

THE ORIGINS OF HIGHER AFRICAN AMERICAN EDUCATION IN FLORIDA

STRAND A TIME, CONTINUITY AND CHANGE

INFUSION POINT	BENCHMARK	REFERENCES	SUNSHINE STATE STANDARDS
American Diversity (1866 - 1920)	SS.A.1.2 Understands how ideas and beliefs, decisions, and chance events have been used in the process of writing and interpreting history.	Bryant, B. Carleton. Dissertation - <u>With More than Deliberate Speed: A Historical Study of Six Major Issues in Secondary Education in Palm Beach County, Florida (1954-1972) From A Black Perspective.</u> Boca Raton, FL: Florida Atlantic University, 1975.	SS.A.1.2 SS.A.1.4 SS.A.5.2
	SS.A.1.4 Uses chronology, sequencing, patterns, and periodization to examine interpretations of an event.	Bullock, Henry Allen. <u>A History of "Negro" Education in the South.</u> New York, New York: Prager Publishers, 1967. Franklin, John Hope and Alfred Moss, Jr. <u>From Slavery to Freedom.</u> 7th ed. New York, New York: McGraw Hill, Inc., 1994.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">GOAL 3 STANDARDS</div> 3.1 Information Managers 3.2 Effective Communicators 3.3 Numeric Problem Solvers 3.4 Creative and Critical Thinkers 3.5 Responsible and Ethical Workers 3.6 Resource Managers 3.7 Systems Managers 3.8 Cooperative Workers 3.9 Effective Leaders 3.10 Multiculturally Sensitive Citizens
	SS.A.5.2 Understand the social and cultural impact of immigrant groups and individuals on American society after 1880.	Jones, Maxine D. and Kevin M. McCarthy. <u>Negroes in Florida.</u> Sarasota, Florida: Pineapple Press, 1993. Neyland, Leedell W. and John W. Riley. <u>The History of Florida Agricultural and Mechanical University.</u> Tallahassee, Florida: Florida A & M University, 1963. Patrick, John L. Editor. <u>Negro Voices of Triumph.</u> Lynchburg, Virginia: Time Life Books, 1994.	

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GOAL: Students will understand the cause and effect of the vestiges of the Civil War and the vision for higher education in Florida.

INFUSION POINT

OBJECTIVES

American
Diversity
(1866 -1920)

Students will be able to:

- determine the development and growth of higher education in Florida.
- understand the political action involved in the site selection of higher education facilities.
- comprehend the rationale for the selection of the cities of Tallahassee and Gainesville, Florida, as the sites for the early institutions of higher education.
- understand the circumstances of the population growth in Florida.
- locate each site by studying a current map of Florida.
- understand and appreciate the leadership roles demonstrated by the “Black” and “White” men and women of goodwill.

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INFUSION POINT	CULTURAL CONCEPTS / INFORMATION
<p>American Diversity (1866 -1920)</p>	<p>As the decade of the 1880’s began, the state of Florida did not assume any direct responsibility for providing higher education for its “Negro” citizens, in spite of the fact that this ethnic group constituted approximately 47 percent of the total population. Steps were taken to address this condition during the first administration of Governor William D. Bloxham (1881-1885), a graduate of William and Mary College and a native of Leon County, Florida. He advocated a vigorous program designed to extricate the state from its governmental lethargy. In his Inaugural Address of 1881, he announced: “We must invite a healthy immigration, develop our natural resources by securing proper transportation, and educate the rising generation.” This combination was emphasized as “the three links in the grand chain of progress upon which we can confidently rely for our future growth and prosperity.”</p> <p>During his four years in office, Governor Bloxham diligently endeavored to implement his inaugural promises. Under his leadership, a greater degree of economic prosperity was realized. He worked to reclaim and develop swampland, construct railroads, and develop new industries. In addition, he initiated new methods and techniques of agricultural production. Between 1880 and 1885, the central Florida agricultural industry experienced a tremendous growth explosion with the introduction of orange groves. This boom encouraged a large number of opportunity seekers to rush into the state. Rowland H. Rerick in <u>Memoirs of Florida</u> contended that, to a large extent, “the gold orange was guiding the footsteps of the immigrants and footsteps of the railroad engineers.”</p> <p>In the wake of this economic prosperity, a steady influx of immigrants found their way into the state. The <u>United States</u></p>

