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Teacher Education in Florida, 1933-1961, and the Teaching Internship Program, 1941-1951

Frank Rennie Tubbs

University of Tennessee - Knoxville

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I am submitting herewith a dissertation written by Frank Rennie Tubbs entitled "Teacher Education in Florida, 1933-1961, and the Teaching Internship Program, 1941-1951." I have examined the final electronic copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy, with a major in Education.

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We have read this dissertation and recommend its acceptance:

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Accepted for the Council:

Carolyn R. Hodges

Vice Provost and Dean of the Graduate School

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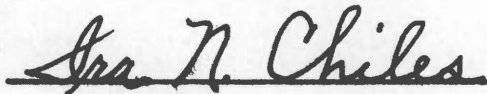
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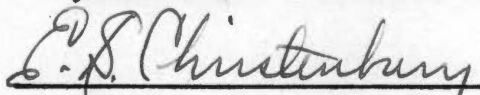
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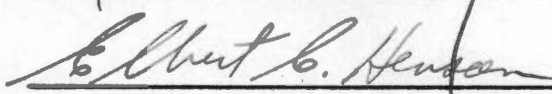
I am submitting herewith a thesis written by Frank Rennie Tubbs entitled "Teacher Education in Florida, 1933-1961, and the Teaching Internship Program, 1941-1951." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

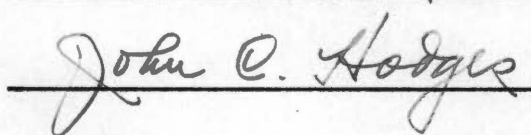

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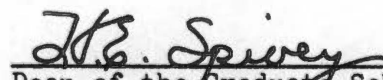








Accepted for the Council:


Dean of the Graduate School

TEACHER EDUCATION IN FLORIDA, 1933-1961, AND THE
TEACHING INTERNSHIP PROGRAM, 1941-1961

A Dissertation
Presented to
the Graduate Council of
The University of Tennessee

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

by
Frank Rennie Tubbs
August 1961

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CHAPTER I

INTRODUCTION

I. PREVIOUS STUDIES

Several historical works dealing with various aspects of education in Florida have been published. In 1889 Bush published a history of education in Florida showing the development of private and public education up to 1889.¹ Shortly thereafter, in 1894, Sheats wrote his "History of the Origin and Growth of Public Schools in Florida."² Eight years later Green's School History of Florida appeared.³ And then, in 1821, Cochran traced the general development of the public school system of the state.⁴

In 1932 Ezell published a history of Florida's secondary schools, with special reference to the public white high school.⁵ One year later Goulding wrote for his doctoral dissertation "The Development of Teacher

¹George Gary Bush, History of Education in Florida (Washington: Government Printing Office, 1889).

²William N. Sheats, "History of the Origin and Growth of the Public Schools of Florida," Biennial Report of the Superintendent of Public Instruction, 1892-1894 (Tallahassee: State Department of Education, 1895).

³E. L. Green, School History of Florida (Baltimore: Williams, 1902).

⁴Thomas Everette Cochran, History of Public-School Education in Florida, Bulletin, 1921, No. 1 (Tallahassee: State Department of Education, 1921).

⁵Boyce Fowler Ezell, The Development of Secondary Education in Florida, With Special Reference to the Public White High School (DeLand: John B. Stetson University, 1932).

Training in Florida."⁶ Also, in 1933 Hinson published in The High School Quarterly his article on the development of secondary education in the state.⁷ A Master's thesis on the development of the teaching internship program between 1939 and 1949 was written by Blanchard in 1949.⁸

Pyburn's Documentary History of Education in Florida, 1822-1860, was published in 1951.⁹ The next year Dodd published History of West Florida Seminary, 1875-1901; Florida State College, 1901-1905.¹⁰ Then in 1954 Pyburn published The History of the Development of a Single System of Education in Florida, 1822-1903.¹¹

II. THE PROBLEM

Statement of the problem. This study is a historical survey of the development of teacher education in Florida from 1933 to 1961 and of

⁶Robert Lee Goulding, "The Development of Teacher Training in Florida" (unpublished Doctor's dissertation, The George Peabody College for Teachers, Nashville, 1933).

⁷M. R. Hinson, "The Development of Secondary Education in Florida," The High School Quarterly, Vol. XXIV, No. 1 (October, 1933).

⁸Helen Wells Blanchard, "The Development of the Florida Internship Program from 1939 to 1949" (unpublished Master's thesis, The University of Florida, Gainesville, 1949).

⁹Nita K. Pyburn (ed.), Documentary History of Education in Florida, 1822-1860 (Tallahassee: Florida State University, 1951).

¹⁰William G. Dodd, History of West Florida Seminary, 1875-1901; Florida State College, 1901-1905 (Tallahassee: Florida State University, 1952).

¹¹Nita K. Pyburn, The History of the Development of a Single System of Education in Florida, 1822-1903 (Tallahassee: Florida State University, 1954).

the teaching internship program from 1941 to 1961. Various factors related to the program are discussed.

