

INSTITUTIONS OF HIGHER LEARNING

UNIVERSITY OF FLORIDA
INCLUDING AGRICULTURAL EXPERIMENT STATION
AND AGRICULTURAL EXTENSION SERVICE
GAINESVILLE

FLORIDA STATE UNIVERSITY
TALLAHASSEE

UNIVERSITY OF SOUTH FLORIDA
TAMPA

FLORIDA AGRICULTURAL AND MECHANICAL
UNIVERSITY
TALLAHASSEE

FLORIDA SCHOOL FOR THE DEAF AND THE BLIND
SAINT AUGUSTINE



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P. O. Box 600
Jacksonville 1, Florida

Dr. George W. Gore, Jr.
Florida A & M University
Tallahassee, Florida

Dear Dr. Gore:

Have just received two complimentary tickets to your Orange Bowl Classic.

You will recall that I requested six tickets since I have four friends in Miami that I would like to invite to the game. I will bring this to the Boca Raton meeting and perhaps we can at that time add four to the two tickets I have in my possession or return to you these two and get six together.

Look forward to seeing you at that time.

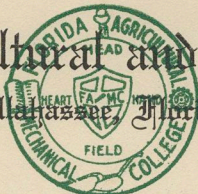
Sincerely,

G. H. W. Schmidt

GHWS:im

The Florida Agricultural and Mechanical College

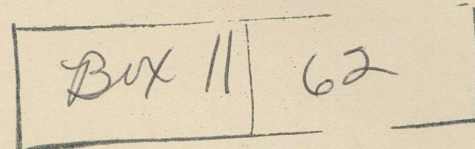
Tallahassee, Florida



GEORGE W. GORE, JR., PRESIDENT

DEAN OF INSTRUCTION

B F A



F A M U

27 January 1954

President George W. Gore, Jr.
Florida A. and M. University
Tallahassee, Florida

Dear Doctor Gore:

In compliance with your request of January 21, I enclose some suggestions regarding the College of Arts and Sciences for possible inclusion in your statement to an advisory committee of the Board of Control regarding the evolution of this institution during the next twenty-five years.

Respectfully yours,

Mahlon C. Rhaney, Dean
College of Arts and Sciences

MCR:bh
Enclosure

B F A

Box 11 63

THE FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
Tallahassee, Florida F A M U

January 27, 1954

College of Arts and Sciences
Office of The Dean

THE COLLEGE OF ARTS AND SCIENCES IN THE EVOLVING UNIVERSITY

Representing as it does the basic instructional unit of the University, the College of Arts and Sciences bids fair to figure very prominently in the future development of the institution. In order that its influence may be in support of the optimal development of the institution, it is suggested that serious consideration and support be given in future years to the following:

1. Development of a stronger faculty by encouraging members of the present staff to continue their study and by recruiting the ablest and/or most promising teachers to join the faculty;
2. Development and maintenance of programs that will provide for direct entrance upon careers that are founded on liberal arts training and subjects;
3. Provision of adequate facilities for corrective and developmental services in the arts of communication; without these services in the immediate future, much of our effort will continue to be futile;
4. Provision of adequate facilities and funds to support curricular and co-curricular functions in the fine arts; and
5. A functioning program of individual guidance based upon knowledge of the individual gained by means of a complete battery of diagnostic tests given before the student begins his college career.

Mahlon C. Rhaney
Mahlon C. Rhaney

B F A

THE FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
TALLAHASSEE, FLORIDA

Box 11	64
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School of Education

January 1954 U

PROJECTING THE PROGRAM OF FLORIDA A & M UNIVERSITY FOR
TRAINING PUBLIC SCHOOL PERSONNEL
1955 - 1980

By
Melvin O. Alston
and
Staff

Part I

Selected Socio-Economic Forces Affecting Public Education
For Negroes In Florida

1. Rapid industrialization of the South with the accompanying demand for technological training.
2. Movement of Negroes from rural to urban centers.
3. The rapid spread of congested ghetto areas in urban centers.
4. Poor and inadequate housing.
5. A significantly smaller percent of Negroes making a living out of agriculture.
6. Increasing disregard for tested standards of morality and spirituality.
7. Disintegration of home and family life.
8. Returned veterans with physical and psychological handicaps and the effects of their presence on social living in congested urban centers.
9. More Negroes are securing a living through employment in commerce, industry, and service occupations.
10. Economic status of Negroes is improving steadily.
11. Municipal programs designed to assimilate the new comers are tending to reduce the amount of illiteracy and raise the cultural level among them.
12. Increased need for literacy and skills.
13. Increased school enrollments.
14. Reduced number of schools (consolidation)
15. Equalization of school facilities and opportunities between the races.
16. Negro children are remaining in school longer, advancing further, graduating from high schools and attending college in greater numbers annually.

17. Negroes are becoming more aware of and actively concerned about personal health and group hygiene.
18. The school is becoming increasingly concerned about the total child and not just his academic development.
19. The aforementioned change in school philosophy has changed its relationship with other community agencies.
20. The rising cost of higher education and judicial decisions affecting equal educational opportunities are forcing those responsible for its structure to re-evaluate present arrangements with an eye to greater economy. (Partial integration).
21. The rise and expansion of the junior and community college organization.
22. The masters degree is fast becoming the minimum requirement for work in the public schools.
23. Many students by virtue of the fact that they are entering the program at an earlier age are thereby graduating before they are old enough to secure a teaching certificate.
24. The emergence of "Planned Five-Year Programs In Teacher Education" (Ford Experiment).
25. The movement of large groups of Negroes to the city is increasing psychological distance.
26. The possession of baccalaureate and advanced degrees by school personnel is no assurance that they are prepared to administer programs effectively.

