

not among the students, then certainly among the parents. Any consideration of a scheme to initiate integration in the first grade would be forced to take into account the fact that among the white teachers polled the first grade teachers were most resistant to the idea of integration.

The two special agricultural areas checked must be considered a problem of an entirely different order owing to the high concentration of Negroes, the Negroes' low socio-economic status, and the relative absence of whites drawn from northern metropolitan areas. The feeling against the Negro, particularly in one of these areas is more intense and more structured than that in the Greater Miami area.

Factors Indicating a Gradual Approach as the Solution to this Problem

1. Despite the fact that a majority of the white population of Dade County is opposed to the Court decision as a matter of principle, they nevertheless indicate that they will abide by the decision if integration is handled gradually, with an adequate period of preparation.
2. The present reluctance to assume positive leadership on the part of public officials and of any substantial number of groups outside official circles indicates great difficulty if an attempt is made to move too quickly.
3. A general belief exists that serious violence will occur if the decision is pushed by any minority group, white or colored.
4. A similar belief that some violence is inevitable no matter how gradual the transition, but with a firm belief that the more gradual the transition the more moderate and less frequent would be the outbreaks of violence.
5. In spite of some interracial activity among school personnel, it is a fact that Negro and white teachers have

never met together in Dade County—not even for “Fellowship Day.” Interracial cooperation through joint activity would seem to be a must before school integration could be put into operation.

6. Many leaders interviewed agreed that if the NAACP, or any other organized groups, should seek to push the decision by test cases this fall immeasurable harm would be done to the entire cause of the integration of the schools.

7. With a majority of white population disagreeing with the Supreme Court’s decision in principle, a state legislator was, without question, correct when he said that what is needed is a “mental change” in the community. Such changes obviously require time.

8. A small minority in the Negro community, without question, opposes integration in the schools. Others who strongly favor the decision in principle are concerned about the practical problems of the decision as it affects Negroes. A gradual solution would thus ease the tension experienced by both these groups of Negroes.

9. A sizeable percentage of the Negro leadership group checked stated that they believe a gradual approach is best. They would accept this gradual approach as long as the white community acts in good faith and with reasonable speed toward a solution.

10. Research indicates that in the two special South Florida agricultural areas checked the problems of community acceptance and general leadership make the problem of integration even more difficult than in the metropolitan area, and thus these two sections must be granted an opportunity to proceed more slowly and perhaps in an entirely different manner.

11. The greatest difficulty in integration would probably be caused at the junior and senior high school levels due to

social activities and athletic and other extracurricular events. Time allowed for preparation for integration would permit the gradual use of non-social, extracurricular activities as a way of preparing students for eventual school integration.

12. Up to 60% of the white teachers polled favored a long transitional period, and another 20-30% favor at least a one or two year period of adjustment.

13. The School Board and top school administrative personnel in the school system have given little attention to the problems raised by the decision and would require time to simply handle the mechanical problems involved in the transition. It would also give these groups time to develop positive leadership which will be required for a peaceful and smooth transition.

14. The need for careful preparation in the process of integration was urged again and again by all groups polled. It is agreed that leadership and proper educational preparation will be all-important in a transition of this nature. Both require time for full development.

Acknowledgments

To complete a survey of the scope of this *Study of the Problems of School Desegregation in Florida* in less than three months was a task demanding the utmost effort on the part of many people. The time-table during the entire period of the research was such that a delay or a mistake in even the simplest task could prove disastrous. It is a tribute to the untiring diligence of everyone connected with the project that no such disaster occurred, and acknowledgment of their separate contributions is highly appropriate.

At all stages of the research, the members of the Research Advisory Committee, all of them busy with important duties, contributed of their time and their best thinking to make this a sound piece of research. The committee included:

Mr. Richard W. Ervin, Attorney General (Ex Officio)
Mr. Thos. D. Bailey, State Superintendent of Public Instruction (Ex Officio)
Mr. Ralph E. Odum, Assistant Attorney General
Dr. Ralph Eyman, Dean, School of Education, Florida State University
Dr. Sara Lou Hammond, School of Education, Florida State University
Mr. Robert Gates, Department of Education
Dr. Robert E. Lee, Department of Education
Mr. Ed Henderson, Executive Secretary, Florida Education Association
Dr. Gilbert Porter, Executive Secretary, Florida State Teachers Association
Dr. J. B. White, Dean, School of Education, University of Florida
Dr. Manning J. Dauer, Department of Political Science, University of Florida
Dr. Don Larson, Department of Political Science, University of Miami
Dr. George Gore, President, Florida Agricultural and Mechanical University
Mr. Angus Laird, Director, State Merit System
Dr. Richard Moore, President, Bethune-Cookman College
Dr. R. L. Johns, School of Education, University of Florida

Dr. Mode Stone, School of Education, Florida State University
Mr. D. E. Williams, Department of Education
Dr. T. J. Wood, Department of Political Science, University of Miami
Dr. Lewis M. Killian, Department of Sociology, Florida State University (Coordinator of Research)

Some members of the committee made further contributions to the study. Dr. Larson and Dr. Lee prepared reports which constitute important subsections of the study, and Dr. Dauer prepared an independent report on the experience of other states with desegregation. Dean Eyman, Dean White and President Gore, as well as President Doak S. Campbell, of The Florida State University, released much-needed members of their staffs to assist in the research at various times. Dr. Robert Gates was a constant source of advice and support to the Coordinator.

