

HISTORY OF THE DAPHNE JUNIOR HIGH SCHOOL

The present Daphne Junior High School had its beginning as a training school in connection with the Daphne Normal School. It was not a county public school because the county only furnished the teachers. Neither was it supervised directly by the instructors of the Normal School. The students were merely used for practice teaching classes without too much regard for the class room teachers.

In 1920-21 the first year college course was instituted at the Normal School. The first school bus hauled its first load of students by mule power. Later the mules were replaced by a truck. The children came in from Pineville, where a one-teacher school was closed. This was the first step in consolidation.

The people of the community pledged money from their private funds and voted their 6 mill school tax to be used for the development of a two year Normal School.

May Day was started as a yearly festival of the Normal School by the School Improvement Association to raise money for the school.

No doubt some 40 or 50 percent of the teachers in Baldwin County received their initial training at the old Daphne Normal School, and did their practice teaching on Daphne children.

After a number of years when it became apparent that the State Board of Education intended to abandon the Daphne Normal School as a teacher training school, the citizens of the community began to realize their need for a public school.

In 1938-39 the old jail building was declared unsafe for public use and the children were moved to improvised class rooms in buildings around the town.

In 1939-40 the State of Alabama compensated the people of Daphne for the moneys they had lost in the cause of the Normal School and let the contract for the erection of the present school building, to be a Junior High School. At that time it was recognized as the most modern building in the state.

The first year the public school occupied the new building the one-room school at Spanish Port was closed and the students came in to Daphne.

In 1940 the Normal School held its last session and the new school became a participating part of the County Public School system.

Dr. J. H. Hadley, who is now Superintendent of City Schools in Tuscaloosa, was one of our first principals. When he left Daphne for a better school, Mr. Noah A. Waldrop replaced him.

In 1937 Mr. A. R. McVay came to Daphne as principal, and it is due to his able leadership and hard work that our school has grown and progressed to its present high standing. Mr. McVay came here when the school was still part of the old Normal School. When those buildings were condemned, classes were held in three different places, the Woodman Hall, the Baptist Church, and the Thompson home, now owned and occupied by Mr. and Mrs. Leslie A. Lowell.

It was no small job supervizing three separate units scattered as they were. However in 1939 while the present building was still under construction the three units were moved to the new classrooms. After completion Daphne at last had a nice school building with better teaching facilities, more teachers, and increased enrollment.

When the need arose Mr. McVay filled any capacity for the good of the school and community. Not only is he beloved by the faculty but by the entire community.

While we are proud of his promotion, we regret losing him to Fairhope.

In 1938-39 the first P.T.A. was organized in Daphne with Mrs. Dan Berga as president.

In 1950-51 Belforest school was closed and the Belforest children came to Daphne completing the consolidation.

The present school has ten classrooms, a modern cafeteria, one of the best libraries in the county, a science room, a beautiful auditorium, and thanks to Mr. Tharp, a lovely 10 acre playground. We have a student body of over 300 and four bus loads of transported students daily.

The following teachers have taught at Daphne during or between the years of 1920 and the present day:

J. M. Vance
 Mattie Lanbert
 Lizzie Lambert
 Lillian Deer
 Grace Ulick
 Nannie Swanson
 Lillie Belle Emmons
 Fannie Lane Emmons
 Vivienne Pettit
 J. H. Hadley
 Mrs. J. H. Hadley
 Leah Taylor
 Irene Ray
 Noah Waldrop
 Frances Till
 Mrs. Elodia Waldrop
 Marjorie Jewell
 Mrs. Katie Havard
 Eunice Harrison
 Lottie M. Butgeriet

— Petty.

