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**THE HISTORY OF BALDWIN COUNTY TRAINING SCHOOL
AND
ITS ROLE IN THE BLACK COMMUNITY**

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INTRODUCTION

✓ From its beginning Baldwin County Training School was a powerful force in improving public education for blacks in Baldwin County. "The limitations placed upon Negroes by law, custom, or public opinion. . . did not deter its leaders from working wholeheartedly to develop their people."¹

The all-black high school was a peculiar institution which no longer exists in the role it performed before desegregation. Black schools during the segregation era were extremely complex organizations. They were not only educational institutions, but these schools solidified the communities they served and were a social center for the adults, as well as for the students. The all-black high school made possible full participation of the black community in the total operation of the school. Blacks could use the resources of their schools in ways that contributed directly and indirectly to the development and prosperity of the black community. ✓ Baldwin County Training School had a powerful effect--educationally, economically, and socially--upon the people it served during a time of racial segregation and financial inequity. The community of Baldwin County Training School consisted of all the black people served by the school, which was all of Baldwin County for a time, because Baldwin County Training School was the only black high school in the entire county.²

HISTORY OF BALDWIN COUNTY TRAINING SCHOOL

In 1832, a convention of freed Negroes declared: "If we ever expect to see the influence of prejudice decrease, and ourselves respected, it must be by the blessings of an enlightened education."³

The determination of the black race to receive an education can be seen from the days of slavery. The laws, penalties, and hostile attitudes of the white establishment did not stop blacks from learning. They learned in plantation play schools, in secret schools at night, or they taught themselves. Following the Civil War, the Federal government, church denominations, and Northern philanthropists became actively involved in educating the freed slaves. Thousands of teachers and more than \$1,000,000 came from the North to help. The educational work of these various organizations was often carried out by working with the Freedmen's Bureau, which was established in 1865, and was responsible for setting up schools for the freedmen. The Bureau had a working agreement with church and philanthropic organizations. They paid for the building and land while the philanthropic organizations paid the teacher salaries. In the five years of the Bureau's existence, about 250,000 black students received some elementary education. The Freedmen's Bureau is credited with establishing a widespread and fairly well-organized system of free schools for blacks in the South.⁴

After 1870, the obligation of black education fell to the states. Following Reconstruction, seventeen states mandated separation of white and black children in school. Four other states allowed individual districts to decide this question. These

conditions remained for 50 years. Unfortunately, the Alabama State Constitution said that children, white and black, could not mix, nor could white and black people. The spread of segregated education for blacks was accompanied by inequality in educational expenditures. In 1875-1876, Alabama spent more per capita on blacks than on whites, and this trend lasted until the 1880's. By 1900, the situation had reversed. Expenditures per capita for whites was four to five times higher than expenditures per capita for blacks.⁵

In 1874, one-teacher black schools were found in the Baldwin County communities of Daphne, Jonesboro, and Montrose. In 1889, Reverend S.B. Bracy, one of the most respected community leaders, founded Baldwin County Training School. Reverend Bracy was pastor of the Macedonia Missionary Baptist Church and moderator of the recently organized Eastern Shore Missionary Baptist Association. Reverend Bracy and the Association purchased 18 acres of land in Daphne, Baldwin County, Alabama, and built a one-room frame structure which they operated as a private school for training ministers; morning classes were taught one or two days a week. The school was named Eastern Shore Missionary Association Colored School from 1889-1916.⁶

The need to establish schools to teach both children and adults to read and write was a concern to Reverend Bracy, as well as to other ministers and laymen. As a result the Board of Trustees of the Eastern Shore Missionary Baptist Association appeared before the Baldwin County Board of Education of April 5, 1916. The Board of Trustees, composed of Reverend Bracy, Bill Bailey, and E.L. Lawson,

offered to deed this property which consisted of "18 acres more or less, with all buildings and appurtenances. . .to the State of Alabama for school purposes to receive aid from the Rosenwald and State Aid and Repair Funds in order to the establishment of an Industrial School for the 'negro race' in the said District. . . ."7

The Board of Education voted to grant the "negroes of Daphne School District No. 14" \$300 from the Rosenwald Fund and \$150 from the State Building and Repair Fund for the purpose of repairing and improving the school property of Eastern Shore Missionary Baptist Association on condition that "said negroes comply with all other laws for getting state aid."8 The name of the school was changed to Eastern Shore Colored Industrial School, and in 1927, the school was renamed Baldwin County Training School. The Association was to appoint three members to serve on an Advisory Board to cooperate with the Board of Education and with the white trustees for the best interests of the school. The Executive Committee of the Association recommended Reverend Bracy, Elijah L. Lawson, and William Bailey to serve on the Advisory Board.9

The school campus had three buildings: classroom/office building; girls' dormitory with kitchen and dining room facilities; boys' dormitory with classrooms. Mr. Ligon A. Wilson was the school's first principal from 1917-1927. His responsibility was to work with the Board of Education, local trustees, teachers, and community to develop a curriculum for primary grades through junior high school. Senior high school grades were not offered then. The school operated as a boarding school until the 1940's, and students lived on campus in dormitories.10

The South received help from Northern philanthropists in educating black children. The philanthropists created the Southern Education Board and the General Education Fund to provide funds for education. Three philanthropic funds have aided black education in Baldwin County: the Rosenwald Fund, the Anna T. Jeanes Fund, and the Slater Fund. Of all the philanthropies, the work of the Rosenwald Fund affected black education more than that of any other fund. It constructed black schools where none were and influenced other philanthropic funds to give to black education. From 1913-1932, the Rosenwald Fund issued grants for more than 5,000 black school buildings in 883 counties in 15 Southern and border states. The Rosenwald Fund generally gave about one-sixth total cash. Most of the cash, either through private contributions or public tax funds, came from rural blacks. They also contributed substantial amounts of land, labor, and building materials. Making private contributions for maintaining public schools during the late 1920's and 1930's was particularly hard for blacks because their already low incomes dropped sharply. Few earned beyond subsistence level. In Alabama during 1932, a study of 600 black families showed an average annual income of \$90. Despite deeply-held beliefs in education and self-improvement, the black community had no money to act on its values. However, their donations of time and labor were probably a larger share than cash values.¹¹

The Anna T. Jeanes Fund, established in 1907, devoted its money completely to the improvement of small rural black schools by cooperating with public school officials in providing trained supervisors for these schools. Jeanes teachers were the

most successful black teachers of a community, and they spent part of their time helping other teachers improve their work and their schools. In 1956, only six black schools were left in Baldwin County because of consolidation. Superintendent Candler McGowan asked the Board of Education to eliminate the position of Jeanes teacher due to insufficient need. He asked that Jeanes Teacher Nellie Lee Elmore be reassigned as classroom teacher at Douglasville School. The Board members approved.¹²

The John F. Slater Fund, under which county training schools were established, dates back to 1882, and was the first educational foundation in the country completely devoted to black education. The Slater Fund instituted a special kind of curriculum, mainly agricultural in rural areas and industrial in urban areas. It extended elementary and high school training to thousands of blacks who had none. Alabama State Superintendent James L. Sibley said that county training schools had three purposes: home economics instruction for girls; agriculture instruction for boys; teacher training for both.¹³ No school for blacks in the South was called a "county training school" unless it was aided by the Slater Fund at some time.¹⁴ For local authorities to receive county training schools, they had to meet certain minimum requirements:

1. The school property must belong to state, county, or district.
2. The county training school must be recognized as part of the local public school system.
3. Local school board was required to make an annual appropriation of at least \$750 for teacher salaries.