A special debt is owed to Mrs. Fay-Tyler M. Norton, who served as Assistant Coordinator and Statistical Consultant for the entire period of the research. Her contribution was far greater than the tasks called for in her contract with the Committee, and without her the study could not have been completed.

Dr. J. A. Norton and Dr. Malcolm Parsons, of the School of Public Administration, the Florida State University, conducted the study of Negro voting registration while carrying full teaching loads at the University, but with no additional compensation.

Voluntarily making a vital contribution, as a public service, were Prof. Robert McGinnis and Dr. John Haer of the Sociology Research Laboratory, the Florida State University. Under their direction the laborious task of punching both the questionnaire and the interview data on IBM cards and tabulating these data was carried out.

The field interviewers who worked in ten selected counties, all public school workers drawn away from other important duties and asked to work without personal compensation, revealed a fine sense of duty. The manner in which they carried out their important part of the study indicates that they were well chosen. These interviewers are:

Edwin G. Artest, Tampa
Henry W. Bishop, Gainesville
Mrs. Patricia Carter, Gainesville
John B. Cox, Tampa
Paul F. Davis, Bradenton
Thomas J. Hill, Gainesville
Leroy G. Hooks, Clearwater

Elton L. Jones, Ocala
R. LeRoy Lastinger, Bartow
Mills Lord, Orlando
Julian E. Markham, Sebring
Thord Marshall, Tallahassee
William J. McEntee, Gainesville
Erby Nixon, Panama City
Willie J. Reid, Pensacola
C. C. Washington, Panama City

At a critical point in the study, a small team of workers was called upon to put forth an almost impossible effort in coding a large mass of interview data just received from the field. At great personal sacrifice, they rose to this demand, completing the task in an incredibly short time. One member of this team, Dr. C. U. Smith, of Florida A. and M. University, had already made an important contribution in helping to brief the interviewers before they went into the field. The team of analysts included, in addition to Dr. Smith, the Coordinator of Research, and Mrs. Norton, the following people:

Mr. Robert Gates, State Department of Education
Dr. Robert E. Lee, State Department of Education
Mr. James Condell, Florida A. and M. University
Dr. Henry Cobb, Florida A. and M. University
Mr. Henry Warner, Florida A. and M. University

Mrs. Lillian Walker and Miss Winifred Kitching, of the Office of the Attorney General, shouldered without complaint the additional burden of the major part of the clerical and accounting work incidental to such a comprehensive study. Their contributions were just as vital as those of any of the professional research staff.

Working far harder than they may have expected to when they accepted summer employment, the following young ladies in the Office of the Attorney General did a vast amount of detailed and often dull clerical work for which the research staff is indebted. It is entirely fitting that the youth of Florida should have played a significant part in this public service. These young ladies, all high school or college students, are:

Miss Kathleen Kirk
Miss Maribelle Garris
Miss Pat Gunn
Miss Sonya Fletcher
Miss Bessie Carol Johnson
Miss Barbara Curtis
Miss June Lasseter

A key figure in this project from the moment of its inception has been Mr. Ralph Odum, Assistant to the Attorney General. In addition to expediting the work of the professional research staff, he has contributed his sound thinking to every phase of the study.

Finally, the Committee is deeply indebted to Attorney General Ervin, Superintendent Bailey, and their colleagues of the State Cabinet for making it possible for us to apply our knowledge and skills, as educators and scientists, to the study of this momentous problem.

LEWIS M. KILLIAN
Coordinator of Research

(Appendix B)

**Examples of Florida's Constitutional,
Statutory and State School Board
Regulatory Provisions Relating to
Segregation**

Florida Constitution

Article XII, Section 1:

Uniform system of public free schools.—The Legislature shall provide for a uniform system of public free schools, and shall provide for the liberal maintenance of the same.

Article XII, Section 12:

White and colored; separate schools.—White and colored children shall not be taught in the same school, but impartial provision shall be made for both.

Florida Statutes

228.09 Separate schools for white and negro children required.—The schools for white children and the schools for negro children shall be conducted separately. No individual, body of individuals, corporation, or association shall conduct within this state any school of any grade (public, private, or parochial) wherein white persons and negroes are instructed or boarded in the same building or taught in the same classes or at the same time by the same teachers.

229.07 General powers of state board.—Except as limited in the school code, the state board shall have the authority, and when necessary for the more efficient and adequate operation of the state system of public education in carrying out the purposes and objectives of the school code, the state board shall exercise the following general powers:

(1) **DETERMINE POLICIES.**—The state board shall determine and adopt such policies as are required by law and as in the opinion of the state board are necessary for the more efficient operation of any phase of public education.

* * * *

(3) **PRESCRIBE MINIMUM STANDARDS.**—Whenever the establishment of minimum standards will aid in providing adequate educational opportunities and facilities, the state board shall adopt such minimum standards for any phase of education as are considered desirable by it in carrying out the provisions of the school code.