The need for the study. No one has written a history about teacher education in Florida since 1933 and about the internship program since 1949. Of the historical research done on education, only selected aspects of the whole educational program in the state have been presented. A comprehensive study of teacher education since 1933 is, therefore, appropriate.

Limitations of the study. This study is limited to the white teacher education institutions in existence in Florida at the present; to certain factors related to teacher education and to the internship program; and to an analysis of enrollments of students in teacher education and of interns by institutions. The institutions are the University of Florida, Florida State University, Stetson University, Rollins College, Florida Southern College, the University of Miami, the University of Tampa, Barry College, Jacksonville University, and the University of South Florida.

Method of procedure and sources of data. The historical method of research was used in this study and involved the following sources of information: (1) minutes of the Teacher Education Advisory Council (discussed elsewhere); (2) publications of the Teacher Education Advisory Council and of the State Department of Education of Florida; (3) selected theses; (4) handbooks issued by the colleges and universities included in the study; (5) selected publications which refer to the internship program

and to teacher education; (6) college catalogs; (7) interviews with persons who participated in the planning and execution of the internship program; and (8) records of teacher education and intern enrollments either on file at the respective institutions or furnished by the Florida State Department of Education. Insofar as is practicable, the data are used chronologically.

Definitions of terms.

Intern--a student teacher who devotes full time for a specified number of weeks to observation and directed teaching.

Student teacher--a term used elsewhere in the nation to designate a student who devotes full time for a specified number of weeks to observation and responsible teaching.

Practice teacher--a term used in Florida designating a student who teaches a part of the school day in a public school or in a campus or laboratory school and who devotes a portion of his time to regular college classwork.

Practice teaching--the experience that the college student has as a practice teacher.

Observation--a technique in which a prospective teacher studies a school in action.

Directing or cooperating teacher--the public school teacher who works with the intern.

College or university supervisor of interns--a member of the college or university staff responsible for working with the intern while in the field.

Director or coordinator of interns--the member of the college or university staff responsible for directing or coordinating the internship activities for an institution.

Organization of the study. The listing of previous studies and the statement of the problem--including the need for the study, the method of procedure and sources of data, and the definitions of terms--are presented in Chapter I.

A comprehensive history of teacher education in Florida from 1933 to the present is given in Chapter II.

Factors related to the development of Florida internship are presented in Chapter III.

Teacher education and intern enrollment figures by year and by institutions are presented in Chapter IV.

A summary of the study and recommendations are presented in Chapter V.

CHAPTER II

TEACHER EDUCATION IN FLORIDA, 1933-1961

In 1933 R. L. Goulding wrote a history of teacher education in Florida for his dissertation entitled "The Development of Teacher Training in Florida."¹ Since his study ended in 1933, this chapter takes up where he left off and brings the survey of teacher education in Florida up to 1961.

Educators in Florida between 1933 and 1961 have had to meet many problems generated by the depression, by World War II, and by the post-war population explosion. Budgetary difficulties during the depression affected colleges and public schools alike. During the War many certified teachers went into the military services or war-time industries, or left the profession for some other reason, creating teacher shortages that could be filled only by personnel teaching under temporary or emergency certificates. After the War so many people moved to Florida that school administrators could hardly build classrooms and staffs fast enough to keep pace with the rapid expansion in enrollments.

These problems and many others drew personnel in the public schools, colleges, and State Department of Education together as they attempted to reach solutions. Dr. Ray V. Sowers, Director of Teacher Education, Stetson University, and Mrs. Eunah Holden, State Consultant in Teacher Education and Internship, 1947-1951, have remarked on the strong spirit

¹Goulding, op. cit.

of cooperation displayed over the state.² Many of the ventures in education during these twenty-eight years are reflected in changes in certification regulations and the establishment of special advisory groups to study the education picture and recommend solutions to problems.

I. CERTIFICATION

Fourteen Kinds of Certificates Current in 1933

At the time Goulding concluded his study of teacher training, the State Department of Education was issuing fourteen different kinds of certificates: Temporary, Primary, Third Grade, Second Grade, First Grade, Professional, Special, Graduate State, Life Primary, Life First Grade, Life State, Life Professional, Life Special, and Life Graduate State.³ The requirements for the various certificates were as follows:

Temporary. An emergency certificate issued by the State Superintendent of Education at the request of the county superintendent by whom the teacher was to be employed; valid only until the examiners held an examination in the county or in an adjoining county.

Primary. Good for four years and valid only in the first three grades of a graded school of four or more teachers. Issued to those who had one year or more of special primary training in a recognized normal school or its equivalent and who passed oral and written examinations on

²Interview with Dr. Ray V. Sowers at Stetson University, May 30, 1961; interview with Mrs. Eunah Holden at her home, DeLand, June 7, 1961.

³Goulding, op. cit., pp. 57, 61.

reading, arithmetic, English grammar, composition, geography, and United States history with an average grade of 80 per cent, with no grade below 60 per cent, and who made these grades in nature study, drawing, manual training, school singing, and the elements of psychology insofar as they were related to primary teaching.