4. School term must be at least eight months.
5. Course work must extend through grade 8.
6. Local school officials were to add two years of high school and normal school courses to train industrial teachers.¹⁵

The policy was to appropriate \$500 yearly to each county training school for teacher salaries. This appropriation was done on a diminishing scale, and all costs were eventually to be paid by local school officials. In 1917, Rural School Agent James Sibley sent a letter to the Board of Education stating that the General Education Board had allowed \$600 during the school year 1917 to be equally divided four ways and used to help build a workshop, to buy equipment for manual training, equipment for blacksmithing/carpentry, and equipment for girls' industries. He stated in another letter that he had secured \$500 from the Anna T. Jeanes Fund and \$250 from the Slater Fund for maintenance of the school. He asked the Board members to make an additional allowance of \$200 from county school funds so that the school could qualify for \$1000 of State Aid for buildings and equipment. The Board members agreed. The Slater Fund for 1922-23 to Baldwin County was \$100 instead of \$500 because the school had been in operation for five years. The Board of Education voted an appropriation of \$450 to the school to make up the difference. By 1932, the Slater Fund had given \$1,208,475 to black schools in the South.¹⁶

Principal Ligon Wilson appeared before the Board of Education on July 19, 1919; he brought a resolution of thanks from the trustees for "interest the Board of Education has taken in the upbuilding of Baldwin County Training School or Eastern Shore Industrial School."¹⁷ He stated also that 40 boarding students had requested

admission for the next year and asked the Board to help pay rent for a cottage to house these students. The Board members agreed to help; they also authorized Mr. Wilson to buy enough lumber to make desks, and the Board members would pay the bill.¹⁸

County training schools filled a void in black education that would normally have been filled by the public high school. To call black higher rural grades "high schools" was unacceptable to whites who did not favor any except the most basic elementary education for blacks. The purpose of the county training school was to adjust black Southerners to a life of subordination; these schools were oppressive in form and content, except when their intended purpose was subverted by local officials. The legacy of county training schools was not so much in what they prepared black students to become as in the ways they stopped alternative development. The students who were forced to attend these schools because they had no other educational opportunities were denied good academic training. Graduates of these schools were unprepared to do college-level work; they had no salable job market skills, and they were denied the opportunity to work in small country schools. These schools provided the only or most advanced secondary education for 52.5% of black youth aged 15-19 in Alabama. In 1933, more than 200 Southern counties with black populations of 12.5% or over still had no black secondary school at all. The South was trying to educate one-third of the country's children in a dual school system supported by one-sixth of the country's school revenues. After 1935, county training schools were quickly phased out or changed into public high schools.¹⁹

The second, third, and fourth principals at Baldwin County Training School were Mr. Robert Thurston (1927-1929), Mr. John Jackson (1929-1931), and Mr. E.S. Peebles (1931-1938). Mr. Thurston was responsible for the construction of a frame building which was used as a classroom for home economics. It was later named the McQueen Cottage in honor of the moderator of the Eastern Shore Missionary Baptist Association, Reverend Jake McQueen. During Mr. Peebles' tenure black students had the opportunity to earn a senior high school diploma from Baldwin County Training School. Mr. Peebles, an excellent music teacher, developed many outstanding choral singing groups who participated in the Alabama State College "Song Fests" which were sponsored by Alabama State College and the State Department of Education in Montgomery. He also wrote the song "Hail Baldwin Training School." The song enabled the students to express their loyalty to the school in a "spiritual" way.²⁰

When Mr. Peebles was principal, the school did not have a gym. In fact, Baldwin County Training School did not have a gym until 1965. The students played basketball on the outside. Mr. Peebles had the boys on one side of the campus and the girls on the other side; a road ran right down the center of campus. The boys were not allowed on the girls' side nor the girls on the boys' side except during basketball games. Both sides had a court, and when the boys had games, the girls could come over and watch. When the girls had games, the boys could come over. However, as soon as the game was over, the students had to return to their respective sides.²¹

During this time the school was still a boarding school, and it housed about two dozen students. Most of the faculty members stayed in the dorms too. The men stayed in the boys' dorm, and the women stayed in the girls' dorm. The students came from Bay Minette, Foley, and all around the county to attend Baldwin County Training School. The students worked on the school's farm and raised vegetables to be used in the school's dining facilities. The school also received some food called commodities from Bay Minette. Usually more girls attended school than boys because some of the boys had to work. The parents had to pay tuition for their children to attend school also, but no demand was made on the parents to pay it because most of the families had very little money. The school helped those families who did not have the tuition money. Some of the boys cut wood, took care of the stock, and did little chores during the summer to earn money.²²

If the dorms were full, some students stayed with friends or relatives in town because they had no county transportation. Some went to live in Mobile with relatives or friends who lived within walking distance of a black school. Later, Mrs. Lillie Yelding operated a private bus and transported black children who lived three miles or more from Baldwin County Training School. The bus went all over the county to Foley, Robertsdale, Loxley, Stapleton, and other places to take these children to and from school. Some of the children even rode the bus from Lillian which is near Pensacola. They caught the bus in the dark and arrived home in the dark. The parents had to pay a bus fee for their children to ride the bus.²³

Mr. Walker J. Carroll said, "The parents were so anxious for their children to get a high school education that they were willing to pay for transportation."²⁴

At the end of the 1934-35 school term, sixteen high school students had no way to get to Baldwin County Training School unless the Board of Education provided transportation for the last sixteen days of school. Their pickup point was an elementary school which closed early, so these students needed transportation for sixteen more days. The Superintendent reported to the Board members that he had agreed to pay Mrs. Yelding \$2 per day for the remaining days if she would transport these students to school. The Board members unanimously approved. However, the Board of Education members voted not to transport black high school students from Loxley to Baldwin County Training School for the school year 1935-36. No reason was given. The county did not provide transportation for black students until around 1946, during Governor Big Jim Folsom's first administration. Many black children did not receive any education because they had either no money or no way to go to school.²⁵

Despite inequities, black education did make progress during the 1930's decade. The facilities were still inadequate, and standards were generally lower than those in white schools. The black part of the dual school system operated under the same administration as the white part, but in the early days, blacks received attention only after white children's needs were met. A great majority of whites still believed that blacks needed only the bare essentials of grade school education to "assume their proper place in the social order."²⁶ So most blacks received the same kind of

education as whites, but it was inferior in quality and quantity. However, black attendance increased, and the length of the school term increased. Both white and black high schools in Baldwin County had eight month terms in 1921. Black teacher salaries were higher, but still below those of whites. Blacks were staying in school longer. Between 1920-1940, the proportion of total black high school attendance grew from 2% to 10%. By 1935, blacks comprised 30% of the South's total school attendance. The most important gains in black education during this decade was the white leadership's increasing awareness of its responsibility in maintaining it. People began paying more attention to the status of blacks than they had since Reconstruction. Some white leaders began questioning openly the validity of a school system which operated on the theory that blacks deserved only a limited education and one limiting their opportunities for economic advancement.²⁷

The 1940's saw a continued rise in black attendance. After World War II, the courts set up increasingly rigid standards by which they compared separate schools and enforced their orders. They made the point that if public schools were to be segregated, equality was to be a rule. The black wing of the dual school system, however, fared worse in supplemental services. Although a great increase in the total number of school libraries was seen, the number of books available per black pupil was less than one-half the number of books per white pupil. The percentage of whites eating in federally-aided school lunchrooms was almost two times greater than the percentage of blacks.²⁸ Mr. Carroll recalls, "In the beginning we had no library--none beyond what the teachers created using their own resources. . .only books that

the kids would bring from their parents to school, and of course, the cafeteria didn't exist."²⁹

In Baldwin County, both black and white schools had eight and one-half month school terms in 1943, and nine month school terms in 1946. After 1940, the South made its greatest efforts on behalf of public education and gave black children the largest share of total capital they ever knew. In 1948-1949, the average daily attendance in Baldwin County was 6,145 white and 1,864 black, a ratio of ten to three, and the expenditures were a ratio of \$8 per white child to \$3 per black child. Mr. P.M. Mason, Superintendent of Buildings and Transportation reported that Baldwin County Training School received 10.8% of the total county expenditures--the third largest amount in the county after Elberta at 11.7% and Foley at 11%. However, the total expenditure for whites was 72.9% or \$419,414 and total expenditures for blacks was 26.3% or \$153,312. An estimated \$65 to \$70 million of the South's capital expenditures in 1951-52 was spent on black schools and equipment, and for the first time, this amount approximated the 25% proportion of black attendance. Even though the gap between the expenditures for whites and blacks had narrowed, it was still large: \$115 per pupil for blacks and \$165 per pupil for whites.³⁰