229.08 Duties and responsibilities of state board.—It shall be the responsibility of the state board to exercise all powers and perform all duties prescribed below:

* * * *

(20) **PRESCRIBE MINIMUM STANDARDS AND RULES AND REGULATIONS.**—To prescribe such minimum standards and rules and regulations as are required by law or as are recommended by the state superintendent in accordance with the provisions of subsection (20), §229.17, and as it may find desirable to aid in carrying out the purposes and objectives of the school code.

* * * *

(23) **OTHER RESPONSIBILITIES.**—To assume such other responsibilities and to exercise such other powers and perform such other duties as may be assigned to it by law or as it may find necessary to aid in carrying out the purposes and objectives of the school code.

229.16 General powers of state superintendent.—The state superintendent shall have the authority, and when necessary for the more efficient and adequate operation of the state system of public education in carrying out the purposes and objectives of the school code, the state superintendent shall exercise the following general powers:

* * * *

(5) **RECOMMEND AND PUT INTO EFFECT MINIMUM STANDARDS.**—From time to time to prepare, organize by subjects, and submit to the state board for adoption such minimum standards relating to the operation of any phase of the state system of public education as, in his opinion, will aid in assuring more adequate educational opportunities for all, and to see, insofar as practicable, that such minimum standards as are adopted by the state board are put into effect and are properly observed.

229.17 Duties and responsibilities of state superintendent.

—It shall be the responsibility of the state superintendent to exercise all powers and perform all duties prescribed below; provided, that in those fields in which policies are required by law to be approved by the state board the state superintendent shall act as the advisor and executive officer of the state board.

* * * *

(20) **MINIMUM STANDARDS AND RULES AND REGULATIONS.**—To prepare, organize, and recommend to the state board such minimum standards and rules and regulations in the following fields as are required by law or as he may find necessary to aid in carrying out the purposes and objectives of the school code; and to execute such standards and rules and regulations as are adopted by the state board in the following fields: (1) establishment, organization, and operation of schools, agencies, services, and institutions, including the classification or accreditation of parochial, denominational, and private schools; (2) personnel; (3) child welfare; (4) courses of study and instructional aids; (5) transportation; (6) school plant; (7) finance; (8) records and reports.

* * * *

(28) **OTHER RESPONSIBILITIES.** — To assume such other responsibilities and to perform such other duties as may be assigned to him by law or as may be deemed by him to be necessary to aid in the more efficient operation of the state system of public education in carrying out the purposes and objectives of the school code.

230.23 Powers and duties of county board.—The county board acting as a board shall exercise all powers and perform all duties listed below:

* * * *

(6) **ESTABLISHMENT, ORGANIZATION, AND OPERATION OF SCHOOLS.**—Adopt and provide for the ex-

ecution of plans for the establishment, organization, and operation of the schools of the county, as follows:

(a) *Schools and attendance areas.*—Authorize schools to be located and maintained in those communities in the county where they are needed to accommodate as far as practicable and without unnecessary expense all the youth who should be entitled to the facilities of such schools, separate schools to be provided for white and negro children; and approve the area from which children are to attend each such school, such area to be known as the attendance area for that school; provided, that only under exceptional circumstances as defined under regulations of the state board may an elementary school be located within four miles of another elementary school and a high school within ten miles of another high school in rural areas for children of the same race.

239.41 Value of general scholarships.—Each scholarship for the preparation of teachers shall have a value of four hundred (\$400.00) dollars each year and shall be awarded in the following manner:

* * * *

(2) In accordance with these requirements, the principals and county superintendents of each county shall select and recommend, on the basis of merit, a number of high school graduates who are bona fide residents of the State of Florida, as defined in section 97.041, Florida Statutes, which shall be proportionate to the white or Negro population in the county and who are interested in teaching and whose work and qualifications are such as to indicate that they possess the qualities which should be possessed by a successful teacher; provided that each county shall have at least one scholarship for a Negro student.

State School Board Regulations

Adopted April 27, 1954
Section 236.04 (10)

State Board Regulation
relating to

THE CALCULATION OF INSTRUCTION UNITS AND SALARY ALLOCATIONS FROM THE FOUNDATION PROGRAM

(Repealing regulation adopted June 16, 1953)

Instruction units and salary allotments from the Foundation Program will be calculated separately for white and Negro schools.

No county will receive a greater allotment for salaries for either race than the salaries actually paid the teachers of that race or the calculated amount for that race based on instruction units and training, whichever amount is smaller.

In applying the provisions of Section 236.04 (10), providing that 95% of instructional units allocated to a county must be filled, the units calculated for each race will be considered separately, and 95% of the instructional units for each race must be filled.

Adopted March 21, 1950
Section 236.04 (7)

State Board Regulation
relating to
ADMINISTRATIVE AND SPECIAL INSTRUCTIONAL
SERVICE

(Adopted in accordance with the provisions of Section
236.04 (7), Chapter 23726, Laws of Florida,
Acts of 1947)

1. Eleventh and Twelfth Month Personnel.

Each county superintendent shall file with the State Superintendent on or before May 15 of each year Form A for the use of its administrative and special instructional service personnel. In addition, the county superintendent shall file a plan for the 11th and 12th month program which includes for each race the title and duties assigned for each such unit. Any revision in the plan submitted must be approved by the State Department of Education.