Part II

Needed Emphases In Structuring The Program Of The School Of Education 1955-1980

Section I

CURRICULUM

Department of Psychology

1. The department should develop and put into operation standard curricula leading to baccalaureate and masters degrees in psychology. Provision of physical facilities adequate for doing a standard program in clinical psychology is an absolute necessity.
2. The department should develop highly functional courses in such areas as Industrial Psychology, Psychiatric Social Work and the Psychology of Exceptional Children.
3. The department should plan to accommodate approximately 60 majors in addition to servicing students from the other areas of the University.

Department of Health & Physical Education

1. The department should develop and put into operation standard curricula leading to baccalaureate and masters degrees in Health Education, Recreation and Sanitation. Courses in Pre-Physiotherapy should be added.
2. The department should develop highly functional courses in Community Recreation, Safety Education, Interscholastic Athletics, First Aid, Swimming, etc.
3. The department should plan to accommodate 500 majors in addition to servicing students from other areas of the University.

Department of Teacher Education

1. The department should develop and put into operation standard curricula leading to masters and advanced degrees in such interdivisional areas as:- Educational Guidance, Special Education, Philosophy of Education, Child Development, Adult Education, Early Childhood Education, Public School Administration and Supervision, Research Worker and Statistician in Education, Specialists in Vocational, Adult and Junior College Education, Specialists in Testing, Attendance and Social Worker Teacher, Home and Family Life Specialists, Material Specialists and School Librarian, Subject Field Specialists, Sanitarians,

The point to be stressed here is that the new program will involve a planned five-year program in which the experiences and activities of the student will be different from what they are now. For example - internship would be delayed until the fifth year.

2. The department should develop an extensive program of In-Service Education through workshops, forums, institutes, conferences, and short courses. Through these means the University should seek to extend its influence at the state level. The in-service experiences should be geared to the real needs, activities, and problems of participants.
3. The department should plan to accommodate approximately fifteen hundred resident students.

Section II

FACULTY PERSONNEL

The number of faculty personnel in the School of Education should be raised from the present 30 to 120 individuals over the period in question, in order to (1) effect a pupil-teacher ratio of one to 25 instead of the present one to 45 and (2) to put into operation the in-service program referred to in the preceding section.

The University needs to be able to employ individuals with specific competencies without regard to race. This will be true in all areas, but more especially in the technological aspects of the program where at present the number of Negroes are very limited or non-existent.

Section III

PHYSICAL PLANT

1. A modern building (\$1.5 million) for Teacher Education in which the following features among others are included:
 - (a) Adequate space and equipment for extensive work in clinical and experimental psychology.
 - (b) Classrooms designed especially for facilitating instruction in professional classes for Early Childhood Education, Exceptional Education, Art Education, Music Education, Audio Visual Education, etc.
 - (c) Adequate office and counseling space.
 - (d) Teacher Lounges and Recreation Rooms.
 - (e) One-way Observation Rooms.
2. A modern Health and Physical Education Building with swimming pool
Approximate cost - \$1.5 million
3. Vastly expanded play area for classes in physical education and recreation
4. A modern Nursery Kindergarten Building - Approximate cost \$45,000

Section IV

BUDGET

Salaries

1. A minimum of \$8,000-\$10,000 salaries for professors
2. A proportionate upgrading of salaries in all other categories

Expense

The expense budget should be raised (over the period in question) to a figure ten times its present size.

Capital Outlay

The capital outlay budget should be raised to a figure four times its present figure.

B F A

Box 11 | 65

A STATEMENT REGARDING THE EVOLUTION OF ENGINEERING,
TECHNICAL TRAINING AND INDUSTRIAL EDUCATION
AT FLORIDA A AND M UNIVERSITY

F A M U

The purpose of this statement is twofold:

First, to indicate in a very concise manner, the nature and extent of the existing programs of Engineering, Technical Training, and Industrial Education being offered by the School of Engineering and Mechanic Arts.

Second, to point out some of the questions which appear to be involved in the adequate development of these programs, during the immediate years ahead.

Interest in Engineering, Technical Training, and Vocational Education of college grade is heightened at the present time by at least four factors.

First, the rapid expansion of education is bringing to the University not only more students, but more nearly than ever before, a cross section of the youth population of the state. This is demanding a basic readjustment of college offerings so as to serve a constantly increasing number of the young people who are anxious to prepare for careers in non-teaching professions. Many young people, particularly veterans, want, under college auspices, a wide variety of curricular offerings including those with vocational applications.

Second, Engineering, with its fourteen or more recognized branches, has become one of the Nation's largest technical professions, and certainly one of its fastest growing fields of work.

The Bureau of Labor Statistics has estimated that the profession has grown from about 40,000 in 1900 to about 400,000 in 1950. This represents a tenfold expansion over a fifty year period and about a 66 percent increase since 1940. With the rapidly increasing complexity of modern technology, there is every reason to believe that this trend will continue for some time to come. The Bureau further estimates that the annual number of graduate engineers needed under the present conditions of partial mobilization is about 30,000.

Third, industry and the engineering profession have recognized the importance of an adequate number of well-trained sub-professional personnel who, serving as engineering aides, technicians, etc., can relieve engineers of the technical details associated with their work, leaving them free for the strictly professional aspects. Although it has been indicated by industry that at least five such technicians are needed for each professional engineer, it is estimated that the number of persons now being trained for work at this level is smaller than the number being trained as professional engineers.

Fourth, the upward trend throughout the state and nation in the establishment of vocational schools and attendance at these schools is increasing the demands upon the teacher-training departments of our University for adequately trained instructors of vocational subjects.

These considerations, together with many more, have a definite bearing on our educational objectives and structure, of which we must be constantly aware.