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INFUSION POINT	CULTURAL CONCEPTS / INFORMATION <i>Continued</i>
<p>American Diversity (1866 -1920)</p>	<p><u>Census of Population for 1880</u> placed the total population of Florida at 269,655, of which 47 percent were “Negroes”. At the end of the next five years, the Florida State census showed a total population of 338,406; with Negroes constituting 20,531 of the 68,751 total increase. By 1900, the population of the state had increased to 391,949, a 45 percent increase over ten years, thus making Florida the fastest growing state, proportionately, east of the Mississippi River.</p> <p>Although the White population had far outstripped the Negro population in the state by 1885, Negroes outnumbered Whites in many counties, especially in those where vestiges of the old plantation system remained. The counties with the largest Negro population were Leon, with 3,347 Whites out of a total of 17,744 inhabitants, for a ratio of slightly more than five to one; Jefferson, four to one; and Gadsden, two to one. Other counties, which claimed more than 100,000 Negro inhabitants in 1885, were Duval, Alachua, Jackson, and Marion. Since the middle Southern counties of the Peninsula had comparatively small Negro populations, it was only logical that most of the early educational institutions should be concentrated in the Northern section of the state.</p> <p>In an effort to implement his third inaugural pledge, “to educate the rising generation,” Governor Bloxham said in his annual message on January 2, 1883: “There is no subject more important than public education. Universal suffrage demands universal education as its protector. The ballot is a most potent weapon, but, when wielded by ignorance, there is none more dangerous to free government.” Shifting from the political importance of education, he emphasized that education complimented itself to any state in an economic sense. He pointed out that “experience demonstrates that intelligent labor is</p>

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<p>American Diversity (1866 -1920)</p>	<p>worth at least fifty percent more than illiterate, while the illiterate furnish fifty times their proportion of paupers and many times more than the proportion of criminals.” Contending that ignorance was a burden on the state, he was an advocate for education and literacy for all Florida citizens.</p> <p>In response to the admonition of Governor Bloxham, on March 5, 1883, the legislature passed an education bill, which was distinguished for its liberality to both Negro and White education. In addition to authorizing the counties to increase local school taxation to four mills on the dollar, it authorized the first appropriation of \$4,000 annually for teacher institutes and Normal Schools for both races. The first Normal School for colored teachers was opened in 1884, just a few months after Albert J. Russell had become Superintendent of Public Instruction. In his first report he stated that in compliance with the act of the legislature in 1883, he had “organized and conducted Normal Schools for colored teachers at Tallahassee and Gainesville. The Normal Department in Tallahassee was conducted in Union Academy and was operated during the months of July and August.</p> <p>During the first year of operation, the two schools enrolled a total of 94 teachers, of which 51 received teacher education certification. The next two years showed substantial increases in enrollment and attendance. The Normal School for Colored Teachers at Gainesville reported 49 students during 1885 and 71 in 1886. Throughout the three years of operation, the Negro Normal Schools reported a grand total of 331 students in attendance. These students studied under the tutelage of White instructors including Professors W. N. Sheets, J. C. Waters, J. A. Ingram, E. Goodwin, and W. Merz of Tallahassee,</p>