On or before October 1, each county superintendent shall file with the State Superintendent a complete description of the program which operated during the 11th and 12th months, including for each race the title, name, certificate number, rank and duties of each person employed through the use of administrative and special instructional service units.

Ten Months Personnel.

On or before August 15 of each year the county superintendent shall file with the State Superintendent a plan for use of ten months personnel service units (Form C) which includes for each race the title and duties assigned for each such unit together with name, certificate number, and rank of the individual filling the position. Any proposed revision

in plans for use of ten months personnel shall be submitted by January 15 of each year.

2. Any administrative and special instructional service units to which a county is entitled under Section 236.04 (7), Chapter 23726, Laws of Florida, Acts of 1947, which is not used in accordance with regulations prescribed by the State Board of Education shall be deducted either in the current or the succeeding fiscal year as provided in Section 236.07 (9-e), Chapter 23726, Laws of Florida, Acts of 1947.

Adopted March 21, 1950
Section 236.04 (8)

State Board Regulation
relating to

UNITS FOR SUPERVISORS OF INSTRUCTION

(Adopted in accordance with the provisions of Section 236.04 (8), Florida Statutes as amended by Section 29 of Chapter 23726, Laws of Florida, Acts of 1947)

1. *Application for Instruction Units for Supervisors.*
 - a. Each County Board shall file through the County Superintendent an application for using instruction units for supervision. This application shall be filed on forms provided by the State Superintendent on or before May 15 of each year.
 - b. Approval of any application for instruction units for supervision may be given by the State Superintendent when a satisfactory administrative plan for the use of such units (or desirable modification of the initial plan submitted) shall have been developed and approved jointly by the County Superintendent and the State Superintendent which will insure the most effective and economical expenditure of funds. Application for use of state funds for supervisory

services must include: first, provision for general supervision over the common branches of study in all the elementary and secondary grades. Included as a part of the administrative plan for supervision prescribed above, the County Superintendent shall file brief statements outlining (1) the duties to be performed by the supervisor(s); (2) the total annual salary and number of months of employment (in case of a general supervisor(s) this must be twelve months and of special supervisor(s) at least ten months; (3) the amount to be paid for travel; (4) the qualifications of the supervisor who is to be employed.

c. Instruction units for supervisory purposes may be tentatively allocated if the administrative plan for the use of such units required in the preceding section is satisfactory, even though the nomination of the person(s) to fill the supervisory position(s) is pending.

2. Administrative Plan for Employment of Supervisory Personnel.

In arriving at a satisfactory plan for supervision in any county, the County Superintendent and the State Superintendent shall select one of the following plans which best fits the needs of the county involved:

a. Single-County Plan

(1) For General Supervision

(a) The instruction unit to which each county is entitled for the employment of a general supervisor may be used for the employment of one person who will have general supervision of white and Negro schools.

(b) The additional instruction units available for supervision, if any, may be used for the employment of separate general supervisors for white and Negro schools, or for some area or special supervisors.

(c) In counties earning fifty teacher units or less, one

person may be employed to perform the functions of both supervisor of instruction and supervising principal of a school center.

Any person employed as combined general supervisor and supervising principal must be properly certificated for both positions, i.e., hold a Rank II or higher certificate covering both elementary and secondary administration and supervision.

(2) For Special Subject or Field Supervision

(a) Counties entitled to supervisory units in addition to the one reserved for general supervision may use such extra units for employment of additional supervisors, provided, one supervisor shall be employed for each of the units used and provided further that not more than one supervisor in any special subject field may be employed in a county.

b. Joint-County Plan

(1) For Counties Having Not More Than One Supervisory Unit:

Any two or three contiguous counties entitled to not more than one unit each for supervision may submit a cooperative proposal for the joint employment of a supervisor or supervisors in accordance with one or more of the following plans:

(a) Cooperative Plan for General Supervision

Such counties may employ jointly one general supervisor for work with both white and Negro schools; or may employ separate general supervisors for white and Negro schools, provided the cooperative arrangement would not result in any general supervisor's carrying a total load of over 75 teachers.

(b) Cooperative Plan for Special Subject or Field Supervision

After providing for general supervisors, counties may use the remaining supervisory units to which they may be entitled for the purpose of cooperatively employing supervisors in special area or subject fields, provided that not more than one unit from any individual county may be so used for employment of any one supervisor.

(c) Cooperative Plan for School Lunch Supervision

In counties having less than ten school lunch programs, the plan for supervision may be as follows:

Two or three counties may employ a school lunch supervisor on a joint county plan provided that no school lunch supervisor may be responsible for more than thirty school lunch programs.

(2) For Counties Having More Than One Supervisory Unit

After providing independently for general supervision, such counties may use supervisory units beyond the first unit for cooperative employment of special supervisors in accordance with section 2-b-(1)-(b) above.