Engineering Education at the Florida A and M University is in its infancy. Present offerings are confined to the first two years with considerations for concentration in the mechanical and chemical branches. Emphasis is placed on the development of a substantial engineering background and foundation through extensive work in mathematics and the physical sciences.

Through our curricular in Building Construction technicians are developed for such work as building contractors, sub-contractors, draftsmen, foremen, etc.

Working in close cooperation with the State Department of Education, this area has for many years assumed, as a part of its responsibility, the preparation of teachers of industrial subjects.

Any attempt to fashion the direction which this program takes at any given time should be based on a concept inherent in the belief that an educational program of maximum effectiveness must be adapted to the needs of the people whom it is to serve. In light of national trends in both industry and the field of engineering, education and technical training, and in light of the present inadequacies of our program, a few of the problems with which we will be confronted in the further development of these programs are outlined in the following paragraphs.

1. The need for a cooperative plan with industry. Several schools offering engineering training have instituted a cooperative plan with industry. It is generally agreed that the plan, when properly organized and administered,

has advantages to the student, to the institution, and to the employer. It has possibilities that warrant its consideration by more institutions.

2. The need for more careful selection of students. Engineering is based upon mathematics and the physical sciences, and an interest in and an aptitude for these fields are important indicators of success in the profession. There is need for further study of the problem of selecting students who are qualified by aptitude and ability to profitably pursue an engineering or technical education.
3. The need for expanding the technical program. Recognition of the need for technical training has been indicated by the establishment of a Division of Technical Institutes in the American Society for Engineering Education (ASEE). Technical training as offered by technical institutes, has as its objective the training of technicians for, or the upgrading of them in, occupations for which engineering school graduation is not required. It appears that in planning for this type of training in the future, consideration should be given the need for the establishment of several technical institute centers out in the state.
4. Accreditation. Further growth and expansion of our program in engineering education and technical training is conceivable only as we develop in keeping with the minimum standards established by such an agency as the

Engineers' Council for Professional Development (ECPD). In the years ahead we should strive toward the accreditation of our technical program and next our program in engineering.

5. The need for curriculum adjustments. In light of several significant studies, there appears need for consideration toward several basic curriculum changes. Less specialization at the undergraduate level and expanding the common core curriculum over most of the first three years, with a fourth year for professional work, is being studied. This is in anticipation of a fifth year for specialization.
6. The need for professional improvement of staff. In the field of technology it is always of prime importance that the teaching staff keep abreast of new technical and scientific developments as well as new and improved skills and techniques of teaching. There is a growing need for the establishment of such policies and opportunities that will make for the maximum growth and development of the instructional staff.
7. Research. The close relationship between research and teaching has long been recognized. Research in engineering schools on the applications of science to new developments and processes has greatly expanded during the past decade and has benefitted the nation, the institution, the faculty members and students involved. Any long

period projection of this program would certainly give consideration to including basic research as well as that sponsored by governmental agencies and private industry.

B F A

Box 11	60
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FLORIDA A AND M UNIVERSITY
Tallahassee, Florida

F A M U

Office of Acting
Dean of Students

January 29, 1954

Recommendations for a Twenty-five-year Program

ORGANIZATION

1. The principal administrative officers in this division should consist of a Dean of Students, two Associate Deans - one serving as Dean of Women and one as Dean of Men - a Director of Activities, a Director of Housing and a Director of Guidance and Placement.
2. The five last named officers shall be responsible to the Dean of Students who in turn is responsible to the President.
3. The offices of these individuals should be located, as soon as possible, in the same building in easy access to each other.
4. Adequate budget should be provided for employing persons to fill these positions who are well qualified by training (the doctor's degree and/or special professional certificate in the field when possible), experience, interest, and adaptability.

SERVICES

1. A complete file of cumulative records on all students should be assembled by this division and maintained in a location which will allow for proper and maximum use by its personnel.
2. A close relationship should be established and maintained between the counseling or guidance program in this division and the high schools of the State so as to facilitate the adjustment of entering freshmen.
3. This division should maintain the type of working relations with other division on the campus as will make psychiatric services, clinics and other remedial or study measures available to students whenever needed.

4. The division should maintain a well organized vocational guidance bureau with placement and follow-up services.

HOUSING FACILITIES

We should prefer having future dormitories constructed in smaller units or, if the present large type is continued, design them so that they may be used in smaller, convenient sections or units, housing not more than fifty students per unit. Smaller self-liquidating units which may be used by fraternity, sorority or other organized or semi-organized groups should be constructed.

Specific Recommendations for the Women's Department

A. Staff

1. General Supervision should be performed by a well qualified woman who will be an Associate Dean of Students. This office should carry an administrative assistant and sufficient secretarial and clerical help.
2. A House Director to be in charge of each dormitory. This person will be responsible for general counseling (Specialized services to be performed by the Counseling Bureau, item 7, under Section I). The House Director is to maintain residence in the dormitory in which she works.
3. A Social Director to be a part of the staff of each dormitory and to work as an assistant to the House Director. The Social Director will also reside in the dormitory in which she works. This individual should have training in social work and group guidance.
4. A House Manager--whose duties will be those of housekeeper--to be employed in each dormitory. This individual will be responsible for the maintenance, upkeep, and general house-keeping in the building.
5. Sufficient trained secretarial help to be employed for the House Director and Social Director.
6. There should be night supervision sufficient to insure the safety of state property.
7. Student Assistants (graduate level) to serve as floor assistants and to aid in executing the program of the dormitories.

B. Physical Facilities

1. Additional buildings should be erected to bring our housing facility for women up to a minimum of twenty-two hundred.
2. The present quadrangle to be landscaped, the court beautified with appropriate flowers, benches, shrubbery, fountain.
3. The landscaping for each subsequent dormitory to be planned by specialists in the field and the grounds landscaped immediately upon the completion of the building.
4. Trained interior decorators to plan the furnishings and accessories for each new building. Each building to be completely furnished according to this plan before it is open for use.
5. The dormitory housing freshmen to have its own dining facilities.