From 1938-1970, Mr. Walker J. Carroll was the school principal. In the summer of 1941, and also in 1954, fire destroyed some of the buildings on the campus. The Superintendent was authorized to make plans to rebuild as soon as possible. After rebuilding and reconstruction, the campus had six new buildings: a

high school classroom building with offices, an elementary building with offices, the McQueen Cottage which was used for physical education, a school cafeteria, a vocational agriculture and home economics building, and an air-conditioned gymnasium with classrooms, locker rooms, and shower facilities. The students were very excited about their new gym. Mrs. Linda Bosby recalled, "When we went out for P.E., we got awfully sweaty, and we had to sit in class with those sweaty clothes on all day. Getting the gym was just like getting a Christmas present. We could go in, change, shower, and refresh ourselves before going to our next class."³¹

During Mr. Carroll's administration a fine spirit of cooperation among the faculty, school, and community was evident, and the school experienced much progress. Baldwin County Training School applied for membership in the Southern Association of Colleges and Schools, was evaluated, and received accreditation in 1958. Baldwin County Training School was approved in each succeeding period of evaluation until 1970, when the school was reorganized.³²

Extracurricular activities were a big part of Baldwin County Training School. Students took advantage of the clubs: French, Library, Dramatics, Masonry, Math, Marshal's, Book, Science, Phy-Chem, as well as choir, yearbook, band, majorettes, cheerleaders, National Honor Society, newspaper, Commercial Guild, Monitorial Staff, Student Council, FFA, FHA, Boy Scouts, and Y-Teens. The school had a football team and a basketball team, and both had to travel to play other all-black teams because state law mandated segregation. Mr. Carroll recalled, "We had to go out of the county and play other all-black schools. We would go as far as Snow Hill

to play basketball or football. We went every place south of Montgomery to play, and we played them. We built up an excellent program."³³

School spirit was high, and former students are still proud of their school. Mrs. Linda Bosby, who was a cheerleader at Baldwin County Training School, said, "I think about Baldwin County all the time. My children and I sit in the den, and we talk about all the fun we had. I wish it was still there."³⁴

The peak enrollment of the school was around 1,200 students in all grades; approximately 63% of the graduates attended college.³⁵ Reverend Clarence Lett said, "It cost something to get an education, and only those that lasted through the twelve years were the persons who wanted to get an education. . . many dropped out."³⁶ Because of segregation, the majority of the graduates who stayed in this area entered education, agriculture, or the ministry. However, some did leave the area and enter other fields: medicine, dentistry, real estate, accounting, and engineering. Six students entered medical school, and at least two are now practicing physicians. A large percentage who did not enter college have successful occupations. Many of them are outstanding businessmen. Still others are self-employed. In spite of segregation, the graduates did very well.³⁷ Mr. Carroll said, "A good school is not measured by the accomplishments of the teachers, but by the achievements of the students."³⁸

The 1954 Brown decision did not affect the dual school system in Baldwin County until 1965 when the Board of Education directed Board Attorney J.B. Blackburn and Superintendent Candler McGowan to develop a plan for gradual

desegregation for the county. The three-year plan was adopted by the Department of Health Education and Welfare on August 25, 1965. No distinction was made in the final budget for the school year 1963-64 of white and black. Teachers were still listed on the county roster by color, but they were not labeled according to color. For the first time in 1966, the salaries of black and white high school principals were the same: \$11,100. Faculty desegregation began in the school year 1967-68. The last graduating class at Baldwin County Training School was 1970. The next year the school was reorganized and became Daphne Middle School.³⁹

RELATIONSHIP OF SCHOOL TO COMMUNITY

The black high school worked closely with the community and the black churches. During segregation the church was the focal point for many families; however, the school reached those families who did not attend church, and many black families did not attend church at all.⁴⁰ The school's emphasis was that the church had a valuable place in the community, and people needed to be there so that they could take advantage of its service. Since the school and church worked so closely together, the training of the children was accomplished because neither did anything to disrupt the continuity of "training of the spirit because we were working with the same people for the same purposes for the same ideas."⁴¹ Many of the baccalaureate and graduation exercises were held at Macedonia Baptist Church, and the pastor delivered both messages. Mr. Carroll, the principal of Baldwin County Training School, taught the men's Bible class at Macedonia, and he made sure that all the teachers attended Sunday School and church every Sunday.⁴²

One of the main needs of the black high school was money, and the church and community worked with the school to raise funds. They had to finance everything that the school did because the school received little or no money from the state during most of the segregation era. The only way the teachers could get money was to have fundraisers or to buy needed supplies themselves. Baldwin County Training School had several big drives each year to raise money: The Green Leaf Tea, May Day, the Wonzanza, Song Fests, and student programs and plays. The Green Leaf Tea, May Day, and the Wonzanza are all recorded in the school

yearbook.⁴³ These affairs turned into social events as well as fundraisers and involved the whole community. The school could not have obtained the necessary funds to operate without the help of the parents and the community. The PTA and the community stood behind everything the school did. "The community support was wonderful. The motivation to get their children through high school was great," said Mr. Carroll.⁴⁴

Macedonia Baptist Church started the Green Leaf Tea. The original idea was that each person who could would give a dollar, which was the "green leaf." The chairman planned a program, and the tea followed. A queen was also crowned. The ladies baked wonderful goodies, and everybody had a good time. The tea became a tradition and is still enjoyed today even though its original purpose was to raise money for the school.⁴⁵

The Annual May Day celebration was a two-day event which began Friday afternoon and lasted all day Saturday. The Board of Trustees and the PTA set up booths which had all kinds of items to sell. Besides selling food and other items, activities were planned for the whole time--the May Pole twining, games, contests, and music. A king and queen were also crowned. Mrs. Ethel Cunningham said, "You should have seen it. Those were the days. **Those were the days!**"⁴⁶

The Wonzanza involved students and was a program of skits. Each class participated and performed a skit. The skits were judged and prizes awarded. Other creative ways to raise money were used also during the school year. Some classes sold popcorn and showed movies to raise money for academics. At every ball game

or school event, a booth was set up and people sold something, usually food and drinks, but sometimes they sold other items too. The black people made items to sell, then bought either their own item or somebody else's item. Mrs. Cunningham said, "When we first went to integrated schools and saw that we didn't have to buy paper, we didn't have to buy bulletin board materials. . .that was a surprise to us, and that had been going on forever, and we'd had to raise money. . .plus bought stuff ourselves."⁴⁷

Singing was a rich part of the total school program. Mrs. Carroll was in charge of the music at the annual Song Fest, and everybody participated. The grades sang appropriate songs for their age. The school had a choir class also and produced several programs each year. The children and the community appreciated the music, and the faculty and staff always chose musical selections that had a good, positive message. Some of these former students sing in their church choirs today. The school also had a teachers' choir who sang for different churches and community functions. Most every event had some kind of music.⁴⁸

The principal's influence in community affairs was extensive. He was central in community life and was probably more knowledgeable about what was going on than anyone else in the black community. As head of the black high school, he had a role in the white power structure too, and this situation usually enabled him to know more about the larger community than any other black.⁴⁹ Many of his duties had nothing to do with administering a school. Mr. W. J. Carroll said, "I do everything but bury them."⁵⁰ Mr. Carroll made recommendations about hiring teachers and

school personnel. He visited black churches as guest speaker, welcomed visiting dignitaries, helped with local elections, participated in black and white civic organizations and coordinated activities between the two. He said that he never compromised or was forced to compromise on any issue. People in the community came to him for money, advice, or help; they came to Mr. Carroll more than to the preacher because the preacher lived out of town, and Mr. Carroll lived right in the community.⁵¹ In fact, the county required the teachers to live in the community where they taught. Mr. Carroll said that often he did not know the difference between night and day. In his early years as principal, people did not have telephones, so when somebody knocked on the door at 1:00 in the morning, "you knew there was a need and you helped them."⁵² When a family member died or got sick, the family came to get Mr. Carroll, and he carried them "all over the county at night or day. . .and no problem. . .glad to do it."⁵³