Third Grade. Valid for one year. Issued to any applicant passing an oral or written examination on orthography, reading, arithmetic, English grammar, composition, geography, United States history, physiology, and theory and practice of teaching, and making an average grade of 70 per cent, with no grade below 50 per cent. Renewable only once.

Second Grade. Issued to applicants passing the examination in subjects in the Third Grade above, plus agriculture, civil government, and physical geography, with an average of 80 per cent and no grade below 60 per cent. Good for three years.

First Grade. Good for five years and valid in the first ten grades. Issued to persons making an average of 85 per cent, with no grade below 60 per cent, on subjects listed for the Second Grade, plus biology, psychology, general history, and rhetoric, and to those who had completed the prescribed state course in the teacher training department of a high school. A candidate who held a valid Second Grade Certificate was not required to take examinations in the subjects covered by that certificate.

Professional. Good for five years and valid in all twelve grades. Issued to persons passing examinations on the subjects of the First Grade plus English literature, plane geometry, a foreign language, history and

principles of education, school administration, and the school laws of Florida, with an average of 85 per cent and no grade below 65 per cent. The holder of a First Grade Certificate was not examined on subjects already covered by his certificate.

Special. Issued for specified groups of subjects and good for five years. Required an examination average of 85 per cent, with no grade below 60 per cent. The groups of subjects over which the candidate was examined were mathematics, English, science, foreign languages, history, and two or more branches in any department not mentioned in the first five.

Graduate State. Issued to persons graduated from a standard university, college, or normal school accredited by the State Department of Education, upon recommendation of the State Board of Examiners after the applicants' scholastic records had been reviewed. Two Graduate State Certificates were issued: one based on a four-year degree and the other based on two or more years of college work.

Life Certificates. With the exception of the Temporary Certificate, all of the certificates mentioned above could be converted into Life Certificates after twenty-four months of successful teaching, except the First Grade Certificate, which required forty-eight months of teaching on a First Grade Certificate and three extensions of that certificate. Extensions were for one year, and were accomplished by attending an approved institution not less than six weeks and doing satisfactory work, or

satisfactorily completing the reading circle work prescribed by the State Department of Education.⁴

Certification for the Elementary School
Course, 1932

In February, 1932, the State Board of Education passed a regulation specifying that holders of a Graduate State Certificate who wished to be certified in the Elementary School Course should have three semester hours' credit in one of the following courses:

Introduction to Education
History of Education
Educational Psychology
Child and Adolescent Psychology

and three semester hours' credit in Elementary School Curriculum or in Supervised Teaching of Elementary Subjects. Also, the applicant must have completed the following courses under specialization requirements:

2 semester hours in Methods of Teaching Science
in the Elementary Grades
2 semester hours in Physical Education
4 semester hours in Public School Music
4 semester hours in Public School Art
A credit or non-credit course in Penmanship

This regulation applied immediately to all out-of-state applicants, but Florida graduates were given until the close of the 1933 summer school to meet the requirements for the Elementary School Course.⁵

An addition was made to the existing regulations in 1935, requiring all applicants for the Graduate State Certificates, after September 1, 1936,

⁴Ibid., pp. 49-51, 58-60.

⁵Lois C. Stuckey, "History of Certification in Florida" (Tallahassee: State Department of Education, 1956), pp. 15, 16. (Mimeographed.)

to present credit in Conservation of Natural Resources. This addition was later part of the specialization requirements for certification in Science and in Social Studies. In 1947 the conservation course was dropped from the Science requirements, but Social Studies regulations still require credit in conservation.⁶

Changes in General Teacher Certification, 1939

In 1939 a number of changes were made. The Graduate State Certificate based on a four-year degree was replaced by the Graduate Certificate. The Graduate State Certificate based on two or more years of college work was replaced by the Undergraduate Certificate. The holder of a Graduate Certificate could apply for a Professional Certificate if he had taught the subject or subjects covered by his certificate for a period of twenty-four months and if he had secured two extensions on his certificate. The Professional Certificate was valid for ten years and also subject to extensions. This type of certificate is no longer issued except to persons holding valid Graduate Certificates issued prior to July 1, 1948, and meeting all other requirements.⁷

The requirements for the Graduate Certificate were as follows: Under general preparation an applicant took six semester hours in each of English, Science, and Social Studies; at least one semester of Health Education; and at least one semester of Physical Education. Professional preparation called for eighteen semester hours of education, which could

⁶Ibid., p. 16.

⁷Ibid., p. 17.

include six hours in general psychology. Further specifications required three semester hours of observation and practice teaching beginning September 1, 1940. Up to 1940 credit had not been required in observation and practice teaching. Beginning September 1, 1941, six semester hours in observation and practice teaching were required. Specialization preparation varied from fifteen semester hours to thirty according to the subject. In addition, the applicant had to assert his allegiance to the Constitution of the United States and take an examination in Florida on the Constitution of the United States, or he must have completed six semester hours of college work in American History and Government including the Constitution of the United States.⁸

Provisional Certificates, good for one year and subject to one extension, were issued to graduates who may have lacked six semester hours of meeting any single group of requirements, but who fulfilled graduation requirements of the Graduate Certificate otherwise. No second Provisional Certificate could be issued to an individual within a five-year period.⁹ This certificate was later called the Provisional Graduate Certificate, which was valid for a period of three years but was not subject to extension.¹⁰

The general and specialization requirements for the Undergraduate Certificate were the same as those for the Graduate Certificate except

⁸Certification of Teachers (Tallahassee: State Department of Education, 1939 Bulletin No. 1), pp. 8, 9.