3. *Salaries and Travel Expense of Supervisors.*

a. Supervisors shall be paid the basic salary schedule of the county for teachers based upon training, experience, and employment on either a ten or twelve months basis plus an appropriate supplement in keeping with the duties and responsibilities of the position.

b. The amount to be paid to the supervisor for travel must be adequate in terms of the territory and number of schools to be served and shall be fixed by the County Board of Public Instruction in accordance with the joint recommendation of the County Superintendent and the State Superintendent.

Adopted May 29, 1951
Section 230.23 (6)

State Board Regulation
relating to

**ESTABLISHMENT, ORGANIZATION AND
OPERATION OF SMALL SCHOOLS**

(Repealing Regulation adopted March 21, 1950, page 24)

1. No school with an average daily attendance of less than ten pupils in the elementary, junior or senior high school grades may be continued in operation through the use of Minimum Foundation Program funds except when such school is so isolated that transportation of the pupils to another school would not be feasible because of distance, road conditions, or excessive expense, or except when pupils cannot be provided with equivalent or better educational facilities in another school. If a school is to be operated as an isolated school, an application for such operation must be filed with the State Superintendent at least one month before any Minimum Foundation Program funds may be used for the school, giving all facts which may be required as a basis for approval. Approval for the operation of an isolated school will be granted by the State Superintendent of Public Instruction only after consideration of all the facts.

Adopted July 3, 1947
Section 230.34 (8)

**State Board Regulation
relating to**

SCHOOL ADVISORY COMMITTEES

(Adopted in accordance with the provisions of section 230.34 (8), Chapter 23726, Laws of Florida, Acts of 1947)

If the county board of a county exercises its discretion and determines to set up School Advisory Committees, the following regulations shall apply:

1. The county may be divided into school community areas for each race in accordance with the attendance areas for each school community for each race, or the Board may divide the county into school community areas which areas encompass the schools for both races.
2. Members of the School Advisory Committee may be selected for any school community area by either of the following methods as may be determined by the county board:
 - a. The Board may provide for the selection of members of the School Advisory Committee at a community meeting called in each school community area at the place designated by the Board of Public Instruction; the hour, the date and place of such meeting to be advertised at least once, at least one week before the meeting in a paper published in the county or in some paper of general circulation in the county.
 - b. The School Advisory Committee may be appointed by the school board either from lists submitted by a community meeting or directly by the board.
3. If the Board determines that the School Advisory Com-

mittee shall be selected at a community meeting called in the school community area as prescribed above, parents or guardians of children attending school in the school community area and adult residents of such area shall be entitled to vote for members of the School Advisory Committee.

4. Any adult residing in a school community area is eligible to be selected as a member of the School Advisory Committee.

5. If the Board determines to select School Advisory Committees by the community meeting method, the Board shall determine the time, place, and hour of the meeting but the date selected must be between September 1 and December 31 preceding the January 1 on which School Advisory Committees take office.

6. The members of the School Advisory Committee shall exercise and perform such duties as are prescribed in Section 230.34 (8) of Chapter 23726, Laws of Florida, Acts of 1947.

7. The supervising principal or principal shall serve as secretary of the School Advisory Committee.

Adopted March 21, 1950
Section 236.02 (4)

**State Board Regulation
relating to**

**QUALIFICATIONS, DUTIES AND PROCEDURE FOR
EMPLOYMENT OF SUPERVISORS OF INSTRUCTION**

(Adopted in accordance with the provisions of Section 236.02 (4), Chapter 23726, Laws of Florida, Acts of 1947)

1. Types and Qualifications of Supervisors

In addition to the objective standards set forth below, all persons employed as supervisors should possess the many intangible qualifications necessary to success in supervisory work.

a. General Qualifications

(1) Age—To be eligible for initial appointment the supervisor shall be between the ages of 25 and 55 years.

(2) Physical Fitness—To be eligible for initial appointment the supervisor must have passed satisfactorily a physical examination given by a regular practicing physician and must have filed a report of such examination on the form now adopted by the State Board of Health; at the discretion of the State Superintendent the applicant may be required to take a special examination given by a physician designated by the State Board of Education.

(3) Leadership and Personal Characteristics—Each applicant for a supervisory position must file with the County Superintendent and the State Superintendent a completed application form setting forth experience, leadership activities, personal characteristics, and other items as may be included on a form prescribed and adopted by the State Board of Education.

b. Special Qualifications* (see note)

(1) Qualifications of General Supervisors

General Supervisors shall meet the following requirements:

(a) Hold a valid teaching certificate, graduate or above, having on face thereof, "Administration and Supervision," covering both elementary and secondary levels.

Temporary approval may be given for a general supervisor who does not meet certification requirements in full, provided, a plan for securing full certification within two years is filed and carried out.

(b) Have five years successful experience including teaching and/or administrative and supervisory responsibility, at least two years of which experience shall have been completed within the five years immediately preceding appointment to a supervisory position.

(c) Beginning supervisors shall hold a certificate of Rank II or above in accordance with Section 236.07 (1), Chapter 23726, Laws of Florida, Acts of 1947.

(2) Qualifications of Supervisors at the Elementary or Secondary School Levels.