C. Facilities to be included in all Dormitories--

1. Guest Quarters
2. Modern laundry and kitchen equipment--automatic washers, stoves, refrigerators, and equipment for "House" affairs.
3. Inter-communication System
4. Sufficient phones on each floor
5. Sound proof practice rooms for music majors
6. Piano in each lobby
7. Lavatory in each room
8. Small informal alcoves off living room in each dormitory for semi-privacy in entertaining.
9. Adequate beds with innerspring mattresses.
10. Apartments for House Director and Social Director;
(1) With bedroom, living room, and kitchenette.
11. Browsing and study alcoves on each floor.
12. Adequate office space and equipment for personnel workers.
13. Combination freight and passenger elevator for dormitories over two stories.

D. Facilities for Graduate Students--

1. Two dormitories for graduate students to house 200 each.
 - (1) Connecting baths between every two rooms
 - (2) Study lounge on each hall
 - (3) Adequate beds with innerspring mattresses
 - (4) Individual desks with desk lights, wall sockets, boudoir chair, adequate closet and drawer space.

Recreational Facilities--

1. A Women's Gymnasium with pool
2. An assembly hall included in one of the buildings large enough to hold meetings of women students.
3. A little theater included in one of the dormitories.

E. The Program of the Department

1. To direct the student toward normal, happy, vigorous, and well adjusted lives.
2. To assist the student to fully develop all potentialities--vocational, social and recreational.
3. To organize dormitory life so as to make it a functional part of the student's total program.

Specific Recommendations for the Men's Department

A. Physical Facilities

1. Adequate dormitory space for 2000 male students (This represents an anticipated increase of 1500 male students over the present).
2. General Necessities:
 - (a) Guest quarters in each dormitory
 - (b) Laundry facilities in each dormitory
 - (c) Dining facilities in buildings where freshmen students are housed

- (d) Living quarters for the dormitory director in each building
- (e) Recreational and lounge facilities in each building
- (f) Adequate storage space
- (g) Lavaratory facilities for each room
- (h) Student rooms should contain some type of facility for protecting valuables
- (i) A combination freight passenger elevator should be available for each dormitory over two stories high.
- (j) Suitable office space in each dormitory.

B. Organization

1. General supervision should be performed by Associate Dean of Students.
2. Residence Hall counselor for each 100 students.
3. One person should be appointed as Residence Hall Director and be directly responsible to the Director of Housing.
4. Receptionist or hostesses should be employed to assist with the management and counseling problems.
5. A twenty-four (24) operated message center served by student workers.
6. A Student monitor for each floor. Preferably a graduate student in Personnel and Guidance or some other matured student.
7. Residence counselors serving off-campus students would work closely with associate Deans and the Director of Housing.
8. All regulations regarding off-campus housing would be passed by an university administrative body. The Director of Housing would be responsible for the carrying out of these policies. Residence counselors for men would make the necessary visitations and referrals.

Special Comments

This attempt to visualize and plan for adequate housing, supervision, and counseling of male students for twenty-five years in the future is based upon: (1) our present needs, (2) the expected increase in enrollment, and (3) present trends and practices in student personnel administration and housing.

B F A

Box 11	59
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FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY IN PROSPECT

F A M U

1954 - 1979

By George W. Gore, Jr.

Florida Agricultural and Mechanical University was established in 1887 as a state normal school and has expanded its curriculum and facilities to a point that it was officially made a state university by the Florida Legislature effective as of September 1, 1953.

As an integral part of the state's program of higher education, it has the obligation of providing functional education in the liberal arts, vocations, the professions, and research at a level of efficiency to merit and secure the approval of appropriate regional and national accrediting agencies.

The present University setup includes instruction in the following schools and colleges: Agriculture and Home Economics, Arts and Sciences, Education, Graduate Studies, Law, Mechanical Arts and Engineering, Nursing, and Pharmacy.

The physical plant is evaluated at \$7,000,000 and includes a total of 381 acres of which 143 are devoted to the University campus and the remainder to agricultural projects. The current state appropriation for the institution per year is \$2,264,117.00. From all sources including student fees and Federal appropriations the institution's current receipts total \$2,626,432.00.

The present student enrollment is 2581. The teaching staff includes 212 persons plus 205 additional staff members, hospital employees, and other workers.

The building program for 1953-55 is providing for the addition of buildings valued at approximately \$4,000,000.

Twenty-five years ago, in the academic year 1928-29, the total student enrollment was 541, of which only 138 were of college grade. The present total enrollment is 2581, of which 2120 are of college grade. In view of the increasing enrollment in the secondary schools of the state and the high premium being placed upon collegiate degrees, it is reasonable to assume that the institution should make plans to care for approximately 6,000 students within the next quarter of a century. To accommodate such a student population, the present campus will need to be expanded to approximately 1500 acres, of which at least half should be devoted to agricultural projects. There will be need for additional buildings to house the various schools and colleges, auxiliary agencies, recreational centers, students, and staff members. An additional investment of from \$10,000,000 to \$15,000,000 in capital outlay (depending upon current prices) will be necessary to keep pace with the growing enrollment and expanding curriculum. Each of the schools or colleges of the University will need a building or buildings adequate to carry forward its work. Some of the buildings envisioned are an administration building, fine arts building, a gymnasium and health and physical education building, an athletic stadium and field, additional dormitories for men and women, agricultural buildings, and additional recreational facilities.