The teachers worked along with Mr. Carroll in the community. He said that his job was much easier because of the cooperation between the community and the teachers. Mr. Carroll and Mr. W. O. Jones, the agriculture teacher until he died of cancer in 1962, were busy in the summer too. During the early years, all the children went out in the fields to pick potatoes. The school was building good attitudes and an appreciation for their community. Some community people brought in their tools to be rehorned and fixed for winter. Mr. Jones was teacher, plumber, repairman, and whatever the people needed him to be. Sometimes Mr. Carroll and Mr. Jones went out at midnight to help a farmer birth calves. "During those years

we had very limited service because there were no veterinarians. They want to locate where they can make a living, and this wasn't really the place," said Mr. Carroll.⁵⁴

Other teachers went into the students' homes and visited the parents to let them know how their children were progressing in school. Some took an extra, personal interest in their students, making sure that the students attended school and that they had necessary supplies. Teachers were the role models, second parents, and counselors to the students. Teachers chastised students, and if the students did not behave, teachers told the parents who supported the teachers. The parents were very close to the school, and the students were afraid to misbehave in front of any parent because parents did not hesitate to spank or discipline any child who misbehaved.⁵⁵ Mrs. Bosby said, "We did what Mr. Carroll and the teachers told us to do."⁵⁶

In a survey of Baldwin County conducted during the late 1950's, black parents expressed their like of the school personnel more than any other facet of the school's program. This approval was often based on the parents' opinion that the teachers were interested in their child. Second, black parents liked the activity program, especially the school programs and the band. The parents approved of the teaching procedures and the overall school-community relationship. They expressed a high degree of satisfaction with the education their children were receiving at Baldwin County Training School.⁵⁷

The black high school provided more opportunities for the black community to come together. The activities were not just school activities, but they were for the community. Neither could survive without the other. The black high school played a

critical role in determining the opportunities available to members of its community.

Without the school, the black community would have been severely limited educationally, socially, and economically. The black high school really controlled these major functions.⁵⁸ Mr. Carroll said, "It had to. Without it, we would have had no place to turn."⁵⁹ Without the community support in fundraising activities, the black high school would have been severely limited in the opportunities and education it offered. Mr. Carroll said, "School is successful to the degree that their service is reflected in the growth of the community. If you go into a community and work for x number of years, and that community is no better, then somebody has failed. We (Baldwin County Training School) do not want to be that somebody."⁶⁰

NOTES

1. Walker J. Carroll, "Historical Sketches of Baldwin County Training School" (Daphne, Alabama), p. i. (unpublished essay given to me by the author).
2. Jacqueline Jordan Irvine, Black Students and School Failure (New York: Greenwood Press, 1990), p. 35; Frederick A. Rogers, The Black High School and its Community (Lexington, MASS: D.C. Heath and Company, 1975), p. 5; Interview with Walker J. Carroll, Daphne, May 13, 1993 (Mr. Carroll was principal of Baldwin County Training School from 1938-1970).
3. Frederick M. Binder, The Age of the Common School 1830-1965 (New York: John Wiley & Sons, Inc., 1974), p. 143.
4. H.G. Good, A History of American Education (New York: Macmillan Co., 1963), p. 276; Horace Mann Bond, The Education of the Negro in the American Social Order (New York: Octagon Books, 1966), pp. 128, 29.
5. Good, A History, p. 276, 577; Joel Spring, The American School 1642-1985 (New York: Longman Inc., 1986), p. 191.
6. Historical Marker on the grounds of Daphne Middle School, formerly Baldwin County Training School; Carroll, "Historical Sketches," p. 2.
7. Baldwin County Board of Education, Minutes (hereafter cited as Board Minutes), 5 April 1916; Carroll, "Historical Sketches," pp. 1-2.
8. Board Minutes, 20 September 1916.
9. Ibid., 29 November 1916; Christopher Carey, "Daphne Middle Traces Roots," Eastern Shore Courier (Daphne, Alabama: August 25-26, 1993), p. 10C.
10. Carroll, "Historical Sketches," p. 3.
11. Good, A History, p. 279; Henry Allen Bullock, A History of Negro Education in the South From 1619 to the Present (Cambridge: Harvard University Press, 1967), pp. 138-139; Harry S. Ashmore, The Negro and the Schools (Chapel Hill: University of North Carolina Press, 1954), p. 17; James D. Anderson, The Education of Blacks in the South 1860-1935 (Chapel Hill: University of North Carolina Press, 1988), pp. 85, 153-154, 173, 178.
12. Edward E. Redcay, County Training Schools and Public Secondary Education for Negroes in the South (Westport, CONN: Negro University Press, 1935), pp. 4-5; Good, A History, p. 277; Board Minutes, 9 August 1956.

13. Redcay, County Training Schools, pp. vii-viii; Bullock, A History, p. 145; Anderson, The Education of Blacks, p. 140.
14. Redcay, County Training Schools, pp. 12-13.
15. Anderson, The Education of Blacks, p. 140.
16. Ibid.; Board Minutes, 11 July 1917; 24 November 1922.
17. Ibid., 9 July 1919.
18. Ibid.
19. Bond, The Education of the Negro, p. 134; Anderson, The Education of Blacks, pp. 145-147; Ashmore, The Negro, p. 26.
20. Carroll, "Historical Sketches," pp. 3-4.
21. Board Minutes, 1 December 1964; Interview with Reverend Clarence Lett, Daphne, May 13, 1993. (Reverend Lett attended Baldwin County Training School between the years 1934 and 1946. He is pastor of Macedonia Baptist Church in Daphne, Alabama).
22. Interview with Reverend Lett; Interview with Mr. Carroll.
23. Interview with Reverend Lett; Interview with Mr. and Mrs. Nathaniel Cunningham, Daphne, May 20, 1993. (Mr. Cunningham taught French at Baldwin County Training School from 1958-1970, and Mrs. Cunningham taught math at Baldwin County Training School from 1959-1969).
24. Interview with Mr. Carroll.
25. Board Minutes, 16 April 1935; 22 June 1935; Interview with Mr. Carroll.
26. Ashmore, The Negro, p. 18.
27. Ashmore, The Negro, pp. 18-19, 28-30; Board Minutes, 27 May 1921; 29 May 1922.
28. Ashmore, The Negro, pp. 50-51, 63-64.
29. Interview with Mr. Carroll.

30. Board Minutes, 27 May 1943; 2 August 1946; 25 February 1949; Ashmore, The Negro, pp. 63-64.
31. Carroll, "Historical Sketches," pp. 4; Board Minutes, 13 April 1944; 31 August 1954; Interview with Mrs. Linda Bosby, Fairhope, May 13, 1993. (Mrs. Bosby entered Baldwin County Training School in 1964, and graduated in 1967. She is a full-time wife and mother).
32. Carroll, "Historical Sketches," pp. 4, 6.
33. The Wolverine, 1963, 1964, 1968. (The Wolverine is the Baldwin County Training School yearbook, hereafter cited as Yearbooks); Interview with Mr. Carroll.
34. Interview with Mrs. Bosby.
35. Interview with Mr. Carroll; Carroll, "Historical Sketches," p. 5.
36. Interview with Reverend Lett.
37. Interview with Mr. and Mrs. Cunningham; Interview with Mr. Carroll.
38. Interview with Mr. Carroll.
39. Board Minutes, 4 June 1965; 24 September 1965; 28 March 1966; 2 September 1966; 30 September 1966; 15 September 1967; Carroll, "Historical Sketches," p. 6.
40. Interview with Reverend Lett; Interview with Mrs. Bosby.
41. Interview with Mr. Carroll.
42. Interview with Reverend Lett.
43. Interview with Reverend Lett; Interview with Mr. Cunningham; Yearbooks, 1963, 1964, 1968.
44. Interview with Mr. Carroll.
45. Yearbooks, 1963, 1964, 1968; Interview with Mrs. Cunningham.
46. Interview with Mrs. Cunningham.
47. Ibid.