Supervisors whose duties are limited to the elementary or secondary school levels shall meet the following requirements:

(a) Hold a valid teaching certificate, graduate or above, having on the face thereof "Administration and Supervision" covering the level to be supervised.

(b) Have five years successful experience including teach-

* Requirements here set forth are to be considered a minimum and every effort shall be made to secure the services of persons with much higher types of qualifications and experience. When a supervisor is appointed who meets only minimum requirements he shall be required to make every effort to improve his qualifications consistent with the proper performance of the duties to which assigned.

ing and/or administrative and supervisory responsibility, at least two years of which experience shall have been completed within the five years immediately preceding appointment to a supervisory position. At least three years of the experience shall have been in the level to be supervised and the degree upon which certificate is issued shall have included the special level to be supervised as a major field of training.

(c) Beginning supervisors shall hold a certificate of Rank II, or above.

(3) Qualifications of Supervisors of Special Subjects or Special Programs.

(a) Hold a valid teaching certificate, graduate or above, or its equivalent, in the field for which responsibility is given.

(b) Five years successful experience as a teacher, administrator, or supervisor in the field for which responsibility is given, at least two years of which shall have been completed within the five years immediately preceding appointment to the supervisory position.

(c) Academic specialization shall have included the field to be supervised and the field of education including at least six semester hours in curriculum and supervision.

2. Duties of Supervisors.

a. Persons employed through the use of supervisory units shall give full time to working with teachers, principals, and other school personnel in the field of instruction. Under no circumstances will administrators or administrative assistants be certified from supervisory units.

b. In counties not employing a supervisor of Negro schools the general supervisor shall have his services equitably apportioned among the schools (white and/or Negro) in the one or more counties by whom he is employed.

c. General supervisors shall be paid and subject to duty on a twelve months basis, and special supervisors on not less than a ten months basis. Supervisors shall attend all conferences called by the State Superintendent of Public Instruction which are related to the satisfactory performance of supervisory duties.

d. Supervisors shall make such periodic reports relative to their plans and accomplishments as may be required by the Division of Instruction of the State Department of Education.

3. Procedure for Employment of Supervisors

a. The employment of persons to fill supervisory positions in a county shall follow the procedure prescribed by law and by State Board Regulations for other instructional personnel up through the point where the County Board of Public Instruction has approved the nomination of the individual concerned. The County Superintendent shall then certify the action to the State Superintendent of Public Instruction, furnishing all information necessary to enable the State Superintendent to present the matter to the State Board of Education for approval or disapproval. The action of the State Board of Education shall then be certified by the State Superintendent to the County Superintendent. In the event the State Board concurs in the action of the County Board, the County Board may then proceed with contracting for the services of the supervisor. In the event the State Board finds the individual not qualified or for other reasons rejects the nomination of the individual concerned, the County Superintendent shall initiate action to secure the nomination of some other individual qualified for the position.

b. The dismissal of persons in supervisory positions in a county shall follow the procedure prescribed by law and by State Board Regulations for other instructional per-

sonnel with the additional requirement that approval of the State Board of Education shall be necessary before the dismissal of any supervisor may be effectuated.

Adopted July 3, 1947
Section 236.04 (1) (2)

State Board Regulation
relating to
ISOLATED SCHOOLS

(Adopted in accordance with the provisions of Section 236.04 (1) and (2), Chapter 23726, Laws of Florida, Acts of 1947)

1. Instruction units for all non-isolated schools with less than 120 pupils in average daily attendance will be calculated by dividing the average daily attendance of such schools by 27.

2. *ISOLATED SCHOOLS.* Any school having less than 120 pupils in average daily attendance shall be considered an isolated school for the purpose of computing instruction units when any of the following conditions are found to exist:

a. *Elementary Schools*

(1) *School with 90 to 119 pupils inclusive in average daily attendance:* If it is more than six miles by the nearest passable road from another elementary school for the same race in which satisfactory facilities could be provided.

(2) *School with from 60 to 89 pupils inclusive in average daily attendance:* If it is more than eight miles by the nearest passable road from another elementary school for the same race in which satisfactory facilities could be provided.

(3) *School with 59 pupils or less in average daily attendance:* If it is more than ten miles by the nearest passable road from another elementary school for the same race in which satisfactory facilities could be provided.

(4) If more than 15% of the pupils to be transported would have to be on the bus for an average of more than one hour each morning or evening.

(5) Not more than one instruction unit shall be allowed for any one-teacher elementary school regardless of whether it is considered an isolated school; Provided, however, that an instruction unit will not be allotted for a school with an average daily attendance of less than nine, unless evidence is presented to the State Superintendent showing that consolidation of this school is impossible.

b. *Junior High Schools*

(1) *School with 90 to 119 pupils inclusive in average daily attendance:* If it is more than seven miles by the nearest passable road from another junior high school for the same race in which satisfactory facilities could be provided.

(2) *School with from 60 to 89 pupils inclusive in average daily attendance:* If it is more than nine miles by the nearest passable road from another junior high school for the same race in which satisfactory facilities could be provided.

(3) *School with 59 pupils or less in average daily attendance:* If it is more than eleven miles by the nearest passable road from another junior high school for the same race in which satisfactory facilities could be provided.

