruction
 - c. Developing an enriched program to improve school morale.
7. A five year plan should be adopted for the improvement of instruction.

8. A five year plan of building to meet school plant needs for white and colored pupils should be adopted. This plan should include a separation of elementary and secondary facilities for colored pupils with rehabilitation of present buildings for elementary use and new construction for high school facilities; the extension of sites at white and colored locations, the present colored elementary site to be expanded to include the remaining part of the triangle between Banks and Massengill Streets, southwest and adjoining the present site; rehabilitation of white and colored facilities; and the adoption of priorities throughout to meet colored school needs first.
9. A policy should be adopted that all future plant facilities are to comply with state standards, meet the approval of the State Educational Finance Commission, and as far as possible be constructed with state funds.
10. A policy declaring the intention to continue cooperation with the County Board of Education. This declaration of policy should include:
 - (a) an invitation to the County Board of Education to continue the use of the white school facilities in Hazlehurst; and,
 - (b) A statement of desire on the part of the Hazlehurst Board to cooperate with the County in the development and construction of plant facilities for colored pupils.
11. A joint meeting with the County Board for the discussion of the various items included above should be held before the final plan is adopted.
12. The Board should present the data developed in this survey for the information of its community officials, the Parent-Teachers Association, and other interested groups.
13. A selected group of Negro citizens should be called together after the plan of reconstruction of the district has been approved by the State Educational Finance Commission in order to apprise them of the specific policies adopted by the Board and to be applied to the equalization of educational opportunities.
14. The effective date of the reconstruction of the district should be set at July 1, 1957. It is anticipated that this date will be fixed to coincide with the similar date adopted by the County Board.