

Conf. Perry

Florida Agricultural and Mechanical University



(32307)

GEORGE W. GORE, JR., PRESIDENT

SCHOOL OF EDUCATION
OFFICE OF THE DEAN

31 August 1965

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

Dear President Gore:

Re: Synoptic Report on Conference on Cooperative College
Programs on Strengthening Small Colleges

The conference was sponsored jointly by the U. S. Office of Education and the American Council of Education.

The program consisted of reports on the history, progress, and problems of small colleges having Cooperative Agreements with larger more complex universities. The following projects reported:

- | | |
|---------------------------------|-------------------------------|
| 1. University of Wisconsin | - Texas Southern and A and T |
| 2. University of Michigan | College of North Carolina |
| 3. Broun University | - Tuskegee Institute |
| 4. Cornell University | - Tougaloo College |
| 5. University of Indiana | - Hampton Institute |
| 6. University of Tennessee | - Stillman College |
| | - Knoxville College and |
| | Tennessee A and I |
| 7. Southern Illinois University | - Winston-Salem State College |
| 8. Florida State University | - Florida A and M University |

The sponsoring agencies were especially interested in the progress of the Tennessee and Florida Cooperative Agreements. There was the tendency to emphasize the importance of cooperation within the same geographical area. The progress of the Florida State - A and M agreements were slower than others in terms of faculty upgrading, faculty exchange, student exchange, and research. The University of Tennessee and Knoxville College reported considerable progress.

Implications

Funds are available from the sponsoring agencies for strengthening small college educational programs. It appears urgent that Florida State and Florida A and M expand their agreement and programs. A liaison person from Florida A and M University should work in cooperation with Dean Lewis of Florida State University.

President G. W. Gore, Jr.

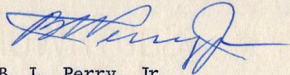
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It is essential that more concrete progress be reported next year at the conference and to the Carnegie Foundation.

Should Florida A and M University improve its professional relationship with Florida State University and thereby apply for additional grants from the Office of Education? This question deserves immediate exploration.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read "B. L. Perry, Jr.", with a stylized flourish extending to the right.

B. L. Perry, Jr.

Director

Research and Grants

BLP,jr/tr

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GENERAL STATEMENT ON COOPERATIVE PROGRAM BETWEEN
FLORIDA AGRICULTURAL AND MECHANICAL UNIVERSITY
AND
FLORIDA STATE UNIVERSITY

As a small state university, Florida Agricultural and Mechanical University has been limited in the scope and extent of its participation in cooperative programs. Although controlled state appropriations may have reduced to a degree the solicitation of outside financial resources, the operational and academic problems have been similar to those facing other predominantly Negro private colleges.

EXPERIENCE IN COOPERATIVE PROGRAM

Based on an intense desire to upgrade its faculty, the administration of Florida A and M University sought financial assistance. After a grant from the Carnegie Foundation, a cooperative arrangement was effected with Florida State University to provide assistance in the development and improvement of the faculty at Florida A and M University through advanced degrees, refresher work, and research.

A joint committee composed of members of both universities structured a program to provide for:

- a. Upgrading faculty qualifying for doctoral study.
- b. Encouraging superior graduates from Florida A and M University to pursue a graduate degree at Florida State University.
- c. Motivating faculty to initiate individual research projects by awarding small grants.

Through the Carnegie grant and cooperative arrangements with Florida State University, forty (40) fellowships will be offered over a five (5) year period. Funds were also allocated for replacements of faculty who were nominated fellowships. The administrative costs of the program are

to be absorbed by Florida State University and Florida A and M University.

To date, under this cooperative arrangement, eight (8) faculty have worked toward the doctorate degree; three (3) Florida A and M University graduates toward the master's degree and three (3) research grants were awarded to professors, after their proposals had been carefully screened by the University Research Committee.

In addition to the above specifics regarding the program made possible by the grant, the cooperative arrangement between the two universities include:

1. The availability of research and library facilities to the Florida A and M University faculty.
2. The permission for any member of the faculty to enroll as a special student for one course per trimester at no charge.

The State Board of Regents have created twelve (12) or more inter-university committees. Florida A and M University has equal representation on each of the committees.

PROBLEMS

1. A free mutual exchange of faculty on both campuses has been limited.
2. Many faculty and graduating seniors desire upgrading but are restricted as to choice of institution. This limits the number who seek the advantage of the program.

DIMENSIONS AND PROJECTIONS OF PROGRAMMED ACTIVITIES FOR STRENGTHENING SMALL COLLEGES

Practically all of the predominantly Negro institutions face the same problems in terms of modifying the curriculum to meet present day needs; vying for facilities, research and developmental funds and meeting the challenge of total integration.

There is an urgency to find ways of enabling Negro high school graduates to bridge the gap between achievements in high school and the expectations of college entrance examination. More time and funds must be expended toward helping what appears to be sub-standard high school students to develop their maximum potential in a college program. Funds and energy must also be devoted toward programs that stress more individualized or tutorial instruction for the academically talented, already enrolled, as a means of stimulating this human resource to move above mediocre scholastic achievement. Guidance and vocational orientation programs must be changed drastically if the young student is to be prepared to meet the wide expanse of new economic opportunities.

To implement such programs effectively, will necessitate better and more adequate remedial facilities and additional well-trained faculty to cope with this two-pronged attack on the development and training of our youth.