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<p>American Diversity (1866 -1920)</p>	<p>Florida. During the year 1885, the legislature appropriated \$817 for the operation of the two Negro schools and increased the appropriation to \$1,008 in 1886. Although East Florida Seminary and West Florida Seminary for Whites did not show substantially larger enrollments, the appropriations for each of these institutions was \$750 per year. Perhaps the difference in appropriations was not influenced so much by racial consideration as by the fact that the latter schools had more diversified offerings than the Negro Normal Schools.</p> <p>As evidenced by the excellent attendance at the Negro Normal Schools, colored teachers appreciated this opportunity for advanced educational training. In addition to creditable attendance, students exemplified studious attitudes in their efforts to take full advantage of all training opportunities afforded them. While it is true that these schools were conducted by some of the highest rated teachers in the state, an extra incentive (which undoubtedly encouraged a high quality of work on the part of the students) was the fact that only those schools gave out certificates. Furthermore, since continuous employment and advancement in the common schools was becoming more and more contingent upon proper certification, passing competitive certification examinations were a prime factor in motivating good work.</p> <p>During the last year of Governor Bloxham’s first administration, the legislature passed a resolution declaring that the constitution of 1868 was “not in accord with the wishes of the people“. The principle agitation for a new constitution to replace the so-called carpetbag constitution of 1868 emanated from dissatisfaction with the extensive power of the governor to appoint practically all state and local officials. The executive appointment compromise had been accepted during the Republican domination of state politics as a method of maintaining White supremacy in the “Black Belt” counties where there was a</p>

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<p>American Diversity (1866 -1920)</p>	<p>preponderance of Negroes. The demand of White voters for “home-rule” and more representative government became more insistent. With the assurance that the Negro represented a political threat, White leaders became extremely concerned with lessening “the vast responsibility and labor, imposed upon the governor in the appointment of officers.” To accomplish these ends, it was necessary for the legislature to call a convention to rewrite or make the desired changes in the present constitution.</p> <p>Pursuant to the act of the Legislature of the State of Florida approved February 12, 1885, and entitled, “An Act Calling A Constitutional Convention and Providing for Electing Delegates to the Same” was created. A new constitution was ratified by a very small popular vote in November 1886, and went into effect on January 1, 1887. The apathy as expressed by the small number of votes was perhaps indicative of the lack of a felt need for constitutional changes on the part of the general public.</p> <p>The Constitution of 1885 was paradoxical in some respects. While it typified democratic retrogression in its insistence upon segregation of the races in the public education systems, it was progressive in that it provided for a uniform system of public schools with liberal maintenance for the system. After creating a State Board of Education, consisting of the Governor, Secretary of State, Treasurer, Attorney General, and Superintendent of Public Instruction, the constitution specified definitely what funds should be set aside for the creation of a permanent state school fund. It further provided for a state tax of one mill and the apportionment of this fund with interest on the permanent fund among the counties of the state annually. It also provided for a county tax “of not less than three mills or more than five mills; for a School District tax not to exceed three mills whenever the majority of the qualified electors thereof (of such district) that pay a tax on real or personal property, shall vote in favor of such levy.” The new constitution also took the first step in establishing the nucleus which was destined to become</p>

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<p>American Diversity (1866 -1920)</p>	<p>Florida Agricultural and Mechanical University (FAMU) when it provided Section 14 to Article XII: “The legislature at its first session shall provide for the establishment, maintenance, and management of such Normal Schools, not to exceed two, as the interest of public education may demand.”</p> <p>The section providing for various forms of taxation for the maintenance of public education for both Whites and Negroes met with mixed emotions on the part of the general constituency throughout the state. The <i>Palatka Daily News</i> favored the decision, while the <i>Daily Herald</i> of Jacksonville, Florida, edited by John Temple Graves, lambasted the members of the convention as “school cranks” who were trying to “confiscate the property of the state to educate the Negroes.</p> <p>A coalition of Democrats and Republicans formed a force sufficiently strong to adopt and ratify the education provisions at the convention as a part of the new constitution. The increasing school population among Negroes, combined with the high priority being placed on education by Negro and state leaders, foretold a pressing need for more schools with better trained teachers. The general acceptance for Normal Schools led Governor E. A. Perry to declare: “Such as increased interest was manifested in these schools in 1886, and consequently, so much more benefit derived from them in the year preceding, as to give satisfactory assurance that the expenditure was a wise one. The growth and prosperity of this institution is a subject in which every citizen of Florida should feel pride.” These early Normal Schools, of which he spoke, were in no way connected with State Normal Colleges for Colored Students which was to be established in 1887. It cannot be denied that they were unofficial precursors of state supported higher education for Negroes. They adequately demonstrated a need for a permanent institution dedicated to the task of providing advanced training for Negro teachers throughout the state.</p>