48. Interview with Mr. Carroll.
49. Rogers, The Black High School, p. 16.
50. Interview with Mr. Carroll.
51. Ibid., Interview with Reverend Lett.
52. Interview with Mr. Carroll.
53. Ibid.
54. Ibid.
55. Interview with Mrs. Bosby; Interview with Mr. and Mrs. Cunningham;
Interview with Reverend Lett.
56. Interview with Mrs. Bosby.
57. University of Alabama Bulletin. A Report of a Study of the Public
Schools of Baldwin County, Alabama. Bureau of Educational Research (Tuscaloosa:
University of Alabama, 1957), p. 261.
58. Rogers, The Black High School, p. 73.
59. Interview with Mr. Carroll.
60. Ibid.

Baldwin County Training School

From 1889 to 1970 the Baldwin County Training School functioned not only as a school for Baldwin County blacks but as a community foundation for the black residents of the county. Classes at the school ranged from classical literature and mathematics to vocational agriculture and home economics, and thus provided a wide-range of skills that assisted Training School students in all areas of life.

The School was founded in 1889 by a Reverend S.B. Bracy who was an organizer of the Eastern Shore Missionary Baptist Association. The Board of Trustees of the Eastern Shore Baptist Association deeded the 18 acre site to the Baldwin County Board of Education to be used as a public school for blacks.

From 1889-1916 the school was known as the Eastern Shore Missionary Baptist Association colored school. And then from 1916 – 1927 it was known as the Eastern Shore Colored Industrial School.

Early campus facilities consisted of a frame two-story building containing six classrooms and a principals' office as well as a two-story frame structure used as a dormitory that included bedrooms a kitchen and a dining hall for those students who boarded at the school during the school year. Of course the campus grew as the school expanded and the dorms eventually were eliminated.

The Training School was served by only five principals in its 53 year existence from 1917 to 1970.

The black training school as a concept grew out the late 19th century ideology of education as a tool for one's betterment. Black educators such as Booker T. Washington and W.E.B. Du Boise believed, and rightly so, that no man could excel in his calling without a proper education. While Washington proposed a vocational educational regimen, Du Boise believed that only a higher education in the liberal arts would place blacks on an equal footing with whites. Du Boise in his work, *The Souls of Black Folk* published in 1903, saw the plight of blacks, and really, the social problems of all races embedded in their ignorance with the solution being what he referred to as "study and thought and an appeal to the rich experience of the past." The Baldwin County Training School epitomized both these ideas.

And so to did the leaders of the institution. It was during Principal Ligon A. Wilson's tenure from 1917-1927 that the school developed a program for all grades one through twelve. The school continued to grow through the tenures of four other principals, however, Walker J. Carroll who was principal from 1938 to 1970 presided over the most dramatic changes. More buildings were added, and by the mid 1950s the dormitories became obsolete due to the availability of buses in Baldwin County. The curriculum continued to improve with a focus on music, drama, debating, and leadership. As a result more than 60% of school graduates went to college after graduation.

Even though the school closed its doors in 1970 after integration took effect in Baldwin County, its legacy certainly lives on in the memories of its proud students and in the community leaders that it helped shape.

BEDD106.6

Dr. Jackson,

I am faxing my outline for the Baldwin County Training School in Daphne. I worked on this and was going to publish it in the Daphne Jubilee magazine last year. While I was doing the story I met Betty Valarie. I interviewed a number of people for this as well as studying what was written. Al Guarisco had a copy of this in the Methodist Church Museum. I just thought he gave you a copy.

Later, I met with Dr. Thelma Carroll Ivey, a student and the daughter of Dr. Carroll the last principal at Baldwin County Training. Dr. Thelma Ivey is at A&M as a professor. I was trying to get Dr. Carroll's papers for the Museum.

I got sick and had to cut back on my duties for a while. I don't know if the papers were ever given. Betty Valarie was going to check on it. The papers need to be put in the new talked about school museum. If she gives the papers, it needs to be put in all the newspapers and perhaps on the Commissioner's channel. Betty (928-7293) has Thelma's phone number.

I also tried to get in touch with Mr. Chancy his number is 626-2898. I have talked with Mr. Chancy. Mr. Chancy was the last P. E. teacher.

Dr. Ivey did the story in the Jubilee Magazine. I felt like it was their story. I gave copy of my outline to her and I had information that she did not have.

If you use these notes give me credit. I have been doing research for a long time. At the present I don't have any plans for a story on this. For me the information is important and needs to be kept.

This information is different from that which I recorded the other day. I read many source before I feel good about writing.

I will be leaving for Australia in a few days to visit my daughter and grand children. Thanks again Joan White Crowder

Joan White Crowder

Baldwin County Training School of Daphne

By

Joan White Crowder

Baldwin County Training School in 1963 was the first and largest black high school in the county. It was the first and only black Teachers Training School in 1928. This unique school was the largest employer in Daphne. H. G. Jordan was mayor. A. Victor Guarisco, Clayton Perry, George Rains, John A. Trione and Wendell Phillips were the councilmen. Barbara Baggette was the Town Clerk and Treasurer. Daphne's population was 1,650 in the 1960 census. Joe Hall was the only law officer. The number of students was thirteen hundred and fifty. Students were bused in from all over the county. Many students lived on the campus because of the distance they had to travel daily.

There were forty-one teachers and the head principal was Dr. Wallace J. Carroll. There was an assistant principal. Others employed were janitors, bus drivers, cafeteria workers, councilors and secretaries. There were night classes that offered training, teaching and studies for an advance degree. Many in the area were using the GI bill passed in 1944.

We are talking about a school that was as large as any big city school. It was necessary to have strict structure and discipline with the faculty monitoring conduct. There was a strong sense of authority and respect. To have had such a large school facility and have no instance of ever having had a police report. It was a model in advancement with reflecting pride of the good citizens. The faculty and the parents main priority was the student. They were ever expanding and increasing the education opportunity.

In Mrs. Florence Scott's book on *Daphne* she gives reports of how the old Normal School and Daphne schools suffered because of little money. This problem was also experienced at the Baldwin County Training School. It was with the help of the good citizens and the strong Parent, Teachers Association they raised funds for this prominent school.

The school was made up of several structures with a new brick building. They had just finished a new modern gymnasium. The football field was lighted with concrete bleachers constructed by the school's own masonry classes financed by the PTA. They played football games all over the state. McQueen cottage was the oldest building on campus.

The story of this school is the story of our nation. Every room, hall, office, campus grounds was carefully groomed with a wonderful spirit of goodwill. This school had the first fireproof tile cafeteria and the best equipment. The seating capacity at lunch time was one hundred and sixty. This impressive school was known all over the state and nation. The whole community was proud of the growth, faculty, students, alumni, patrons for the contributions they made in the county. It played a great roll in the growth and life style of the persons in Daphne. This school and with the fading school the Normal School was reason given for this area at one time having had the highest level of education within the state.

In 1958 this facility received accreditation from the Southern Association of College and Secondary Schools and every year afterwards. The school had a first through twelfth grades - Vocational Home Economics, and Agriculture - Commercial Department and a Modern Language Laboratory.

The music Department was well staffed. A forty-five piece band was under the direction of Mr. Montgomery. The pleasant atmosphere gave freedom to students to reach their artistic goals. The bands rich distinctive sound communicated with its crescendo. The string, wind and percussion sound was made in every Mardi Gras parade since its beginning. No band could match the tempo, rhythm and keep step with the majorettes. When television was in its early stages of development Dot Moore and John Ed Thompson of NBC fame sat on make shift bleachers on Government Street giving an account of the parade. Dot or John Ed would say, "now coming down the street is that glorious and wonderful sound of

the Baldwin County Training School." They could be seen for the first time on television and a nation watched. Many band members went on to play in the bands of the day and some went on to compose music and teach music.

One hundred percent of the teachers had a Bachelor's Degree and twenty-nine percent had Master's Degree. Sixty-five percent of the school students went on to college.

This proud school has graduates who live all over the world. Many hold advance degrees and have taught at Colleges and Universities. The graduates have gone into scientific fields, the federal government, state jobs and have businesses of their own. These graduates are retiring and moving back home to Daphne. It is a different place than when they left. Daphne is always home you can never live long enough to outgrow her character and charm.

John Pierce established the first schools in Alabama before it was a state. The schooling often included the Native Indians and black slave's children. That school was two miles from Fort Mims in 1799. Alabama's first constitution in 1819 made this provision "schools and the means of education shall forever be encouraged."