The curriculum will have to be expanded to include additional courses in the present schools or colleges and perhaps the addition of a School of

Music, a College of Health and Physical Education, a School of Library Science, and a School of Journalism.

The staff will need to include approximately five or six hundred persons of faculty rank in addition to other workers and administrative assistants.

There will be need for greatly increased financial support in order to secure and maintain accreditation by the various agencies which set standards for the schools and colleges of the institution.

Other needs will include added library facilities and trained library staff, trained and technical hospital personnel, and field and extension workers. As a university, funds will be necessary for pure and applied research especially in agriculture, home economics, and other phases of the land-grant program.

As a footnote to the above general statements, I would like to suggest that this report of our needs for the next twenty-five years is written within the framework of the present legal structure of higher education in Florida and may be subject to modification if and when certain legal changes are made.

B F A

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The physical plant is situated at 4701 University Avenue, and the campus covers 113 acres of which 113 are devoted to the University campus and the remainder to agricultural projects. The current state appropriation for the institution per year is \$2,254,127.00. From all sources including student fees and Federal appropriations the institution's current receipts total \$3,525,424.00.

The present student enrollment is 2,500. The teaching staff includes 215 persons, 100 additional staff workers, hospital employees, and other workers.

B F A

FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY IN PROSPECT

1954 - 1979

copy
11/51

By George W. Gore, Jr.

F A M U

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Twenty-five years ago, in the academic year 1928-29, the total student enrollment was 541, of which only 138 were of college grade. The present total enrollment is 2581, of which 2120 are of college grade. In view of the increasing enrollment in the secondary schools of the state and the high premium being placed upon collegiate degrees, it is reasonable to assume that the institution should make plans to care for approximately 6,000 students within the next quarter of a century. To accommodate such a student population, the present campus will need to be expanded to approximately 1500 acres, of which at least half should be devoted to agricultural projects. There will be need for additional buildings to house the various schools and colleges, auxiliary agencies, recreational centers, students, and staff members. An additional investment of from \$10,000,000 to \$15,000,000 in capital outlay (depending upon current prices) will be necessary to keep pace with the growing enrollment and expanding curriculum. Each of the schools or colleges of the University will need a building or buildings adequate to carry forward its work. Some of the buildings envisioned are an administration building, fine arts building, a gymnasium and health and physical education building, an athletic stadium and field, additional dormitories for men and women, agricultural buildings, and additional recreational facilities.

The curriculum will have to be expanded to include additional courses in the present schools or colleges and perhaps the addition of a School of

Music, a College of Health and Physical Education, a School of Library Science, and a School of Journalism.

The staff will need to include approximately five or six hundred persons of faculty rank in addition to other workers and administrative assistants.

There will be need for greatly increased financial support in order to secure and maintain accreditation by the various agencies which set standards for the schools and colleges of the institution.

Other needs will include added library facilities and trained library staff, trained and technical hospital personnel, and field and extension workers. As a university, funds will be necessary for pure and applied research especially in agriculture, home economics, and other phases of the land-grant program.

As a footnote to the above general statements, I would like to suggest that this report of our needs for the next twenty-five years is written within the framework of the present legal structure of higher education in Florida and may be subject to modification if and when certain legal changes are made.

THE FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY

COLLEGE OF LAW

Tallahassee, Florida
January 28, 1954

B F A

Box 11	71
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F A M U

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Florida Agricultural and Mechanical University
Tallahassee, Florida

Dear Dr. Gore:

This letter is in reply to yours of January 21, 1954, in which you request suggestions with respect to the 25-year evolution of the College of Law within the University framework.

I must necessarily preface my remarks with the following statement. In the light of the Supreme Court decisions rendered in *Sweatt v. Painter* (Texas), *McLaurin v. Oklahoma State Board of Regents*, *Gaines v. el rel Canada* (Missouri), etc., and the pendency of litigation involving education, there is reason to believe that Negro law schools might become non-existent in the near future. The "reason" of which I write relates to the enormous expense attached to a legal education, scarcity of students and lack of time to gain a secure foothold and/or build prestige and tradition. Moreover, law schools have been the doors through which a measure of integration has entered higher education in the South.

Assuming, however, that the College of Law will be in existence for 25 years, I will proceed to comply with your request.

It is my belief that the building currently under construction will be adequate from our needs over the next 25 years. In any event, a projection of the same could be made with minimum difficulty and expense.

With this somewhat meagre background, I will progress to what I consider the more important phase of our growth or evolution. This, of course, is the faculty and student body.

The doctrine that the essential value in formal legal education lies in the association of the student for a time with a number of "great minds", and with their varying individual approaches to the law, is far from being universally accepted, and it is difficult to say just how many of the profession accept it. However, my statements need not rest on an affirmation of that doctrine, but may commence instead with the non-controversial proposition that, other things being equal, a school is improved as its aggregate faculty potential is improved. Neither is it very startling

to add that any teacher's worth to his students tends, again ceteris paribus, to increase as his training and experience is augmented and diversified, and that this tendency continues to operate at least effectively during his teaching career as beforehand. It is then in the interest of our College of Law to look to these factors, and to seize what opportunities may be offered for further training and experience of its faculty.

Our College can, of course, acquire the variety-of-experience background indicated here as desirable simply by hiring only those who have such background initially. This alternative poses the question, why the school should concern itself with personnel colonization among its existing faculty members, and, in turn, the question can best be answered in terms of the shortcomings of the alternative. Two of its big difficulties are in reconciling it with requirements of stability of faculty tenure. Where present faculty members might acquire academic tenure, it is not easy, of course, to carry out a program of replacing them with new ones having a background of more exotic experience; but a far more important consideration is the interest of the school in continuity of faculty membership. Not only is a law professor, just as much as a football coach, able to make a more valuable contribution to his student's future, at least in matters of personality and ethos as he acquires some historical identity with the school he embodies, but also the faculty is strengthened as a working unit, professionally and administratively, as its members become thoroughly acquainted with each other, with the school, and with the professional environments in which its graduates will live. It is obviously disadvantageous in this light to have a rapid teacher turnover, even for the sake of broadening the average mental resources, geographically and educationally of the faculty.