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<p>American Diversity (1866 -1920)</p>	<p>Even though a manifest need for a permanent state-supported normal college existed, it is highly improbable that the Legislature would have provided such a school for Negroes without the presence and influence of Representative Thomas Van Renssalaer Gibbs. Representative Gibbs, a Negro from Duval County, introduced in 1887 the bill which established the Florida State Normal and Industrial School for Negroes, now Florida A&M University. He was the son of the famous Jonathan C. Gibbs who had served the state of Florida during the Reconstruction Period as Secretary of State (1868-1873) and Superintendent of Public Instruction (1873-1874). The quality of his father's leadership during his political ascendancy led William W. Davis in <u>Civil War and Reconstruction in Florida</u> to conclude: "The most cultured member of the convention, probably, was Jonathan Gibbs, a Negro. In this period of intense unrest, he was seen as a highly intellectual and able political leader.</p>

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INFUSION POINT	LINKAGES TO AMERICAN HISTORY
<p>American Diversity (1866 -1920)</p>	<ul style="list-style-type: none"> ➤ 1866 - Edward Waters College, Jacksonville, Florida. ➤ 1873 - Florida Memorial College, formerly Florida Normal and Industrial College in St. Augustine, Florida. ➤ 1880 - Forty-seven (47%) of Florida’s population were Negro citizens. Negroes were the majority in counties of Leon, Duval, Alachua, Jefferson, Gadsden, Marion and Jackson. ➤ 1883 - Governor Bloxham pushed for education of Negroes. Florida Legislature passes a bill for Education of Negroes and Whites separately. ➤ 1884 - The first normal school for colored teachers, Florida A & M University, opened in Tallahassee, Florida . ➤ 1885 - The Constitution of Florida provided for a “Uniform system of public schools”. State Board of Education created and provided for the Counties in Florida to support public education. ➤ 1887 - Florida Agricultural and Mechanical University, formerly Florida Normal College. ➤ 1904 - Bethune-Cookman College, formerly Daytona Normal and Industrial Institute. ➤ 1909 - NAACP is established as an organization which advocates for the legal rights of Negroes. ➤ 1914 - World War I begins and continues through 1918. ➤ 1918 - Pan African Congress organized by W.E.B. DuBois. ➤ 1919 - Harlem Renaissance begins and continues to 1933. ➤ 1926 - First Negro History Week organized by Carter G. Woodson. ➤ 1929 - The Great Depression begins.