A. R. McVay
 Jean Yuille
 Marie Pickens Herman
 Hazel McVay
 Daisy Riggins
 Mary Guarisco
 Vivian Minor
 Merle Oscar Ross
 Miller
 1942-48 (unobtainable)
 Edward J. Gay
 Maggie Carter
 Ruby Havard
 Theresa Lynch
 Frances Marco
 Mae Tuveson
 Cecile Stapleton Schock
 Emma Bailey
 Edna Sirmon
 Jean Curry

Respectfully,

Marie P. Herman
 Marie P. Herman

Mae H. Tuveson
 Mae H. Tuveson

Theresa G. Lynch
 Theresa G. Lynch

DAPHNE PTA

September 16, 1980

1. Q. How does the Baldwin County Board of Education plan to deal with the projected growth of the Daphne-Spanish Fort area, specifically in the construction of physical facilities?

A. Baldwin County Board of Education in October of 1976 published a Master Plan for the Baldwin County School System. It was prepared under the direction of the Bureau of Educational Services and Research, College of Education, The University of Alabama. Two copies were provided to each school, one for the school library and one for the use of such organizations as the PTA.

The plan contained the following information relating to Daphne Schools:

(1) Table of projected enrollment.

(2) Recommendation for a 12 grade school to be built somewhere in the Daphne-Spanish Fort area to reduce the size of both Baldwin County High School and Fairhope High School.

(3) A determination that Baldwin County Board of Education does not have the resources or borrowing power to do this (page 442).

2. Q. What are the future plans for cooling and/or air conditioning school buildings?

A. This same master plan (page 420) stated: "The survey team carefully investigated the possibility of air conditioning all facilities in Baldwin County, estimating that a minimum of 25 schools would need to be air conditioned. The fact that much duct work would necessarily be suspended in the corridors and that the cost would be prohibitive deterred the survey team from recommending the installation of air conditioning. The estimated cost would be \$2,250,000.00."

3. Q. Please identify the complications that kept the one percent sales tax measure from being brought to a vote. How will it benefit the Baldwin County Schools and what role can parents play in bringing it about?

A. (1) There are two legislative bodies that could legally levy a one-cent sales tax (a) the State Legislature (b) the County Commission.

(2) The voters can levy or remove only a constitutional tax such as ad valorem taxes by changing the state constitution.

(3) The proposed tax would have been levied by the voters themselves. This act is not provided for in the Alabama Constitution.

(4) A one-cent sales tax could air condition every school in the county, provide the energy necessary for air conditioning, over a period of years build first class school plants in every place they are needed and upgrade the out moded bus fleet.

4. Q. Is there a dietician's weekly menu prepared? If so, is it possible to distribute this in advance, for example, through teacher hand-outs or by publishing it in the newspaper?

A. This is done from time to time in most school communities but usually dies in a short time from a lack of interest. Newspapers decide that the space can be more productively used. The cost of teacher hand-outs is prohibitive for the school to bear. It could be a PTA project. Most schools post the advance menu in the cafeteria a week in advance.

5. Q. How many days normally elapse between a time a child is recommended for testing and this testing is accomplished? What are some problems which cause delays?

A. The number of calendar days between referral and completion of all testing ranges from 25 to 53 calendar days. (Federal and state laws limit this period to a maximum of 60 calendar days.)

Some problems which cause delays:

(1) Incomplete referrals.

(2) The lack of current vision and hearing results or vision and hearing results which require follow up prior to assessment.

(3) The delay or failure of some parents to return signed permission forms to school.

(4) Inappropriate facilities for testing.

(5) Absences or illness of the child.

(6) The number of tests needed for some children slows the process, but is nonetheless necessary.

6. Q. What is the current policy regarding competency testing? Are any future changes being considered?

A. We believe that prospective teachers should be carefully screened before they are allowed to begin their teacher education and that this should be done by the teacher training institution. We have long noted that the success of new teachers bears little relation to their college grades or the scores they make on the National Teachers Examination. We know of no test that will tell us how hard a teacher will work or how they will relate to pupils, parents, fellow teachers, and administrators. These qualities, in our opinion, come close to outweighing academic ability. We feel that any teacher who has sufficient academic ability to obtain a

teaching certificate from a recognized institution can be a success if he has these other qualities. We plan no teacher competency testing independent of what the State Board of Education may require.