⁹Stuckey, op. cit., p. 18.

¹⁰State Board Regulations Relating to Florida Requirements for Teacher Education and Certification (Tallahassee: State Department of Education. Adopted April 3, 1951. Revised and adopted July 21, 1953), p. 275. (Mimeographed.)

that the applicant must have completed at least sixty semester hours of college work in a standard institution, and, instead of eighteen hours of professional preparation, only nine semester hours in education were needed, three of which should be general psychology. The rules on observation and practice teaching applied also. The Undergraduate Certificate was valid for a period of three years and could be extended.¹¹

The 1939 statutes did not call for the continued issuance of any types of Life Certificates; however, persons with valid certificates, granted under a previous statute which provided for conversion into Life Certificates, were given the benefit of the old statute. The 1939 legislature also changed the regulations governing examination certificates. The number of examination centers was reduced from sixty-seven to nine, and instead of three examinations per year there would be one, in July. The examination was made up of basic information tests, general professional tests, a test on the Constitution of the United States, and tests in special subject fields. The certificates issued on the basis of these tests were called Special Certificates and were valid for a period of three years, subject to extensions. An applicant for one of these certificates must have held a Florida certificate prior to October 1, 1939, or he must have completed at least thirty semester hours of work at a standard institution of higher education. In the same year the minimum age for teachers was raised from seventeen to eighteen years, with the understanding that after July 1, 1940, a teacher must be at least nineteen and after July 1, 1941, at least twenty.¹²

¹¹Stuckey, op. cit., p. 18.

¹²Ibid., pp. 19, 20.

War-time Certification

World War II caused changes in certificate regulations. First, the State Board of Education specified that any person holding a valid Florida teacher's certificate at the time of entering military service could have that certificate extended for a period of time equal to the time spent in war-time military service if he made proper application and presented substantiating evidence of service within six months after his discharge. Second, Emergency Certificates replacing the Temporary Certificates were first issued in 1941 and only when no individuals properly trained and certified were available to fill specific positions. The county superintendent requested such a certificate on a special application form to which he attached a letter explaining the nature of the emergency, what he had done to obtain a regularly certified teacher, and what he planned to do about filling that particular position in the future. This type of certificate was discontinued in 1951. Third, between 1943 and 1946 the State Board of Education issued certificates known as Limited War Provisional, War Provisional for Graduates, and War Provisional for Undergraduates.¹³

The Minimum Foundation Program and Certification, 1947

In 1947 the Florida Minimum Foundation Program (explained on page 30) was established by the legislature. The section of the program pertaining to certification set up a Post Graduate Certificate to be granted to the

¹³Ibid.

applicant with a Master's degree from a standard institution or to the person who had completed thirty-six semester hours in a planned program of work beyond the Bachelor's degree and the Advanced Post Graduate Certificate to be granted to the applicant with an earned Doctor's degree from a standard institution or to the person who had completed thirty-six semester hours in a planned program beyond the Master's degree. The requirements for the regular Graduate Certificate and the Post Graduate Certificate, respectively, must have been satisfied. The 1947 legislature provided for the ranking of all certificates under the Florida Minimum Foundation Program. These ranks ranged from six to one, the latter being the highest under the program.¹⁴

The Temporary Certificate, 1949

In 1949 a new type of Temporary Certificate was established. Issued to persons unable to meet the requirements for one of the regular certificates, the Temporary Certificate was valid for a period of only one year and could be granted on the basis of from thirty semester hours of college work up through a four-year degree or higher. If the applicant had thirty to sixty semester hours of credit, his application had to have the endorsement of the superintendent in the county where the applicant planned to teach. An applicant who had more than sixty semester hours of credit could file application for a Temporary Certificate on his own initiative.¹⁵

¹⁴Ibid., p. 21.

¹⁵Ibid., p. 22.

Changes in 1951

The following changes in certification regulations took place in 1951: An applicant for a Temporary Certificate was required to have ninety semester hours to file on his own initiative, instead of the sixty cited above. The Provisional Undergraduate or Undergraduate Certificate was to be discontinued after October 1, 1952. On April 3, 1951, the State Board of Education adopted a new regulation regarding extension of regular certificates. Under the new regulation certificates could be extended for a period of time equal to their original periods of validity on the basis of six semester hours earned in a standard institution. Three of the six semester hours of work could be done by correspondence, but not more than three. Certificates could be extended more than once. Prospective applicants whose certificates had been extended one or more times under regulations in effect before April 3, 1951, at first were given a one-year period prior to the expiration dates of their certificates to extend certificates, but in October the one-year period was changed to a three-year period.¹⁶

The Provisional Post Graduate Certificate, valid for a period of three years and non-extendable, was made available in 1952 to the individual who had met all the requirements for a Provisional Graduate Certificate and had received the Master's degree from an accredited institution, but who lacked certain credits for the regular certificate.¹⁷

¹⁶Ibid.