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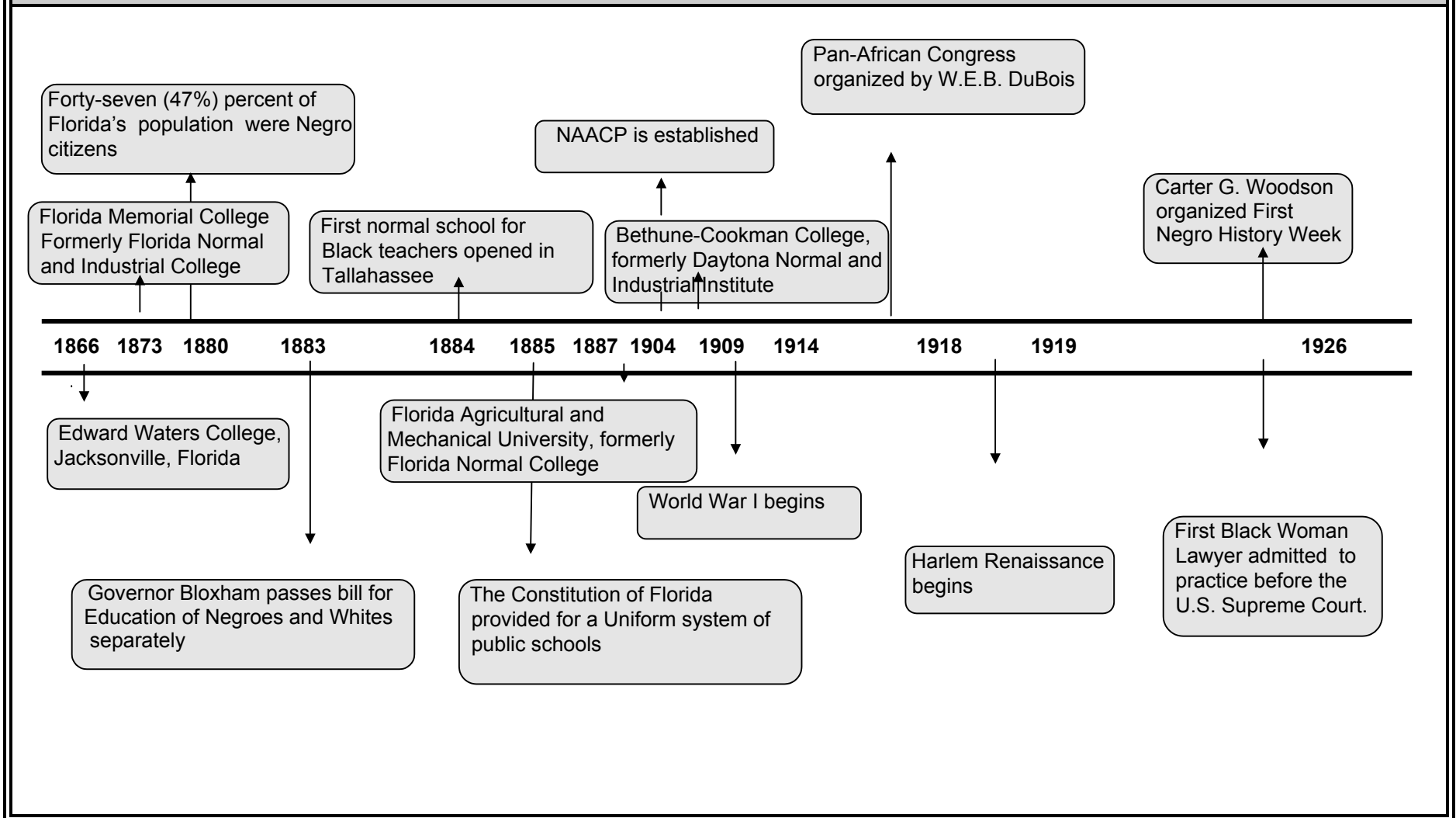
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INFUSION POINT	LINKAGES TO AMERICAN HISTORY CONTINUED
<p>American Diversity (1866 -1920)</p>	<ul style="list-style-type: none"> ➤ 1929 - Black urban ghettos begins. ➤ 1934 - Blacks accepted into unions. ➤ 1935 - Charles Houston is named director of NAACP; He starts the “Road to Brown”. ➤ 1936 - Mary McLeod Bethune is named Director of Negro Affairs of National Youth Administration. ➤ 1939 - World War II begins and continues through 1945. ➤ 1940 - Benjamin Oliver Davis, Sr. becomes the first Negro General in the U.S. Army. ➤ 1940 - Ralph Bunche becomes the first Negro to receive the Nobel Peace Prize. ➤ 1950 - Harry T. Moore, NAACP President in Florida, is killed by a bomb blast at his home. ➤ 1950 - NAACP begins attack on school segregation at elementary and school levels in Kansas and South Carolina. ➤ 1950 - Highway system begins destroying Black communities. ➤ 1954 - United States Supreme Court Brown Desegregation Decision.