7. Q. It has been stated in several parent and teacher questionnaires that general conditions within boy and girl middle school restrooms are not remaining wholesome in appearance, cleanliness and atmosphere shortly after school opens. What constructive measures might parents and school personnel cooperate in to resolve this problem?
- A. The Alabama State Building Commission has adopted standards relating to the number and types of plumbing fixtures installed in school restrooms. The number, age, and sex of pupils in the school are used to determine plumbing needs in restrooms and elsewhere in the schools.

Without exception these numerical standards are met and exceeded in every Baldwin County school. Some restrooms are inconveniently placed, some are poorly constructed and many are very old. Many are constructed of materials that are most difficult to clean. Because pupils are comparatively unsupervised during their use, vandalism places many school plumbing fixtures temporarily out of use. The mechanical problem of confining water under pressure and releasing it upon demand using worn out equipment which is constantly abused is great.

However, Baldwin County school restrooms more adequately serve their function in meeting pupil needs in a safe and healthy manner than do most other specialized areas of school buildings such as cafeterias, libraries, gymnasiums or even classrooms.

Baldwin County Board of Education allocates janitorial personnel on an equitable basis and provides unlimited janitorial supplies. We believe that there is no satisfactory excuse for odors in restrooms. We know of no way to keep pupils from writing on restroom walls. However, if this graffiti remains there for more than one day we believe that fault lies with the faculty and administrator of the school who are either not offended by this practice or who are choosing to place their time and energy on other phases of school operation.

8. Q. Has consideration been given to grouping of children with similar skills or ability levels within the same grade? Please expand on any positions which may be held.

A. One of the most important and challenging responsibilities of the school administrator is the grouping of students for instructional purposes.

On the surface, this task appears to be a routine administrative procedure. In essence, however, the patterns of grouping which result from careful planning contribute largely to the school's general climate for learning. Grouping patterns affect the teacher's ability to motivate students; classroom composition affects the level of morale among teachers and students, and affects the manner in which students perceive themselves as members of the school community.

Since a school's philosophy of grouping for instruction is such a vital factor, the various methods used are highly controversial among parents as well as educators. Unfortunately, the demands of overzealous parents at times result not only in the placement of students in classes beyond their capability but also in determining the patterns of grouping throughout the school.

Although elementary schools have traditionally maintained heterogeneous self-contained classrooms, many modifications have taken place in recent years throughout the country. These changes range from departmentalizing elementary grades to more innovative practices such as team teaching and the open classroom concept.

All of these efforts have emerged as a means of meeting individual needs of students. It is difficult to locate unbiased research that supports a consistent pattern of academic success based on any given pattern of grouping.

Experimentation is essential to progress, but many costly mistakes can be avoided by examining the efforts of "pioneers" before proceeding with costly construction and acquisition of materials and equipment for use in programs which have not produced anticipated results. A lesson can be learned from the many teachers in open classrooms across the country who are devising makeshift walls.

Baldwin County recognizes the importance of responsible experimentation and the encouragement of innovative practices. In the matter of grouping of students, certain guidelines have been established based on many years of observation and results of various practices attempted.

Little can be said which has not already been recorded in the professional literature regarding homogeneous and heterogeneous grouping. Baldwin County bases its preference for self-contained heterogeneous classes, in the primary grades particularly, on the potential for harm to students in the homogeneous environment.

The adverse effects of homogeneous grouping on low achievers can be cited as follows:

- (1) Placement of students in a low group carries with it a certain social stigma.
- (2) The student's self-concept is diminished.
- (3) Students in these classes are prone to lose motivation.
- (4) The positive effects high achievers can have on low achievers are eliminated.
- (5) Discipline problems tend to emerge when low achievers are grouped.
- (6) The morale factor among students and teachers becomes significant.

On the other hand, the top, "elite" group becomes insensitive to the needs and feelings of other students. Equally important, high achievers are eliminated from interaction with a cross section of peers, an overriding advantage of public education.

We have seen no evidence that significant differences in achievement can be realized solely on the basis of a specific grouping pattern. It is interesting to note that Baldwin County schools whose test scores are consistently high maintain self-contained heterogeneously grouped classes.