¹⁷Ibid., p. 23.

The Earned Degree Necessary for
Certification, 1953

The 1953 legislation regarding certification eliminated planned programs of college work and set a deadline of October 1, 1955, for the completion of programs already underway; thus an earned Master's degree for the Post Graduate Certificate and an earned Doctor's degree for the Advanced Post Graduate Certificate became mandatory. Second, certification by examination was rescinded, thereby making college credits the only basis for issuing certificates. Third, the extension regulation adopted on April 3, 1951, was revised to allow an applicant to earn credits for extension at any time during the life of the certificate to be extended.¹⁸

The Period 1954 to 1961

On October 19, 1954, the State Board of Education stipulated that the Master's degree and the Doctor's degree must be in Education or in Arts and Sciences related to Education for the Post Graduate Certificate and the Advanced Post Graduate Certificate respectively.¹⁹

The 1955 legislature set the age of seventy as the compulsory retirement age. It also provided that those teachers who, on April 15, 1951, were in Rank III on the basis of examination-type certificates issued prior to October 1, 1939, and ninety semester hours or more of college training, could remain in Rank III. These teachers had been in Rank III

¹⁸Ibid.

¹⁹Ibid., p. 24.

on an equivalency basis, which under the 1953 act would have expired July 1, 1955. This bill affected about eighty teachers in the state.²⁰

State Board Regulations, revised June, 1957, specified that all certificates except the Temporary, Provisional Graduate, and Provisional Post Graduate could be extended for a period of time equal to the original period of validity if the applicant took six semester hours of work in residence or extension classes from a standard institution or approved Florida junior college, provided work was completed and application filed prior to the expiration date of the certificate. Correspondence course credits were eliminated. Further, a directing teacher could obtain one semester hour of college credit for each period of internship supervision, with a maximum of three semester hours, to be applied toward certificate extension.²¹

The 1959 legislature specified that the applicant for certification must have a recommendation from the college of graduation, amended the certificate extension law to conform to the existing law on the maximum age of seventy, and defined military service to include peacetime military training.²²

The 1961 legislature passed a number of bills relating directly or indirectly to teacher education. House Bill 417 increased the value of

²⁰"The Legislative Story--1955," The Journal of the Florida Education Association, XXXIII (September, 1955), p. 20.

²¹State Board Regulations Relating to Florida Requirements for Teacher Education and Certification (Tallahassee: State Department of Education, Revised June, 1957), section on extension of certificates. (Mimeographed.)

²²"Details of Selected Bills," Journal of the Florida Education Association, XXXVII (September, 1959), p. 10.

each instructional unit for instructional salaries by \$200 in Ranks I through V in the Minimum Foundation Program. The Florida Education Association requested \$750. Senate Bill 1139 restricts teachers holding Rank I and Rank II certificates issued subsequent to July 1, 1962, to teaching only in those fields named on the certificate.²³

House Bill 2742 creates competence awards of \$400 to teachers evaluated in the top 30 per cent of all teachers in a county, who have scored 600 or more on the common examination of the National Teachers Examination or have made an equivalent score on a comparable examination prescribed by the State Board of Education. Teachers applying for continuing contracts during or after the 1962-1963 school year must have a regular certificate based on graduation from a standard four-year college, must have been reappointed for the fourth successive year in a county, and must have achieved a score of 500 or more on the common examination of the National Teachers Examination or an equivalent score on a comparable examination prescribed by the State Board of Education. The third part of the law on continuing contracts is new. The bill further states that no certificate dated subsequent to July 1, 1961, other than a Provisional or a Temporary Certificate, may be issued to an applicant who has not scored 500 or more on the common examination of the National Teachers Examination. State allocations to counties for persons failing to meet the 500 score will be at the Rank V level. Applicants who wish to raise the ranks of their certificates must also score 500 or more on

²³Legislative Bulletin (Tallahassee: State Department of Education and Florida Education Association, ed. Howard Jay Friedman, June 23, 1961), pp. 4, 7, 8. (Mimeographed.)

the common examination of the National Teachers Examination, in addition to meeting the recency-of-credit requirements.²⁴

The six ranks of teaching certificates are explained as follows:

- Rank I ...Advanced Post Graduate.... Doctor's degree
- Rank II...Post Graduate..... Master's degree
Provisional Post Graduate
- Rank III..Life Graduate State (if based on four years of college training)
Graduate..... Bachelor's degree
Provisional Graduate
Professional (based on a Graduate Certificate)
Temporary (if based on graduation from a four-year college)
Life (if the Life Certificate was assigned the rank of III prior to April 15, 1951)
- Rank IV...Certificates based on ninety or more semester hours of college training and less than a four-year degree
- Rank V....Certificates based on sixty to eighty-nine semester hours of college training
- Rank VI...Certificates based on less than sixty semester hours of college training²⁵

Between 1933 and 1941 examinations for certification were required, but the State Department of Education moved toward raising the requirements for college training, as seen in the preceding pages. By 1941 an applicant for a certificate based on college training, as well as on examinations, had to meet certain requirements in general, professional, and specialization preparations: The following summary shows the changes effected in certification requirements in the past twenty years:

<u>1941</u>	<u>1951</u>	<u>1961</u>
<u>General Preparation</u>		
At least six semester	Not less than forty-five hours,	The 1951 requirements are not

²⁴Ibid., pp. 7, 8.