(4) If more than 25% of the pupils to be transported would have to be on the bus for an average of more than one hour each morning or evening.

(5) Unless a center has a ninth grade or is definitely organized as part of a high school it is to be considered

an elementary school for purposes of computing instruction units and determining isolation.

c. Senior High Schools

(1) *School with 90 to 119 pupils inclusive in average daily attendance:* If it is more than eight miles by the nearest passable road from another senior high school for the same race in which satisfactory facilities could be provided.

(2) *School with 60 to 89 pupils inclusive in average daily attendance:* If it is more than ten miles by the nearest passable road from another senior high school for the same race in which satisfactory facilities could be provided.

(3) *School with less than 59 pupils in average daily attendance:* If it is more than twelve miles by the nearest passable road from another senior high school for the same race in which satisfactory facilities could be provided.

(4) If more than 25% of the pupils to be transported would have to be on the bus for an average of more than one hour each morning or evening.

(5) Unless a center has a twelfth grade it is to be considered as a junior high school for purposes of computing instruction units and determining isolation.

3. *TEMPORARY ISOLATED SCHOOLS.* Any school having less than 120 pupils in average daily attendance shall be considered a *temporarily isolated school* for the purpose of computing instruction units when satisfactory facilities cannot be provided at another appropriate center within the distances prescribed above, or when the pupils cannot be transported because of road conditions; provided, however, no school will be considered as temporarily isolated because of lack of building facilities after July 1, 1948.

Adopted July 21, 1953

Section 239.38

239.41

239.42

State Board Regulation
relating to

THE DISTRIBUTION OF GENERAL SCHOLARSHIPS

1. In accordance with provisions of Sections 239.38, 239.41 and 239.42, Florida Statutes as amended by the 1953 Legislature, the following distribution of scholarships is established:

	White	Negro	Total
Alachua	16	7	23
Baker	7	1	8
Bay	17	4	21
Bradford	8	2	10
Brevard	13	3	16
Broward	21	7	28
Calhoun	7	1	8
Charlotte	5	1	6
Citrus	6	2	8
Clay	10	2	12
Collier	6	2	8
Columbia	11	2	13
Dade	54	10	64
DeSoto	8	1	9
Dixie	5	1	6
Duval	40	12	52
Escambia	27	6	33
Flagler	4	1	5
Franklin	6	1	7
Gadsden	10	9	19
Gilchrist	4	1	5

The Distribution of General Scholarships (Continued)

	White	Negro	Total
Glades	3	1	4
Gulf	7	1	8
Hamilton	7	2	9
Hardee	9	1	10
Hendry	6	1	7
Hernando	7	1	8
Highlands	9	2	11
Hillsborough	42	6	48
Holmes	11	1	12
Indian River	9	2	11
Jackson	12	6	18
Jefferson	6	4	10
Lafayette	4	1	5
Lake	15	4	19
Lee	13	2	15
Leon	15	8	23
Levy	8	2	10
Liberty	3	1	4
Madison	8	4	12
Manatee	15	3	18
Marion	13	6	19
Martin	6	2	8
Monroe	15	2	17
Nassau	9	2	11
Okaloosa	15	1	16
Okeechobee	4	1	5
Orange	28	5	33
Osceola	9	1	10
Palm Beach	24	9	33
Pasco	12	2	14
Pinellas	34	4	38
Polk	29	5	34
Putnam	12	3	15

The Distribution of General Scholarships (Continued)

	White	Negro	Total
St. Johns	12	4	16
St. Lucie	11	3	14
Santa Rosa	12	1	13
Sarasota	15	2	17
Seminole	11	5	16
Sumter	8	2	10
Suwannee	11	2	13
Taylor	8	2	10
Union	7	2	9
Volusia	20	6	26
Wakulla	5	2	7
Walton	9	3	12
Washington	10	1	11
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Total	843	207	1050
	80.3%	19.7%	100%

If any county shall receive more scholarships under this distribution than the total of its General, Representative, and Senatorial scholarship holders on the 1953-54 scholarship roll, the additional scholarships shall not be activated until it is ascertained that the appropriation for scholarships is sufficient for this purpose.

2. Within the allocation tentatively allotted each county, vacancies shall be declared in such a manner as to insure having, whenever possible, not less than twenty-five per cent of the total number of awards open to white and to Negro students respectively who would enter an approved Florida institution as freshmen during each and every year. Where there are sufficient vacancies in any county to allow such distribution, twenty-five per cent of the total number

shall also be made available to persons falling in each of the following levels: sophomore, junior, senior.

3. A scholarship holder must register in the school, college, or department of education of an institution of higher learning located in Florida and approved by the State Board of Education for teacher education and certification.

4. The State Superintendent shall have authority to declare in which teaching fields applicants must train to be eligible for a scholarship.

5. A General Scholarship for the Preparation of Teachers may be renewed annually for a period of four years, but may not be used for work beyond the four-year degree level nor after the holder has received \$1600.00 in scholarship funds.

6. Examinations to fill vacancies for General Scholarships are to be held twice a year, in the fall and in the spring. The State Superintendent of Public Instruction shall make all arrangements for these examinations and shall supervise the selection of winners, etc.