Although it can be seen that heterogeneous grouping is favored in Baldwin County, modifications to meet unusual individual student needs is permitted. Evidence of such efforts can be seen in blocks of time allocated to language arts and grouping for math in the elementary grades.

Heterogeneous grouping, as it is practiced in the Baldwin County schools, places students in classes according to a general cross section rather than by ability or achievement. The teacher provides for the individual needs of students in this setting by grouping for instruction in the skills areas within the class. In this way, students enjoy the dual advantage of receiving instruction on their functional level and at the same time benefit from interaction with a cross section of their peers in appropriate areas of study.

Experience points out clearly that the single most important factor in the educational process is the classroom teacher on whose shoulders fall the awesome responsibility of providing a quality program regardless of the organizational pattern the school chooses to adopt.

9. Q. Please discuss the current kindergarten expansion.

A. The members of the Baldwin County Board of Education and the Superintendent of the Baldwin County Schools are greatly concerned about the large number of five year old children who cannot be accommodated in presently existing kindergarten classes. The state of Alabama presently furnishes twenty kindergarten teacher units to Baldwin County to serve a school population that requires an estimated fifty teachers. The 1980 legislature furnished no new units. At the beginning of this school year this number was augmented by six Title I teachers assigned by the Superintendent to the kindergarten program.

On September 3, 1980, at the Superintendent's request, the Board gave him authority to hire as many more Title I kindergarten teachers and teacher aides as the budget will allow. Using some unexpended Title I funds that would have been earmarked for the 1981 Title I elementary summer school, the superintendent has determined that he can hire four additional teachers and five teacher aides. These teachers and aides have been hired and will be in classrooms at an early date. The addition of the four teachers will bring the total number of kindergarten teachers to thirty. Each can handle a total of twenty pupils and the teachers to whom the aides have been assigned can enroll an additional five pupils. If every class can enroll the maximum number of pupils, a total of 625 pupils can be served this year. Though this number is far short of the total number of five-year old pupils who are eligible for kindergarten it will substantially reduce the waiting list of those who have not been able to enroll in private kindergartens.

In some of the years past, including the last one, Baldwin County Board of Education received small supplemental Title I appropriations usually in the Spring. For this reason the superintendent does not, at this time, entirely rule out the possibility of operating a Title I summer school during the summer of 1981.

On September 3, 1980, Baldwin County Board of Education also directed the superintendent to allow pupils to cross school zone lines for a period of one year in order to fill kindergarten vacancies that may exist in some schools. Transportation routes will not be changed to serve such pupils though existing routes may be utilized to the extent possible.

Principals of schools shall continuously apprise Mrs. Mae Myrick, Supervisor of Early Childhood Education, of vacancies that exist in their kindergarten classes and furnish to Mrs. Myrick lists of pupils who have participated in a lottery and are waiting to be served. They shall also furnish to Mrs. Myrick a list of applicants who are waiting to be served but who have not participated in a lottery.

The principal of the school in the school zone in which the pupil resides will make application on behalf of the parent who wishes to transport his kindergarten child across school zone lines to a school where a vacancy exists. Mrs. Myrick will issue a permit for the 1980-81 school year to the parent through that principal.

10. Q. Are there any plans for purchase of playground equipment for the Daphne Elementary School?

A. Baldwin County Board of Education does not purchase playground equipment except that which teachers choose to purchase with their allocation for expendable teaching materials. (\$250 and \$300 per teacher).

We discourage the purchase of slides, see-saws, swings, merry-go-rounds, and the like. We feel that such equipment poses a danger on school campuses. It also promotes individual play which is perfectly suitable for public play grounds. A good school physical education program promotes group interaction. We want to teach pupils to play together. A well stocked playground with material of the first mentioned type guarantees a poor school Physical Education program.

11. Q. What is the position our teachers and administrators are urged to take regarding patriotism, specifically the pledge to the flag?