²⁵Florida Teacher Certification Requirements (Tallahassee: State Department of Education. Adopted by State Board of Education April 12, 1960), p. 47.

<u>1941</u>	<u>1951</u>	<u>1961</u>
hours in each of Science, Social Studies, and English.	including not less than six nor more than twelve semester hours in each of these groups:	changed here.
Health Education or Hygiene--one semester	Arts of Communication	
Physical Education--one semester	Human Adjustment	
General courses in mathematics, fine arts, language arts, etc.	Biological and Physical Sciences, Mathematics Social Studies Humanities and Applied Arts	

Professional Preparation

Eighteen semester hours in Education, plus courses in general psychology. Six semester hours of internship included in the eighteen hours.	Not less than twenty hours in Education, including six semester hours of Foundations of Education, six semester hours of Teaching in the Elementary and/or Secondary School, two semester hours of Special Methods, and six semester hours of internship.	The 1951 requirements are not changed here.
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Specialization Requirements in Semester Hours (a sampling)

Administration and Supervision in Education	24	30	30-36
Art	24	30	30
Bible	12	12	12

	<u>1941</u>	<u>1951</u>	<u>1961</u>
English	24	30	30
Health	12	30 including not less than 9 hours in biological sciences and 15 in health	30 including not less than 9 hours in biological sciences and 15 in health
Languages other than English:			
first year plus 18	first year plus 18	24	
first year plus 18 and 12 for two languages	first year plus 18 and 12 for two languages	12 for an additional language	
Library	24	30	30
Mathematics	15	15	21
Music	24	36	36
Physical Ed.	21	30	30
Science, broad field of	30	32	36 for two areas
Social Studies	30	30	30
Speech	18	18	18
Elementary Education--Graduation from a standard four-year institution with a major in Elementary Education (hours not specified). ²⁶	The same as the 1941 requirement or 27 ²⁷		27 ²⁸

²⁶Information Regarding Certification of Instructional Personnel and Registration Service (Tallahassee: State Department of Education, Certificate Bulletin A, February, 1941), pp. 5-11.

²⁷State Board Regulations Relating to Florida Requirements for Teacher Education and Certification (Tallahassee: State Department of Education. Adopted April 3, 1951. Revised and adopted July 21, 1953), pp. 247-273. (Mimeographed.)

²⁸Florida Teacher Certification Requirements (Tallahassee: State Department of Education. Adopted by State Board of Education April 12, 1960), pp. 14-32.

The summary shows that the changes made between 1941 and 1951 were more pronounced than those between 1951 and 1961. Between 1951 and 1961 requirements were increased for mathematics and science. If a trend is indicated, certification requirements will be strengthened in the subject-matter area rather than in professional preparation.

II. ADVISORY GROUPS

The Teacher Education Advisory Council

From 1937 to 1959 the State Department of Education in Florida was advised in matters related to teacher education by a group composed of representatives from colleges, public schools, and the State Department of Education. In 1959 the membership of the group was changed to include lay representation in the group's discussions, held twice a year usually. That group is the Florida Teacher Education Advisory Council, discussed in paragraphs immediately following and in Chapter III.

The Teacher Education Advisory Council, known also as the TEAC, had its beginning in the Teacher Training Conference held in Gainesville, June 21-24, 1937. Dean J. W. Norman, College of Education, University of Florida, served as the temporary chairman until M. W. Carothers, State Director of Instruction, was elected permanent chairman. The conference discussed the training of teachers, guidance for students in education, and teacher certification.²⁹

On November 4, 1937, Colin English, State Superintendent of Education, wrote to President John J. Tigert, University of Florida, that

²⁹"Minutes," Teacher Training Conference, Gainesville, June 21-24, 1937.

"In matters relating to the teacher training program in the state of Florida, Mr. Carothers and I feel that a teacher training advisory council would be helpful to us. . . ." He went on to propose that the organization of the council would be made up from representatives of the State Department of Education, of the teacher education institutions in the state, and of the public schools.³⁰

The Handbook for Florida's Instructional Personnel has this to say about the Teacher Education Advisory Council:

1. Historical Development

The Florida Teacher Education Advisory Council had its beginning in a group of people, representing the State Department, the Florida Education Association, the colleges and the public schools, who voluntarily began a study of the problems affecting the educational program of the State. This group did much to raise certification standards and gave impetus to the internship program.