A third difficulty with the solution of hiring the desired experience level, ready-made, is in the very difficulty of finding personnel with the qualifications desired. Assuming that there are as there may be, personnel available with the qualifications desired, this device still would tend to place hiring on a ready-made full-professor basis, and would at least gradually reduce the scope of competitive selection or of even automatic upgrading of faculty personnel. It is suggested that these objections to the alternative method of achieving the end make it worth while for the medium budget school such as ours which has not done so to inquire systematically into the possibilities of personnel colonization, under which the teacher returns to the same school after the interim project which may take him elsewhere. An attempt will be made to list the commonly occurring possibilities for colonial activity, followed by some suggestions as to the means of exploiting them most fully without excessive strain on the school budget.

Foreign as it will be used here is shorthand for "elsewhere than in the principal employing school".

FORMAL FOREIGN STUDY--This is the most commonlu thought-of outside self-improvement activity for young teachers and is still of prime importance. Many of the best teaching recruits come into the profession directly from the undergraduate course, and a considerable number of these may find it interesting or profitable to seek graduate degrees at other schools, if only to extend the range of their law faculty acquaintanceships. The possible sources of financial support for such a venture, without increasing the burden on the employing school's budget, include (1) fellowships and scholarships, which may be granted (a) by or through the school where the study is to be done, (b) by private foundations, or, (c) perhaps now and increasingly in the future, by government; and (2) and existing sabbatical leave program.

FOREIGN RESEARCH AND WRITING--These projects are informal foreign study are not so common as graduate degree programs, but may be at least as interesting and profitable to all concerned. Their sources of financial support are not very different from those described above, including principally school and foundation fellowships, public grants, and sabbatical leave programs.

FOREIGN TEACHING--A temporary tour of foreign teaching duty may not involve more professional study than would be required at home, unless there are also differences in the subject-matter taught; but it does involve extension of experience in school practices and attitudes, and also, if there are geographical differences, in local backgrounds and traditions of the bar. Such a program may rest financially on any of the following sources, to leave the school budget free to provide for the teacher's replacement without any substantial over-all change during his absence.

(1) **TEACHING FELLOWSHIPS**

(2) **VISITING PROFESSORSHIPS.** These appointments are sometimes designed as introductory positions, which may lead to later permanent appointment; but they need not necessarily be made on this basis, and in any case they carry with them enough benefits to both parties to be their own justification for existence.

(3) **PUBLIC SUPPORT PROGRAMS.** Visiting professorships are usually compensated on a standard basis by the school visited, but the possibility of outside support is indicated by the Fulbright Act. The benefits of this Act itself are of only contingent value, as it provides for residence outside the country, and often mastery of a new tongue (as in spite of the letter of the Act its spirit certainly requires that the teacher learn to give decently comprehensible lectures in the student's language), but its existence opens the door to a source of support for extensional teaching which may before very long become much more important.

(4) **EXCHANGE PROGRAMS.** Our College which cannot afford to pay for visiting professorships in addition to its regular faculty budget could through exchange programs obtain a continuing infusion of new thought into its faculty circles at home, while enabling its own men to broaden their experience by visiting elsewhere. It is felt that the exchange program device is of greater potential value than perhaps any other phase of the subject under discussion,

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because of the dual benefits it carries with it, and of its insignificant expense. Many a teacher who would be willing to move permanently to a large city, or from one section of the country to another, would welcome the opportunity to spend the year in a different geographical or academic environment if for no other reason than the resultant increase in his teaching worth; and the cost to the schools concerned would for practical purposes be limited to the moving-expense compensation which must be granted a visiting teacher.

(5) SUMMER-SCHOOL PLACEMENT. This is a much more widely used device for broadening inter-school faculty acquaintance, but it is of considerably less value, because (a) summer-school student enrollment often differs widely from that of the regular academic year; (b) the summer course is brief and bad weather conditions frequently are encountered; and (c) law-school summer courses, in particular, are rarely typical of the instruction the same school offers during the winter. This is not meant to discount the absolute value of visiting faculty appointments in summer schools, as they enabled many teachers to double or even treble the breadth of their experience-base so far as concerns school acquaintance, with a minimum of the sort of family dislocation and professional readjustment involved in a permanent transfer.

(6) CROSS-FACULTY TEACHING. There has been some increased manifestation in recent years of a consciousness that law is not a completely insular discipline, and that the law student can often benefit (even qua law student, leaving the individual cultural advantages out of discussion) from what is written by historians. That the same sort of improvement in understanding of nature and background of institutions, and assistance in developing solutions to the problems of tomorrow, can be gained by occasional teaching of law students by economics teachers, or of business students by law teachers, has not been so thoroughly brought out, though isolated and conspicuously successful examples are heard of occasionally. Suffice it to note here that such cross-faculty visiting promises the law school much gain and little loss academically (except from the standpoint of curricular crowding), and that the sort of benefits indicated above, in increased faculty stature through increased breadth of experience-base, are to be expected from this type of program as much as from a course of placing faculty members for visiting work outside the university, though perhaps not to the same degree. Nor need cross-faculty work necessarily be within the same university; a great many colleges do not support law schools, and visiting work at such schools may have some advantages, as in new points of view, not to be gained in or nearby a law school, and it certainly greatly broadens the field of possibilities in launching such a program.