7. If for any reason, illness included, a scholarship holder must remain out of college for longer than one semester, he will forfeit his scholarship. If later he returns to college and desires scholarship aid, he must re-apply by submitting a new application for a declared vacancy. An exception may be made in the case of a scholarship holder called into the Armed Services. If the veteran desires scholarship reinstatement upon his return from service, his scholarship may be restored to him if a vacancy exists in his county.

8. If on July 1 of any year, quotas for white or Negro students with respect to General Scholarships for the Preparation of Teachers remain unfilled in any county, and if upon investigation by the State Superintendent it is found that such conditions exist because of (1) a dearth of persons interested in making application or (2) the failure of ap-

plicants to make the required minimum score, the State Superintendent may declare such vacancies to exist on a state-wide basis. The state-wide vacancies declared should then be awarded in the following manner:

a. A roster shall be compiled containing the names of eligible persons making the minimum passing score who failed to receive an award on the latest examination.

b. From such roster, in order of rank of excellence and in keeping with the college-year level for which the vacancies placed in the state-wide pool exist, awards are to be made.

c. Persons receiving such awards will be permitted to continue them from year to year, as provided by law, until the termination of the scholarship; at the end of this period, such vacancies shall be again restored to the counties to which they were originally allocated.

9. This repeals paragraph 2, pages 225-26 of State Board Regulation relating to Summer School Scholarships and Scholarships for Preparation of Teachers, pages 224-26, adopted July 6, 1949.

Adopted July 21, 1953

Sections: 239.19

239.38-239.44

**State Board Regulation
relating to**

SCHOLARSHIP COMMITTEE

The State Scholarship Committee shall be composed of eight members appointed by the State Superintendent of Public Instruction. The membership shall be the dean of education of each of four colleges or universities approved for teacher education for white teachers, the president or dean of education of one college or university approved for teacher education for Negro teachers, the dean or the director of one approved junior college, and two members of the State Department of Education.

Two members shall be appointed for a one year term, two for two years, two for three years, and two for four years. Thereafter each member shall be appointed for a term of four years.

Any vacancy shall be filled for the unexpired term by appointment by the State Superintendent of Public Instruction.

The committee shall elect its chairman and recorder for terms not to exceed two years.

The duties of the committee shall be to formulate policies and make recommendations that will add to the effectiveness of the scholarship program.

The committee shall meet at least twice a year and at such other times as the chairman shall consider necessary.

The committee may invite other officials concerned with the administration of the scholarship program to meet with the committee at any meeting.

Adopted November 16, 1948
Sections 239.41 thru
239.44
239.19 thru
239.24

State Board Regulation
relating to

**SCHOLARSHIPS FOR PREPARATION OF TEACHERS
AND HOUSE AND SENATORIAL SCHOLARSHIPS**

(Adopted in accordance with the provisions of Sections 239.41 thru 239.44 and Sections 239.19 thru 239.24, Florida Statutes, as amended by Chapter 23726, Laws of Florida, Acts of 1947)

The method and manner of handling and collecting scholarship notes which may become in default shall be as follows:

The President of each institution of higher learning where the scholarship was held shall give such assistance as may be reasonably requested by the State Treasurer in the collection of scholarship notes which have become payable by reason of the scholarship holder failing to perform services in satisfaction of his scholarship note.

Adopted July 3, 1947
Section 242.05 (1)

**State Board Regulation
relating to**

STATE SUPERVISORY SERVICES

(Adopted in accordance with the provisions of Section 242.05(1), Florida Statutes, 1941, as amended by Chapter 23726, Laws of Florida, Acts of 1947)

1. The use of State Supervisory Funds shall be in accordance with a budget for a program planned as a part of the State Department of Education services for supervision of white and Negro schools as recommended by the State Superintendent of Public Instruction.
2. Recommendations for nomination of persons to fill State Supervisory positions shall be submitted to the State Board of Education by the State Superintendent of Public Instruction. In no case may any individual be certified, nominated, or paid any salary from State Supervisory Funds who does not meet the qualifications prescribed by the State Board of Education for holding supervisory positions of the type being filled.
3. Approval by the State Board of Education shall be necessary before any State Supervisory Funds may be paid to any person recommended and employed in accordance with the preceding section; approval of both the State Superintendent of Public Instruction and the State Board of Education shall be necessary before the dismissal of any supervisor employed through use of State Supervisory Funds may be effectuated.
4. Included as a part of the administrative plan for supervision the State Superintendent shall file with the recommendation a brief statement outlining (1) the duty to be

performed by the supervisor; (2) the total annual salary; (3) the amount to be paid for travel; and, (4) qualifications of supervisor to be employed.

5. The qualifications and duties of State Supervisors shall be in accordance with the types of qualifications and the duties as listed for County Supervisors as would be applicable to work on the State level.

Adopted February 14, 1950
Sections 234.01 thru 234.25
and related sections.

**State Board Regulation
relating to**

TRANSPORTATION OF PUPILS

(Adopted in accordance with Chapter 234 and related sections of Florida Statutes)

* * * *

(8) The land sections shall be computed separately for white and Negro races.