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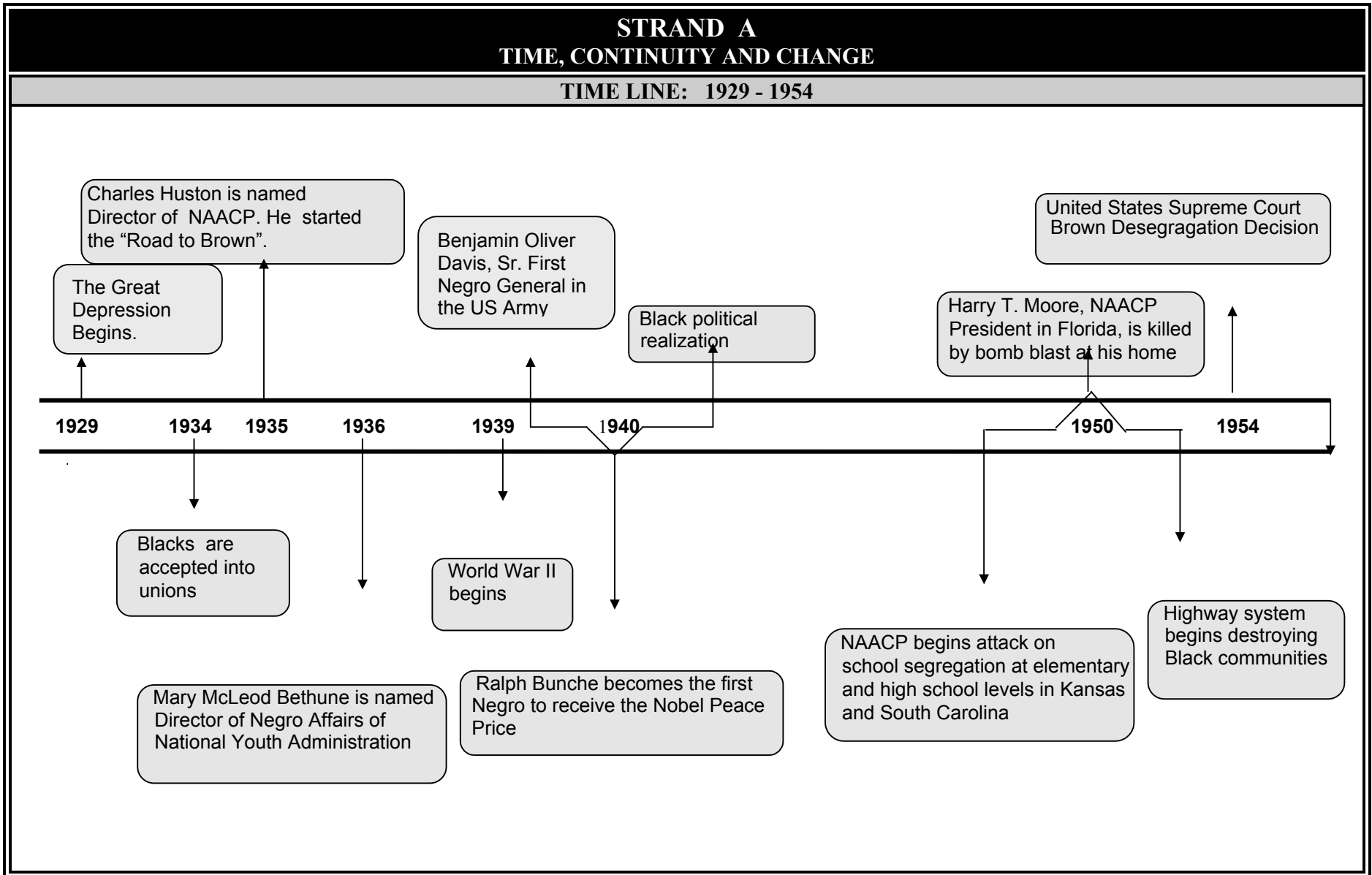
TIME LINE: 1880 - 1926