2. Recommended Expansion

This early volunteer Teacher Education Advisory Council recommended that the Council be expanded and that it have on its membership representatives from the following groups:

a. Four year colleges

- (1) Barry College
- (2) Florida State University
- (3) Rollins College
- (4) Florida Southern College
- (5) John B. Stetson University
- (6) University of Florida
- (7) University of Miami
- (8) University of Tampa

b. State Department

- (1) Director of Instruction
- (2) Director of Teacher Education
- (3) Director of Field Services
- (4) Consultant, Negro Education

³⁰Letter from Colin English, State Superintendent of Education, to Dr. John J. Tigert, President, University of Florida, November 4, 1937, "Minutes," Teacher Education Advisory Council.

c. Field Members

- (1) County Superintendents
- (2) Elementary Principals
- (3) Secondary Principals
- (4) Elementary Teachers
- (5) Secondary Teachers
- (6) Supervisors
- (7) Junior Colleges
- (8) Florida Education Association President
- (9) Academic representative appointed by the Executive Board of Florida Association of Colleges and Universities
- (10) Liaison person with Negro Council
- (11) Dean of General Extension Division
- (12) Florida Education Association Executive Secretary
- (13) Committee on Teacher Preparation and Professional Standards

3. Legal Status

In 1947 the Legislature made the Teacher Education Advisory Council a legal body. . . . (Section 231.10 (15) Statutes of Florida, 1953). . . .³¹

In 1959 the legislature passed a bill reconstituting the membership of the Teacher Education Advisory Council to allow for lay representation by reducing the present membership representing the public schools and junior colleges from twenty to twelve, reducing representatives from the Florida Education Association and the State Department of Education from eight to four, adding one representative from the college of arts and sciences of each of the universities having a college or school of education--an increase from eight to eleven, and adding six lay representatives to be appointed by the Governor. All personnel are to serve for three-year-overlapping terms. The bill also provides for reimbursement for expenses of the members attending meetings of the Council.³²

³¹Handbook for Florida's Instructional Personnel (Tallahassee: Florida Education Association, 1954), pp. 50, 51.

³²"Details of Selected Bills," Journal of the Florida Education Association, XXXVII (September, 1959), p. 9.

The Continuing Educational Council

The Continuing Educational Council, organized in 1932, is a voluntary association of a number of citizens representing the following statewide organizations:

Altrusa International, Inc., District III

American Association of University Women, Florida Branch

American Legion, Florida Department

American Legion Auxiliary

Daughters of the American Revolution

The Florida Bar

Florida Congress of Parents and Teachers, Inc.

Florida Federation of Business and Professional Women's Clubs

Florida Federation of Labor

Florida Federation of Women's Clubs

Florida State Chamber of Commerce

Florida Junior Chamber of Commerce

Florida Institute of Certified Public Accountants

Veterans of Foreign Wars, Florida Department

Veterans of Foreign Wars, Ladies Auxiliary

Florida School Board Association

State Department of Education

Florida Education Association

State Universities

Several independent lay members who formerly represented organized groups

As observers only: Florida League of Women Voters³³

Although the Council is primarily devoted to research that will lead to better schools for Florida's children and better salaries for their teachers, the organization has indirectly influenced teacher education in that, as the teaching situation has improved during the past twenty-eight years, more and more young men and women have entered the teaching profession.

The Florida Citizens Committee

In April, 1944, the Florida Education Association and the Continuing Educational Council requested Governor Spessard Holland to appoint a commission to be financed by the legislature for the purpose of making a thorough study of Florida's school needs. In response to the request the Florida Citizens Committee, composed of fifteen outstanding citizens of the state, was created by executive order of the Governor and approved by the 1945 legislature. The Committee and several hundred people who served on sub-committees made a thorough study of the public schools of Florida over a period of two years, and the findings were used by the Florida Education Association and other groups in a state-wide campaign to enlist the support of the public on behalf of the schools. This Committee is known chiefly for its efforts leading to the enactment of Florida's Minimum Foundation Program in 1947.³⁴ The Committee had found

³³Wanted: More Quality Teachers for Florida's Children and Youth (Tallahassee: Continuing Educational Council of Florida, J. Velma Keen, Chairman, October 1960), p. 11.

³⁴Handbook for Florida's Instructional Personnel, p. 2.

that the teaching conditions in the state were worse than was anticipated, and those teaching conditions were affecting teacher education in that college students were turning away from the teaching profession.³⁵

The State Advisory Council on Education

The 1947 legislature authorized the formation of the State Advisory Council on Education, consisting of seven representative citizens of the state, appointed by the Governor for four-year-overlapping terms. Its function was advisory to the State Board of Education: "To aid in determining desirable standards and policies for education, in assuring satisfactory relationships among all phases of education, and in interpreting and promoting education throughout the state. . . ."³⁶ The 1961 legislature passed Senate Bill 295 which abolishes the State Advisory Council on Education and sets up in its place the State Junior College Advisory Board, composed of seven representative citizens appointed by the Governor for four-year-overlapping terms. The Board has no mandatory powers, but will advise the State Board of Education in matters relating to personnel, curricula, finance, coordination with other institutions, and general policies of junior colleges.³⁷

The Interim Legislative Educational Committee

The Interim Legislative Educational Committee was created by the 1957 legislature. The Committee was composed of six members from the

³⁵Interview with Dr. Ray V. Sowers, Stetson University, May 30, 1961.