GOVERNMENT SERVICE.--This is not the place to discuss the question whether the good in proposed centralization of civil-service hiring of lawyers would outweigh its harmful effects, but it may be suggested that in the case of law teachers some centralized placement agency not of the government but for the teachers, might do much good and could do little harm. To go directly to this suggestion, however,

is to overlook the fact that government service is not necessarily civil service, but contains several other possibilities.

(1) POLITICAL SERVICE. Opportunities are sometimes available for political appointment, or even for election, to positions not within the typical civil service range. Any encouragement which can be given, should be, to the addition of these rarer types of experience to the fund of the law teaching profession. The points of view these develop are at once so different from those of the teacher or civil servant, and so valuable as tempering elements in what is provided for students by way of developing attitudes toward political institutions and practice. Political service cannot, however, be included in the categories listed for active coordination through school and Association agencies, as recruiting procedures for this type of position are so different from those for other positions, and typically so insusceptible to influences of this sort.

(2) SPECIAL ADVISORY ASSIGNMENT.--Appointments to special auxiliary commissions, to advise executives or legislatures undertaking special tasks, are often made from academic ranks. While such positions may be of short duration, or may involve only part-time service, the returns they offer in (a) individual recognition and vicariously in school prestige as well, (b) specialized training and experience, and (c) unusual opportunities for specialized research or study (which may be of great utility in writing projects) make it well worth while from the academic point of view to exploit the possibilities to the fullest extent, quite apart from the fact that those who serve on these commissions often make contributions to government which would have otherwise been lacking, and thus justify the practice of making these appointments, from the standpoint of public welfare.

(3) MILITARY SERVICE. There is now a considerable body of law teachers who have had some military service, and it may be anticipated that in years to come there will be many others in similar situations. These military service assignments have often been in areas where professional studies could have been made, in the line of duty, or professional utilization could have been made of military experiences or observations, except for the lack of a stimulus to do the thinking, the writing, and the additional clinical work necessary to round out a pattern. It is not to be suggested here that aggressive steps be taken by our College of Law to obtain military assignments for faculty members; the personnel placement process is apt to be more or less automatic, through reserve assignments. It can be urged, however, that time which might otherwise be considered more or less uselessly spent, so far as a law teaching career is concerned, can be turned to affirmative advantage by systematically encouraging those who are given military service opportunities (a) to write concerning the novel aspects of their work where it has legal connotations, (b) to seek positions, where any choice is offered, which may conceivably supply grist for worth while contributions to legal literature, or (c) to cooperate with

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one another in gathering data for comparative studies which could not be made by single-handed effort. The area of possibilities in military justice, military government, legal aspects of military operations under international auspices, and comparative law of regions visited, is admittedly rather narrow, but some overemphasis of these fields of study may be justified as the expense of keeping an otherwise fallow segment of the profession actively thinking as lawyers and scholars.

(4) CIVIL SERVICE. This last is the familiar possibility in government service, and to the much that has already been said about it there should only be added that it most closely resembles of the other categories, military service, (a) in the lack of incentive to keep on aourant professionally or to find ways of professionally utilizing what is learned in the government position, (b) in the relative narrowness of the available area for line-of-duty study, and therefore in the desirability of an outside stimulus to do these things.

MISCELLANEOUS POSSIBILITIES.--It is not to be supposed that a catalogue of useful areas of extensional experience could be definitive. All that has been attempted is a discussion of important ones. To these should be added a multitude of situations where a teacher could serve an active practitioner or businessman for a short time to their mutual benefit, and here too the encouragement of our College for leave-of-absence work of this sort would be helpful, as some teachers might be reluctant to jeopardize tenure by straying too freely in outside work, and many a businessman or lawyer who would want to be stuck with a long haired white elephant on a permanent basis might welcome him for six months or a year. For much the same reason, too, the use of a school agency as a placement clearing house for such work would be to the advantage of all parties concerned, in the various benefits they would derive from such a program.

I shall conclude by stating that if a school can afford under its budget to pay ten full-time teachers it will be better off to be permanently associated with twelve or fourteen teachers, nine or ten of whom are present for duty and for pay at any given time, while the rest are engaged in improving the quality of the school's faculty by gaining extensional training or experience, and to be acquainted with a number of teachers of other schools through a visiting (or exchange) chair program, rather than to have a faculty of only ten of long tenure and relatively narrow experience, or of short tenure and relatively elusive association with school tradition.

A few schools have engaged actively in programs which would fit in the pattern suggested here, with conspicuous success; but so far as is known, no school has calculatedly adopted a course of action such as is proposed, and in the absence of such actual experience data the most that can be urged on the basis of this theorizing is that it might be worth trying.

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As an after-thought, it occurs to me that such a program might greatly assist in our College of Law being designated as the regional Negro law school in the event that regional Negro education becomes the rule in the coming years. Moreover, the whole University could conceivably profit from such a program.

If the above does not directly relate to what you have in mind, I shall be happy to supply any and all information you might request.

Yours very truly,

Thomas Miller Jenkins
Thomas Miller Jenkins, Acting Dean,
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TMJ:bec

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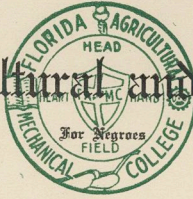
Yours very truly,

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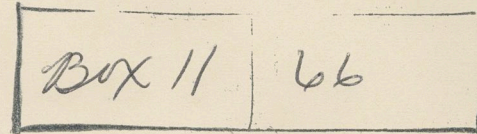
GEORGE W. GORE, JR., PRESIDENT

Tallahassee, Florida

DIVISION OF GRADUATE STUDY

January 27, 1954

L F M U



F A M U

Dr. George W. Gore, Jr.
Campus

Dear Dr. Gore:

I wish to suggest the following for Florida A and M University for the next twenty-five (25) years:

1. A regular graduate faculty.
2. Each faculty member in the Graduate School should have office space.
 - (a) It will help if graduate faculty members had office space in area of Graduate School and with other graduate faculty members.
3. Expansion of office space for the Graduate School.
4. Improved parking space.