It was about 1900 to 1907 the state created a system of county high schools. There is no record of public school system in Baldwin County before 1899. J. S. Lambert was the first County Superintendent with the foresight to seek legislature help in levying taxes to support the school system.

The Eastern Shore Missionary Baptist Academy was founded by Reverend S. B. Bracy. He served with the Baptist Association for 35 years and was also pastor of the historic Macedonia Baptist Church. He had a strong influence in the community with his leadership and determination. He was a genuine friend and showed friendship for his fellowman. Mrs. Ruth Smith Williams gives the date 1889.

Three schools made up the new Academy established by Mr. Bracy. The school of Jonesboro Community which is near Belforest was a one-room, one-teacher school. The other such school was a small building located on Macedonia Baptist Church property. The one-teacher school was also in Montrose and part of the A. M. E. Church.

Professors James Dooley and Lopez taught at Little Bethel Baptist Church. These professors went on to establish the Southern Normal School.

In 1916 eighteen acre plat and two one-room structure were deeded to the public school system. The school was called Eastern Shore Industrial School then and later about 1922 Baldwin County Training School.

A book published in 1922 entitled *Baldwin County Alabama* by P. W. Sharp, of Foley, Alabama. In this book the Board of Education had just established vocational agriculture and home economics for Baldwin County Training School in Daphne. Baldwin County had seventy-two white schools and twenty-three colored schools. The second superintendent S. W. Tharp gave this information in this publication.

A Brief History of Baldwin County published in 1928 tells of a Teachers Training School at Daphne much like the Normal School of Daphne. 1820's two year institutions were called Normal Schools. Also, the Eastern Shore Industrial School, a boarding as well as day school and part of the public school system. This book was written and compiled by L. J. Newcomb and Martha M. Albers. The doctrine of separate but equal was apart of the public school system.

Noted principals were: Mr. Ligon A. Wilson (1917-1927), Mr. Robert Thurston (1927-1929), Mr. John Jackson (1929-1931), Mr. Eugene S. Peoples (1931-1938), Dr. Wallace J. Carroll from 1938 until in 1969 the Supreme Court ordered public school to desegregate immediately.

Baldwin County Training School

Reverend S. B. Bracy helped found the Eastern Shore Missionary Baptist Academy in 1889. Before this school was established, there were one-room schools in Jonesboro (which is now Belforest) at the Macedonia Baptist Church and at the Montrose A. M. E. Church.

Mr. Percy Morris is noted for having worked tirelessly to help his community. He taught regular school by day and taught the adult classes at night.

Publicly supported school efforts were begun in 1915. By 1916, some 18 acre plots and two one-room buildings were deeded to the state and county for a public school. The name was changed to Eastern Shore Industrial School and remained under that name until 1927. It was then changed to Baldwin County Training School. The five principals under this sys-

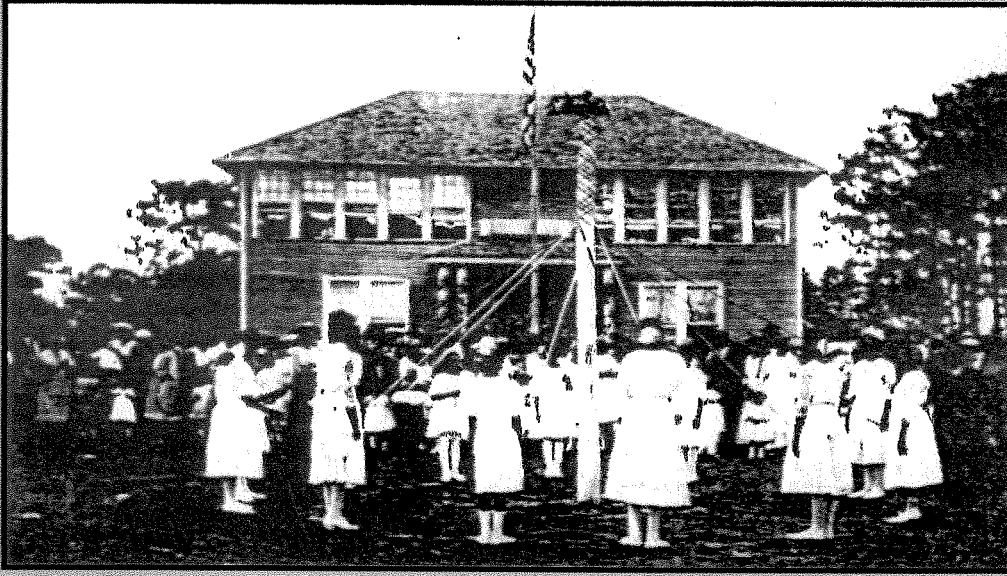
tem were: Mr. Legon A. Wilson, 1917-1927; Mr. Robert Thurston, 1927-1929; Mr. John Jackson, 1929-1931; Mr. Eugene S. Peeples, 1931-1938; and Mr. Walker J. Carroll, 1938. It was known as the Eastern Shore Industrial School until the schools were integrated; it then became Daphne Middle School. My three daughters all graduated from this facility.

This was a huge school system, with a cafeteria, academic buildings with 13 rooms for classes, a library, and an office for the assistant principal and guidance counselor. Another brick structure contained 15 classrooms for elementary school needs and a main office for the principal and secretary. It also had a separate frame structure that housed vocational classes for the boys and girls. The oldest building on campus was the "McQueen" cottage, which housed both the 11th grade and the girls physical educational classes. Later a new gymnasium building was completed.

There was a wonderful lighted football field and concrete bleachers, built by the school's own masonry students and financed by the PTA. Before integration, there were 1300 pupils at this facility. The school went from first through twelfth grades. It also had Vocational Home Economics and Vocational Agricultural Departments, a Modern Language Laboratory, and a most impressive 45-piece band and fully staffed music department. During this time, 100 percent of the teachers held a Bachelor's degree in education and 29 percent held a Master's degree. This was in the summer of 1965.

Over 65 percent of our students entered college. More than two-thirds of the graduated teachers are from this school. Mrs. Ruth Smith Williams gave this impressive report.

The Baldwin County Training School Heritage Fest Foundation The Legacy of Preserving One's Heritage



Academic Building
& Annual May Pole
Twining 1892

The mission of the Baldwin County Training School Heritage Fest Foundation is to research, restore, accurately interpret and preserve the rich heritage and excellent contributions of our ancestors and insure its proper interpretation in American history. Their vision, self-sacrifice and determination led to their establishing the first school thus far documented in the State of Alabama and the first school in the United States to be funded, built and administered by African Americans for the sole purpose of educating African American children.

To that end, we endeavor to inspire, uplift and encourage our succeeding generations of students whose ancestors help build and develop the school (s) in particular but all students in general to strive for excellence and to ignite their learning in perpetuity.

The first school built solely for the purpose of educating African American children, The Eastern Shore Baptist Academy, was built on 18 acres of land which was purchased in 1882 by the Eastern Shore Missionary Baptist Association. In 1892 the association built a dormitory so that black children from throughout the county as well as neighboring counties could attend

the school. The Association funded the administrators and teachers necessary for the school. The school, dormitory and land were deeded to the Baldwin County Board of Education at a meeting of the Board on September 21, 1916. At that meeting of the Board, the school was renamed the Eastern Shore Colored Industrial School. In 1927 the school, renamed the Baldwin County Training School, provided a public high school education for students throughout the county as well as surrounding counties.

In 1991 the Foundation was created and in 1997 we awarded the first scholarship which provides yearly scholarships to students whose ancestors attended the Eastern Shore Industrial Academy, The Eastern Shore Industrial School, The Eastern Shore Colored Industrial School or Baldwin County Training School.

The Foundation in partnership with the Baldwin County Board of Education established the first and only Black Education Museum. The museum dedicated and opened to the public on July 1, 2009 is located on the site of the original school.

The foundation has initiated a project to establish a legacy walk and patio of brick pavers on the campus of the museum. Many of the former students and friends of education purchased pavers for themselves and in honor or in memory of their loved ones. The first phase of the project is culminating soon. The legacy walk and patio will be unveil in a dedication ceremony and open house in the spring.