A. See Insert.

12. Q. Is a maximum limit determined by the school system for numbers of persons occupying buses and are all buses in compliance with this limit?

A. The manufacturers of school bus bodies themselves determine the capacities of the bodies they build. Neither the state nor the Baldwin County Board of Education impose any limit on the number of pupils placed on a bus.

It is the goal of the Supervisor of Transportation to have loads no greater than the manufacturer's rated capacity. Most overloads occur on the first two or three days of school and are reduced by shifting and rearranging routes.

13. Q. How are needs determined in the elementary school, specifically the physical education program? Is it possible to provide more supervision on the playground?

A. There are no special teachers of physical education in the elementary schools of Baldwin County. Each elementary teacher is expected to teach Physical Education in the same manner that the teacher is expected to teach other subjects. It is not possible to provide any more supervision on the playground than in the classroom unless the principal can assist as he makes his rounds.

14. Q. When problems arise that seem to defy resolution at the teacher and principal level what other provisions are provided for parents to deal with these, hopefully rare, situations?

A. The next step is the office of the Superintendent. After that arrangements can be made to speak to the Board of Education at their scheduled meetings.

15. Q. Is the new gym floor multi-purpose and can the gym be made available for community-wide as well as school functions? Will any special care regarding footwear have to be taken by the public or students using this building?

A. The new gym floor is far more resistant to damage than the old. It can be walked on with street shoes but the company recommends that only tennis shoes be used in games because of the possibility of scuffing. The cleaning schedule is about as rigorous as was the old. The trustees of the school are, by law, charged with the responsibility for deciding how school buildings are to be used by the public after they have served their regular function. We have never seen a successful program in which non-school groups are allowed to use gymnasiums and like facilities. Most such groups are loosely organized and soon there is a breakdown in the plan for assuming responsibility for the property. The only chance for success is when a principal or a teacher is a part of the group and who agrees to be present each time the group meets. If the trustees ask our advice in the matter we shall counsel them to protect that which they have by confining its use in large measure to school use.

16. Q. How is constructive criticism presently received and acted upon with regards to performance of school board employees?
- A. The proper channel is through the principal of the school to the Superintendent and through him to the Board of Education. The written word is more effective than the spoken word.
17. Q. Illustrate the difference between parent's active interest and support and interference or meddling in teacher's activities.
- A. The line between displaying an active interest and support of your child and meddling in a teacher's affairs is indeed a thin one. The parent who keeps up with his child's required homework, who sets aside a time and a place the child is to do his homework and even the parent who expresses disapproval to the teacher about the amount of homework required at a given time is displaying a proper interest and support of his child. The parent who tells the teacher what homework to assign is meddling.
18. Q. Describe in-service training for faculty and administrators of Baldwin County Schools. How does it compare with other school systems?
- A. The State Department of Education requires every system to develop and implement a professional development program which affords inservice opportunities for all professional personnel. The State Department does not, however, provide release time for teachers to participate in such activities. Hence, it is necessary for the local system to arrange the school calendar in such a way that some time is provided during school hours for inservice activities. Since we are required to teach 175 days, frequently only one day, or a maximum of two days, can be scheduled for professional growth activities.
- Teachers are required to attend the full-day inservice programs which are worked into the school calendar. In addition to these required meetings, many activities are arranged during the summer months at the Instructional Resource Center, on weekends, and after school hours which teachers attend on a voluntary basis.
- The excellent attendance at these meetings reflect the interest that Baldwin County teachers have always had in keeping abreast of trends in their respective fields. During the past summer, for example, approximately 500 teachers and administrators attended programs designed to enhance their skills.
19. Q. What is school policy regarding parental participation or observation in classrooms?
- A. Individual parents are always welcome in our classrooms if their visits are reasonable in frequency and duration. There is always a certain amount of distraction to both pupils and teacher but on special occasions visitors can brighten up an otherwise dull day. When we were school principals we made sure that the teacher knew of the visit in advance and did not feel uncomfortable at the prospect.

20. Q. How can parents constructively participate in annual teacher performance evaluations? Can parents influence the administration's decision on retention procedures?