Respectfully yours,

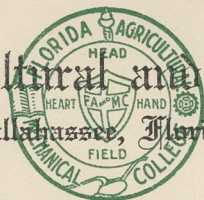
W. S. Maize

W. S. Maize
Dean

WSM:h

The Florida Agricultural and Mechanical College

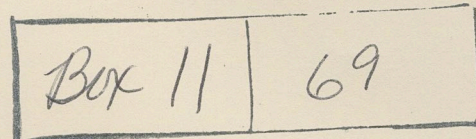
Tallahassee, Florida



GEORGE W. GORE, JR., PRESIDENT

DIVISION OF PHARMACY

B F A



F A M U

January 28, 1954

Doctor George W. Gore, Jr.
President
Campus

Dear Doctor Gore:

The School of Pharmacy will, sometimes during the next four years, have a program which will be of at least five years duration for the undergraduate degree in Pharmacy. This will necessitate enlarged facilities, greater budgets and better trained teachers.

In keeping with the above information, I recommend that the Board of Control adopt a policy which will allow the following to be attained:

1. Enlarged laboratory and classroom space to handle the greater number of courses to be offered in the longer program.
2. The budget necessarily enlarged to carry out the lengthened program.
3. Better qualified teaching personnel.

Please let me know if you would like any further information concerning the above mentioned recommendations.

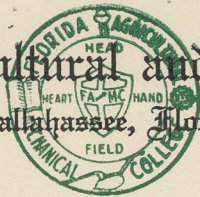
Sincerely yours,

Howard McClain, Jr.

Howard McClain, Jr.,
Acting-Dean of the
School of Pharmacy

The Florida Agricultural and Mechanical College

Tallahassee, Florida



GEORGE W. GORE, JR., PRESIDENT

DIVISION OF NURSING EDUCATION

January 28, 1954

B F A

Box 11	70
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F A M U

Dr. George W. Gore, Jr.
President
Florida A & M University

Dear Dr. Gore:

The faculty of the School of Nursing would like to suggest the following changes for the school within the next 25 year period.

1. We would like to offer the following degrees in Nursing Education:
Master of Arts
Master of Science
2. We would like to offer the Bachelor of Science degree in Nursing Education in the following clinical specialties:
Pediatrics
Medical and Surgical Supervision
Public Health
Obstetrics

Upon the basis of the above recommendations, we would like to have a building to house exclusively the School of Nursing which would provide adequate clinical laboratories in the fields mentioned above.

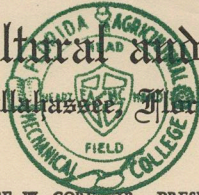
Sincerely yours,

Q. E. Carter

(Mrs.) Q. E. Carter
Dean

The Florida Agricultural and Mechanical College

Tallahassee, Florida

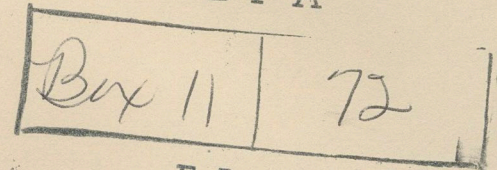


GEORGE W. GORE, JR., PRESIDENT

January 28, 1954

DEMONSTRATION SCHOOL

B F A



F A M U

Dr. George W. Gore, Jr., President
Florida A and M University
Tallahassee, Florida

Dear Dr. Gore:

In the next twenty-five years, it is hoped that the Demonstration Schools will be able to increase its service to boys and girls, the school of education, and the community.

In the opinion of the faculty and administration this may be accomplished by:

1. Acquiring a plant that is functional and modern.
2. Providing actual demonstrations of new methods of teaching.
3. Adding personnel to serve in special area fields, such as, guidance, teaching of exceptional children, etc.
4. Serving as an experimental school for the development of new methods of teaching.
5. Acquiring adequate health services.

I hope that these few suggestions will aid you in formulating the overall evolution of the institution.

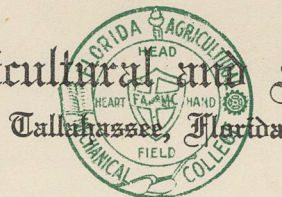
Very truly yours,

Matthew H. Estaras
Matthew H. Estaras
Principal

MHE/ewg

The Florida Agricultural and Mechanical College

Tallahassee, Florida



GEORGE W. GORE, JR., PRESIDENT

DIVISION OF AGRICULTURE

January 29, 1954

B F A

Box 11	67
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Dr. George W. Gore, Jr.
President

F A M U

Dear Dr. Gore:

This is a statement with reference to the evolution of the School of Agriculture and Home Economics during the next twenty-five years.

Last year the Division of Agriculture devoted several months to establishing a four-year plan for the Division of Agriculture. Both facilities needed and personnel requirements were listed. It is our opinion that the four-year plan, which I am enclosing, will provide the basic requirements for the next twenty-five years.

I checked with Miss G. J. Wheeler, Director of the Division of Home Economics, and it is her belief that the Division of Home Economics will have the basic facilities needed during the next twenty-five years after the addition of the other wing of the Home Economics Building.

We are assuming that graduate work will be added to the area of Home Economics during the next twenty-five years. An increment of twenty-five to thirty members of the teaching staff should be added during the next twenty-five years.

In both areas it will be necessary to obtain material replacements and to add facilities and teachers in proportion to the increase in enrollment which we cannot predict at this time.

Very truly yours,

C. E. Walker
Dean

/h.
Enclosure