The Baldwin County Training School Heritage Fest Foundation was granted non-profit status 501(c) (3) in 1991.

To learn more about the mission of the Foundation and how you can help us continue our work, please contact Gartrell Agee: Office: 251-626-9886
Cellular: 251-510-0355
Facsimile: 251-626-9887

1000 Main Street
P.O. Box 2895
Daphne, Alabama 36526

Website: blogs.bcbe.org/bem
Email: baldwincotraining@att.net
Heritage Fest 91 Foundation Inc. - 501(C)
(3) - 63-0258041

BALDWIN COUNTY BOARD OF EDUCATION
BOARD MEMBERS
1907-1953

<u>NAME</u>	<u>TERM</u>
W. D. Randall	1907-1916
C. A. Swift	1907-1913
J. S. Lambert	1907-1916
J. T. Bradley	1907-1914
W. R. White	1907-1916
W. T. Kee	1913-1915
Frank F. Earle	1914-1953
G. I. Weatherly	1915-1915
Charles Barclay	1915-1919
J. C. McLeod	1916-1934
R. Van Iderstine	1916-1920
Charles R. Weekley, Jr.	1916-1932
W. I. Cleverdon	1919-1942
G. L. Lambert	1920-1922
Geo. A. Strong	1922-1926
W. C. Mason	1926-1932/1934-1938/1942-1953
W. M. Hodgson	1932-1938
G. V. Stelzenmuller	1932-1934
J. E. Nelson	1934-1949
Joe G. Garrett	1938-1942
G. K. Page	1938-1949
George Holk	1942-1953
J. W. Clark	1949-1953
E. Davidson	1949-1953

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<u>DISTRICT NO.</u>	<u>SCHOOL</u>	<u>YEAR</u>	<u>TEACHER(S)</u>
1	Bay Minette (W)	1909	S. M. Tharp Mazie Croker Edith McCullough Neomi Rogers John Stall
1	Bay Minette (C)	1909	Annie Lee Dudley
2	Dyas	1909	Rochelle Larkin
		1915	Elsie E. Moffi H.
		1916-17	Mary Pritchett
3	Whitehouse Fork	1909	W. S. Owen
		1909	Wm. Dobbs
		1915	M. J. Breton
		1917	Addie Hendrix
4	Carpenter (W)	1909	Maysie Walthall
			Julia Melton
		1915	Annie Bush
		1916-17	Annie Bush
4	Carpenter (C)	1909	Corrie Dillon
5	Cottage Hill	1909	Aliva Aikin
		1915	H. H. Martin
		1917	Katie Aikin
6	Stockton (W)	1909	J. T. Trium
			Serena Crosby
		1909	Talton Quinn
			S. Crosby
			Minnie Bryars
		1913	E. M. Nesbit
		1915	Detha Bryars
		1917	Letha Bryars
		1918	W.F. Hodges
6	Stockton (C)	1909	T. W. Jones
7	Latham (W)	1909	Florence Stover
		1909	Florence Stover
		1912	Tunstall Bryars
		1915	Marie Little
		1917	Fred Stewart
7	Latham (C)		
8	Tensaw (W)	1909	J. R. Till
		1909	J. R. Till
		1916-17	J. R. Till
8	Tensaw (C)	1909	F. Bracey

<u>DISTRICT NO.</u>	<u>SCHOOL</u>	<u>YEAR</u>	<u>TEACHER(S)</u>
9	Blacksher (W)	1909	Bessie Newell
		1912	Daisy Torry
		1916	Eliza Mumm
		1917	Mattie Ptomey
		1919	Imogen Russell
			Carlos Shriner
9	Blacksher (C)	1909	Hattie McIntosh
10	Little River (W)	1909	Peorle Brady
		1915	Josephine Nimmo
		1916	Cora Woolf
		1917	Mattie Lambert
10	Little River (C)		
11	Stapleton		Wm. Owen
		1915	Ella Rogers
		1916	Helen Armantrout
		1916-17	Ella Rogers
12	Bromley (W)	1909	Laura D. Durant
		1915-17	L. D. Durant
12	Bromley (CO)	1909	Rebecca Broke
13	Spanish Fort	1909	Irene Lucier
		1916	Alberta Scarborough
		1917	Dora Hansen
		1919	Marie Starkey
14	Daphne (W)	1909	Ella White
			Mrs. Wm. Hopkins
			Lillie Simmons
		1915	Marjorie Matthews
			Marion Hunt
		1916	Maude Yule
			Marion A. Hunt
		1917	Frances Key
			Mae Rouse
			Marion Hunt
14	Daphne (E)	1909	Susie M. Little
		1917	A. H. Johnson
			Amelia Taylor
			Bell Nobles
15	Point Clear	1907	Augusta Mortyn
		1909	A. Mortyn
			Elóise Beecher
		1912	Bessie Kirchler
		1915	Naomi Rogers
			Katherine Schultz
		1916	Naomi Rogers
			Katherine Schultz

<u>DISTRICT NO.</u>	<u>SCHOOL</u>	<u>YEAR</u>	<u>TEACHER(S)</u>
15	Point Clear	1917	Clara Hall Sarah Street Louise Johnson
16	Euclid	1915 1917	Blanche Stelzenmuller Hattie Mae Johnson
17	Barnwell	1909 1915 1916 1917 1919	R. T. Rackley Leila McGill Ella Wilcox Estelle Mathers Richard Rackley John Ellyson Caleb Canaday Ellen Lipscomb J. J. Ellyson
18	Marlow (W)	1909	Mayene Peake
18	Marlow (C)	1916-17 1909	Gertrude Flint Vivian Holman
19	Krueger (W)	1909 1915 1916 1917	Edith White Rosa Worcester Ellen Lipscomb Rosa Worcester
19	Cook Creole	1909	M. J. Breton
20	Swift's Mill	1909 1915 1916-17	Buford Harwell Emily Swift Emily Swift Emma Billie
21	Witt's Swift	1909 1915	Eleanor Hewter Linda Smith
22	Creola	1909	Cornelia H. Elmore
23	Loxley	1909 1915 1916 1917 1918	Charles Humble Minnie Maguire Ruth Hiles Minnie Maguire Carrie Murphy Billingsly Carrie Murphy Minnie Maguire R. F. Knowlton
24	Frisco	1909 1909 1915 1917	N. S. Jerningan S. Shirley R. T. Rackley John J. Ellyson
25	Weekley	1909 1914	Ethel Weekley Iola V. Calhoun

<u>DISTRICT NO.</u>	<u>SCHOOL</u>	<u>YEAR</u>	<u>TEACHER(S)</u>
25	Weekley	1916	Buford Bryars
		1917	Grover Woodard
26	Pleasant Plains	1909	Bessie Cook
		1915	Zuline Bryars
		1916	Zuline Bryars
		1917	Buford Bryars
27	Lottie	1909	Lucy Hestle
		1911	Bessie Newell
		1915	Addie L. Hendrix
		1916	Grover Woodard
		1917	Elma Svarez
28	McGill-Good Hope	1909	Leslie Cresham
		1915	Buford Bryars
		1917	Edna Miller
29	Perdido	1909	Vada Salter
			Mattie Salter
		1915	Winnie W. Camp
			Clara Hall
			Lizzie Thomley
		1916	Fred Stewart
			Winnie Camp
		1917	W. F. Hodges
			Willie Stewart
			Winnie Camp
30	Hubbard	1909	Sarah Garrison
		1917	Zuline Bryars
31	Morrison	1909	Sadie Sellers
		1915	Deborah Hall
		1916	Meribah Wallser
		1917	Lilly Phillips
32	High Pine	1909	Nora Mae Bradley
		1915	Willie Mae Irwin
		1916-17	Eunice Stone
33	Gateswood	1909	Blanche Tisdale
		1915	Z. E. Hadley
		1917	Clara Bell
		1919	Colon Cogdell
34	New Hope	1909	E. P. Yeldell
		1915	Eula McWilliams
		1916	Eula McWilliams
		1917	Constance Crouch
35	Brady	1909	Jettie Parker
		1909	Ruth Halladay
		1915	Marie Starkey
		1916-17	Alice Jernigan
		1919	Octavia Boan