A. The law provides that school administrators conduct teacher performance evaluations. This year, for the first time, these evaluations must be in written form. Parents have a right to express to their school administrators and to their Superintendent and School Board either orally or in writing their opinion of the performance of teachers.

The responsibility for promoting a pupil rests upon the teachers and principal of the school and should be a joint decision. We have rarely seen a child benefit from retention which the parent adamantly opposed. To this extent parents may but should not attempt to influence this decision.

21. Q. How are capital improvement items identified, adopted and placed in the county school budget?

A. In most cases it is a question of cutting the garment to fit the cloth. This is the only way when the Board of Education does not itself have the right to levy taxes. The Superintendent and his Staff provide the necessary information and make recommendations to the Board of Education about building needs. The Board then exercises its independent judgement of priorities.

22. Q. Addressing the subject of discipline, what (actions) can parents and staff take to effectively eliminate campus related misbehavior as it manifests itself in subsequent abuse of staff, student abuse of other students and student abuse of school property?

A. ~~TO OUR KNOWLEDGE ONLY ONE TEACHER HAS BEEN STRUCK BY A PUPIL IN RECENT YEARS~~
~~We have no record in recent years of a pupil striking a teacher.~~ We have had numerous instances of teachers being harassed at their homes by the throwing of eggs and other litter and by annoying telephone calls. One principal and one teacher were physically attacked at school by irate parents last year. We must rely upon law enforcement agencies in matters such as this. The school faculties must prevent abuse of pupils by other pupils in our schools. We believe this is under control.

Vandalism after school hours increases each year and the theft of gasoline and batteries from school buses has reached frightening proportions.

We do not have an answer to parents for this ill of our society. If we had had the opportunity to pose a list of questions to you, the parents, this question would have headed our list.

BALDWIN COUNTY BOARD OF EDUCATION
Bay Minette, Alabama

BE00106.16

April 11, 1977

Directive Number 3

TO: School Principals

FROM: A. R. McVay, Superintendent

SUBJECT: Compliance with Act Number 359 and Act Number 360 of
the Alabama Legislature, Regular Session 1976

(1) Enclosed are copies of the aforementioned Acts that relate to the teaching of patriotism in public schools and the opportunity to recite the pledge of allegiance to the United States flag.

(2) Enclosed is a copy of a letter from Dr. Wayne Teague, State Superintendent of Education that relates to the above laws.

(3) You are directed to familiarize yourselves with these laws and to see that the spirit and letter of these laws are observed in the school for which you are responsible.

(4) This directive is to become a part of the school code.

Each Probate Judge, Sheriff, and the Clerk and Register of the Circuit Court is required by law to preserve this slip or pamphlet in a book kept in his office until the Act is published in permanent form.

ALABAMA LAW

(Regular Session, 1976)

Act No. 360

S. 216 Bank

AN ACT

To require the state board of education to afford all students attending public kindergarten, primary and secondary schools the opportunity each school day to voluntarily recite the pledge of allegiance to the United States flag.

WHEREAS, we are in the two hundredth year of the existence of our great nation and are celebrating our bicentennial; and

WHEREAS, there is a need for the resurgence of the patriotic spirit of our forefathers; and

WHEREAS, our school children should participate in the spirit and growth of the American ideals which made our country great; and

WHEREAS, our school children need to be instilled with a new sense of patriotism and pride in our nation; now therefore

Be It Enacted by the Legislature of Alabama:

Section 1. The state board of education shall afford all students attending public kindergarten, primary and secondary schools the opportunity each school day to voluntarily recite the pledge of allegiance to the United States flag.

Section 2. All laws or parts of laws which conflict with this act are hereby repealed.

Section 3. The provisions of this act are severable. If any part of the act is declared invalid or unconstitutional, such declaration shall not affect the part which remains.

Section 4. This act shall become effective immediately upon its passage and approval by the Governor, or upon its otherwise becoming a law.

Approved August 23, 1976.

Time: 3:00 P.M.