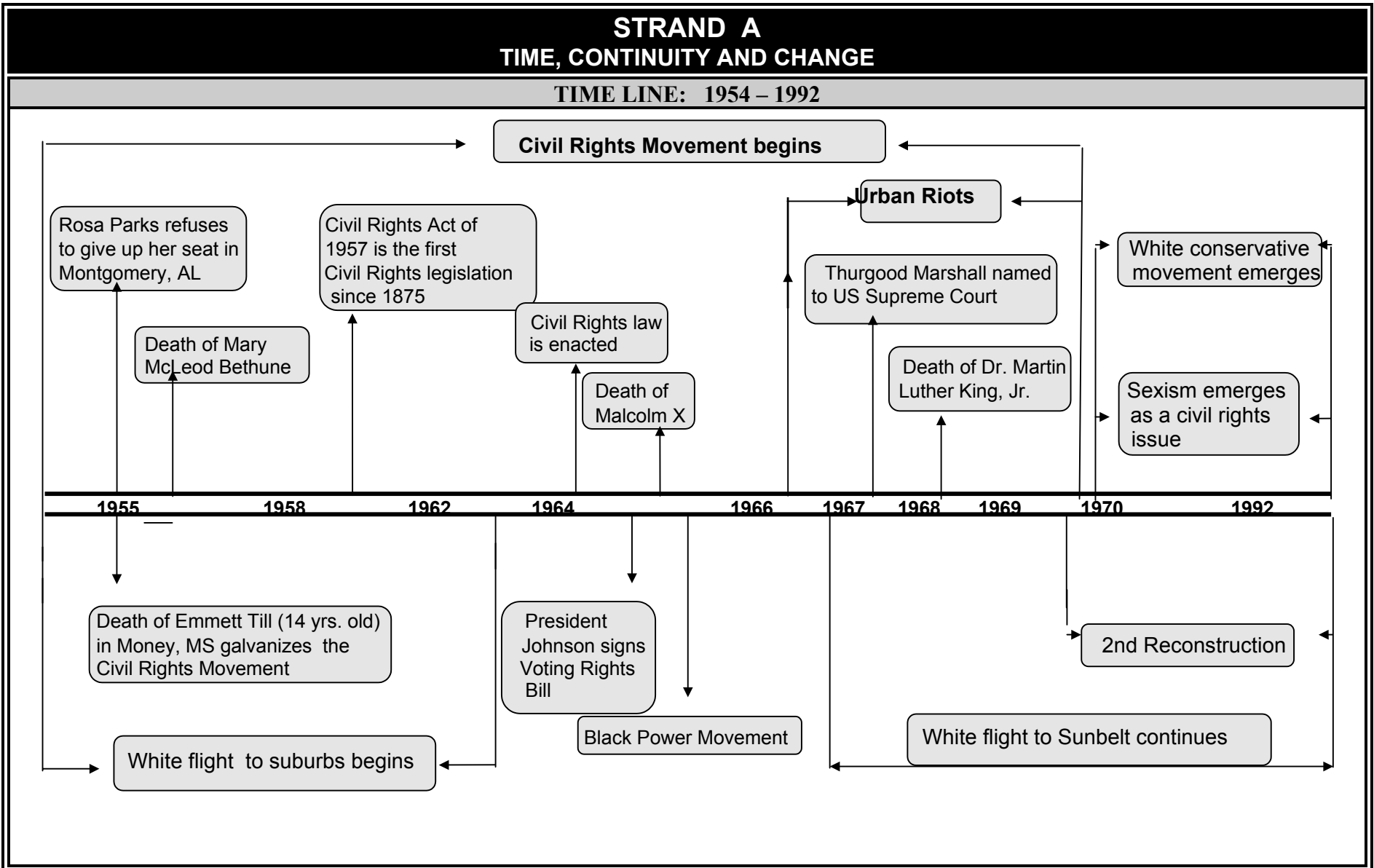
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TIME LINE: 1929 - 1954



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INFUSION POINT	DEFINITION OF KEY TERMS
<p>American Diveristy (1866 -1920)</p>	<ul style="list-style-type: none"> ➤ FAMU - The acronym or alphabetical designation for Florida Agricultural and Mechanical University (FAMU). ➤ “Negro” - The term used by the writer of the history of FAMU to identify people of African descent. ➤ Normal School - The term used by the founders to indicate a two-year institution of Liberal Arts. ➤ Morrill Act - A federal law which provided for the funding and creation of public higher education institutions with open access to citizens of the state. ➤ Population – The inhabitants of a country, town, etc.

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RECOMMENDED STUDENT ACTIVITIES

Language Arts

- Write a poem on the theme "To educate the rising generation."
- Debate the idea that universal suffrage leads to a more intelligent population.
- Research and report on Jonathan Gibbs, the first Negro Superintendent of Public Instruction in the state of Florida.
- Construct a mural that depicts life in a Florida Normal School.