<u>DISTRICT NO.</u>	<u>SCHOOL</u>	<u>YEAR</u>	<u>TEACHER(S)</u>
36	Rosinton	1909	Lucile Plomey
		1915	Caleb Canaday
		1916	Z. Elmer Hadley
		1916-17	Cammie Foreman
37	Robertsdale	1909	Letha Mae Crosby
			Mary Stelzenmuller
		1914	Geo. Strong
		1915	Stanley A. Curtis
		1915	Helena Rost
			Edna Armistead
		1916-17	Geo. Strong
			Bertie Poos
			Edna Armistead
38	Brewton	1909	Chas Goodman
		1915	Florence Miller
		1917	Helen Armantrout
39	Palmetto Beach	1909	Cynthia Lawrey
		1914	Dora A. Hansen
		1915	Mary E. Jones
		1917	Alberta Scarborough
40	Greek's	1915	Robert R. Wade
		1917	Robert Wade
		1919	Hodges
			Harriet Keate
41	Seminole	1909	Laura Thomley
		1917	Marjorie Jewell
42	Villar	1909	A. F. Moseley
		1909	Geo. Stelzenmuller
		1912	Ada Parcell
		1915	J. T. Leach
		1916	Georgia Maguire
43	Roscoe	1909	A. F. Moseley
		1915	Maude Graham
		1917	A. F. Moseley
		1919	Ben S. Copeland
44	Lagoon	1909	Flora Billie
		1915	Emma Billie
		1916	Rose Suarez
		1917	Rose M. Suarez
45	Bon Secour	1909	J. P. White
		1915	Dora Hansen
		1916	Sarah Street
		1917	Willie Glover
46	Elberta	1909	Mary Byrne
			Ethel Moore

<u>DISTRICT NO.</u>	<u>SCHOOL</u>	<u>YEAR</u>	<u>TEACHER(S)</u>
46	Elberta	1915	Mabel Armantrout
		1916	Lottie Merrill
		1917	Marguerite Barbeau
47	Holly Grove	1909	B. Rackley
		1917	Ira Underwood
48	Clear Springs	1909	P. Whitten
		1915	Elma L. Suarez
		1916	Emma McWilliams
		1917	Eula McWilliams
			Emma McWilliams
49	Silverhill	1909	Mary Feminear
			Campbell
		1915	Evelyn Wilkes
		1915	Agnes Johnson
		1916-17	Agnes Johnson
			Evelyn Wilkes
50	Pleasant View	1909	Nora Worr
		1915	Geo. Smith
		1916-17	Geo. M. Smith
51	Fairhope (W)	1909	N. Clements
			Ora Severt
		1917	Florence Reynolds
		1917	G. C. Arant
			Clyde Smilie
			Florence Reynolds,
			Allene Kersh
51	Fairhope (C)	1909	J. B. Cortes
			Olivet Juzare
52	Scrannage (W)	1909	Lydia Huggins
		1915	Ethel Weatherford
		1917	Alice E. Childress
52	Scrannage (C)		
53	Pine Grove	1909	J. D. Richardson
			Eula McWilliams
		1915	J. G. Syfert
			Jessie White
		1916	Harry I. West
			Jessie L. White
		1917	Harry West
			Mary West
		1919	Rebie Cassady
54	Belforest (W)	1909	Geo S. Strong
			Laumora Strong
		1915	Maude Lowrey
			Cynthelia Lowrey

<u>DISTRICT NO.</u>	<u>SCHOOL</u>	<u>YEAR</u>	<u>TEACHER(S)</u>
54	Belforest (W)	1916-17	Maude Lowrey Cynthelia Lowrey Mae Mckenzie
54	Jonesboro (C)	1909	Ida B. Lyette
55	Sanora	1909	I. N. Kimbrough
		1911	Chas Goodman
		1915	Dora Owens
		1916	Dora Owens
		1917	Jean Foreman
56	River Park	1909	Ruth Cook
		1915	Sarah Street
		1916	Edith Sandberg
		1917	Katherine Schultz
57	Union	1909	Emily Peet
		1915	Emily Peet
		1916	Emily Peet
		1917	Minnie McGuire
58	North River Park	1909	Walter Smith
		1915	Florence Reynolds
		1916	Florence Reynolds
59	Spotswood	1909	Addie Hendrix
		1916	Jean Foreman
		1917	Mabel Armantrout
60	Foley	1909	Zellie Borge Corrie Jackson
		1911	Pearl Leyphens
61	Battles	1909	Lula Rachley
		1916	Emma Hess
62	Mifflin	1909	Anne Miller
		1915	Ruby Hamilton
		1916	Ruby Hamilton
		1917	Mildren Rothermel Luna Hall
		1919	Raney
63	Owen	1915	Mildred Rothermel
		1916	Leota Owens
		1917	Esther Stewart
		1919	Elize Murray
64	River Styx	1915	Chas Humble
		1916-17	Chas Humble
65	Summerdale	1907	Hazel Dahl
		1909	Wm. Armstrong
		1915	Annie Bishop

<u>DISTRICT NO.</u>	<u>SCHOOL</u>	<u>YEAR</u>	<u>TEACHER(S)</u>
66	Kendrick	1909	Katie Belle Plomey
		1916	W. F. Hodges
		1917	Z. E. Hadley
67	Yupon	1909	Althea Davis
		1915	Winnie Kirby
		1917	Myrtice Bishop
68	Gasque	1909	Maude Seay Lawrey
		1915	Marie Smith
		1916	Blanche Stelzenmuller
		1917	Jessie White
		1917	Ellen Lipscomb
		1919	Alexander Hill
69	Langham	1909	Margaret Murphy
		1915	F. B. Hanna
			Carrie Murphy
		1916	Clara Hall
			Bessie Hall
		1917	Bessie Hall Bessie Byrne
70	Marsh-Elsanor	1909	Cora Brason
		1915	Cammie Foreman
		1916	Cammie Foreman
		1916	Lillia S. Parks
		1917	Annie Bishop
		1918	C. A. Canady
71	Perdido Beach	1909	Albert Worr
		1915	Mary McConnaghy
		1916	Mary McConnaghy
		1917	Flora Johnson
72	Savannah	1909	Tunstall Bryars
		1919	Carl Rains
73	Lillian	1909	Cora Mae Compton
		1915	Cora Woolf
		1916-17	Anna Price
74	Seivert	1909	Ethel N. Rhodes
		1915	Nora Steenbock
		1916-17	Nora Steenbock
75	Hall	1915	Blanche Maguire
		1916	Mildred Rothermel
		1917	Katherine Cox
76	Summerdale	1910	W. Griffin
		1912	C. E. Leod
		1915	A. B. Carlton
			Leila V. McKinley
		1916	A. L. Brazil

<u>DISTRICT NO.</u>	<u>SCHOOL</u>	<u>YEAR</u>	<u>TEACHER(S)</u>
76	Summerdale	1916	Leila McKinley Rosa Sharretts
		1917	Marjorie Matthews Leila McKinley Rose Sharretts
77	Orange Beach	1917	Georgia McGuire
78	Koehler	1916	Marie Starkey
		1917	Marie Starkey
79			
80	Rosedale	1915	Maude Armantrout
		1916	Mabel Armantrout Maude Armantrout
		1917	Blanche Stelzenmuller Maude Armantrout
81	Pineville	1915	B. F. Bates
82	Durant's Chapel	1915	Lillie V. Phillips
		1916	Röb't R. Wade
83	Hall's Fork	1915	Grover W. Woodard
		1917	Mary Lou Woolley
		1919	Lucy Merrill
84	Bartling	1916	Marguerite Barbeau
		1917	Lottie Merrill
85	Josephine	1915	Luna Hall
86	Hollinger	1915	Leona Foreman
		1917	Atlanta White
87	New Life	1915	Corrie Feminear
		1917	Josephine Nimmo
88	Randall	1915	Fred Stewart
		1916-17	Olive Worcester
	Eastern Shore Ind. School	1916	Alex Johnson