Curriculum Infusion

Mathematics

- Document the percent of growth between historically black institutions (report to the class).
- Compare and contrast predominantly historically black institutions with Florida's white institutions of comparable size.

Science

- Construct a physical map of Florida. Include the major physical features such as: Appalachian, Marianna Highlands, the Everglades, the Coastal Lowlands, and the Barrier Islands.
- Compose a diorama that displays life along Florida seashore.
- Construct a diagram of a graphite lubricator invented by Elijah McCoy (patented April 20, 1915).
- Explain the function of the graphite lubricator, and how it revolutionized the railroad industry.
- Research the life and inventions of Mr. Louis Latimer.
- Compare and contrast the lives of Negro inventors with the lives of other inventors.

Social Studies

- Create a chart that shows the importance of public education in the furthering of the American Dream.
- Research and report on Florida's Normal Schools.
- Construct a map of Florida. Include the locations and names of Florida's sixty-seven counties.

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RECOMMENDED STUDENT ACTIVITIES

Research Skills

- Using the Internet, prepare a paper on the purpose of the Morrill Act.
- Use a map of the United States and Florida to identify all of the Land Grant institutions in the United States of America.
- Use the Internet local library sources to prepare a Power Point presentation on the role and power of Governors, in particular the Governor of Florida with respect to education.
- Conduct research on the role of the Federal Government versus the states with respect to "education." What does the 10th Amendment say about state's rights and control over education?
- Prepare a report on historically Negro colleges and universities in the state of Florida

Curriculum Infusion

Humanities/Arts

- Prepare a scrapbook of Seminole and African artworks during this period.
- Document the music and songs typical of this period of Seminole, Spanish, and African influences.
- Select the artwork of one male or female (either Seminole Indian or African). Prepare a display of the artwork completed by this person.
- Prepare a scrapbook on the religious practices during this period.

Critical Skills

- Use visuals to present the findings on a report that compares and contrasts the different historically Negro colleges.
- Prepare an interactive journal on the contributions of historically Negro colleges and universities (including FAMU).
- Interview a graduate of FAMU and one other graduate of an historically Negro Institution.
- Critique one article on the ratings of FAMU as an outstanding institution of higher education.

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<p>American Diversity (1866 -1920)</p>	<ol style="list-style-type: none"> 1. Students will be assessed on their ability to establish the importance of dates relating to the development of Florida A & M University. 2. Students will be assessed on their ability to write a research paper on Florida A & M University as it is today. 3. Students will be assessed on their ability to prepare an "Action List" noting the importance and impact of Governor Bloxham on education in Florida. 4. Students will be assessed on their journal entries regarding the impact of the Civil Rights Movement on the growth and influence of Black institutions such as Florida A & M University.

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INFUSION POINT	RECOMMENDED STUDENT EVALUATION
<p>American Diversity (1866 -1920)</p>	<p><i>Pre/Post Assessment</i></p> <p>K. CURRENT KNOWLEDGE – FORMATIVE</p> <ul style="list-style-type: none"> ➤ Use a teacher made assessment instrument to determine how much students know about the origin and current status of FAMU. <p>W. WHAT IS TO BE LEARNED? PROCESS</p> <ul style="list-style-type: none"> ➤ Use a matrix to assess the accuracy of students’ timelines. ➤ Use unit content and formulate assessment items. ➤ Use journals, presentations, and portfolios in the process. ➤ Prepare a paper or Action List on the impact of Governor Bloxham on education in Florida. <p>L. WHAT WAS LEARNED? SUMMATIVE</p> <ul style="list-style-type: none"> ➤ Use journals, portfolios to assess gains. ➤ Use multiple choice exams and essays. ➤ Use product evaluation. ➤ Using matrix, students will be assessed on a written report about the impact of the civil rights movement on “Negro” higher education institutions, such as FAMU. ➤ Use a multiple choice exam to assess the understanding of the Morrill Act and education for “Negroes”.