³⁶Section 228.15 (1) Florida Statutes, 1953.

³⁷Legislative Bulletin, p. 11.

Florida Senate, six from the Florida House of Representatives, and eight representative citizens appointed by the Governor. The following items were studied by the Committee:

Recruitment of teachers

Scholarships

Certification and programs of teacher education

National Teachers Examination

Florida Teacher Education Advisory Council

Accreditation

Incentive plan on teacher compensation

Finances

Courses of study and textbooks

Library books

Textbooks

Florida High School Activities Association

Summer program

Adult Education Program

Continuing contract

Tenure for school personnel

Free time for teachers

Protection of schools against subversion and immorality

Higher education

The National Defense Education Program

An in-service improvement program for Mathematics and Science teachers

In March, 1959, the Committee printed its report, entitled Expanding

Horizons for the Future of Florida Through Education, and later put copies of the report into the hands of members of the Senate and the House of Representatives. Some of the recommendations in the report are already being acted upon. For example, the 1959 legislature revised the membership of the Teacher Education Advisory Council. Also, all new teachers applying for certification and all teachers who wish to apply for a certificate of higher rank, based on an advanced degree earned, must take the National Teachers Examination, effective as of the summer of 1961.³⁸

III. FLORIDA'S MINIMUM FOUNDATION PROGRAM

At the end of World War II Florida schools faced a crisis. During the War thousands of unqualified emergency teachers had been employed. Former and prospective teachers returning from the War found salaries so low that they could not go into teaching. The school buildings were in poor condition, and additional classrooms were needed for thousands of new pupils. The problem was further complicated by rapidly increasing enrollments due to increased birth rates and the influx of new residents. Then in 1947, on the basis of studies made by the Florida Citizens Committee on Education between 1945 and 1947, the legislature enacted into law the Minimum Foundation Program.³⁹

³⁸Expanding Horizons for the Future of Florida Through Education (Tallahassee: Interim Legislative Educational Committee, L. K. Edwards, Jr., Chairman, March 1959), pp. ii, iii, 6, 7; Legislative Bulletin, p. 4.

³⁹Florida's Minimum Foundation Program for Our Children (Tallahassee: State Department of Education, 1956), p. 4.

The Program involves three steps in determining the allocation of state funds for the schools in the sixty-seven counties: (1) calculation of the amount of money needed for teachers' salaries, transportation, other current expenses, and capital outlay for the year; (2) calculation of the sum of money which the county must supply toward meeting that cost by using the Index of Taxpaying Ability; (3) disbursement from the state's General Revenue Fund what is necessary to make up the difference remaining between what is needed and what the county must provide under the formula which determines the individual county's ability to finance local education. The Index of Taxpaying Ability uses five factors: (1) sales tax collections as reported by the State Comptroller; (2) the number of gainfully employed workers in the county, excluding government and farm workers, taken from the latest United States Census; (3) the value of farm products taken from the latest official United States Census of Agriculture; (4) the assessed value of railroad and telegraph property as reported by the State Comptroller; and (5) automobile license tag sales (passenger cars) as reported by the Motor Vehicle Commission.⁴⁰

A county determines the amount of money needed for teachers' salaries by computing the average daily attendance for a school and dividing the result by a number ranging from seventeen to twenty-seven, depending upon the size of the school and the degree of isolation (location in the county), and (2) by computing the number of teachers in each of the six ranks of certification. In (1) the county decides how many teachers the schools are entitled to use; in (2) the county sets up a salary schedule

⁴⁰ Ibid., pp. 5, 6.

based on the Minimum Foundation Program guarantee that each rank of certification except Rank VI has a base salary, to which the county may add if it wishes to use local funds. Rank VI salaries are no longer covered by the Minimum Foundation Program.⁴¹

In the preceding paragraph the yardstick for determining the number of teachers in a county is known as the "basic teaching unit" (teacher). In addition to regular "basic units," the Minimum Foundation Program gives extra units for vocational and adult education, for classes of exceptional children (mentally, emotionally, and physically handicapped), for supervisors of instruction, and for administrative and special instructional services. If any county desires to apply for units to support kindergartens or junior colleges, aid will be given, provided certain additional taxes for this purpose are levied.⁴²

The Minimum Foundation Program in Florida bears a relationship to teacher education in that the 1947 law establishing the Program clearly delineated the college training necessary for ranks of certificates and gave the incentive for teachers to improve their ranking. College students turned to education courses when they learned that salary schedules over the state had become improved and stabilized. As the counties built new schools, modern classrooms were available for use in the internship program. Then, too, college curricula must be built with the needs of public school education and with certification standards in mind.

⁴¹Handbook for Florida's Instructional Personnel, p. 12.

⁴²Florida's Minimum Foundation Program for Our Children, p. 7.

IV. THE FLORIDA EDUCATION ASSOCIATION

The Florida Education Association is primarily interested in promoting the welfare of the pupils and teachers in the public schools; however, its influence has helped teacher education, also. Members of the Association helped in establishing the Teacher Education Advisory Council and the internship program. Much of the credit for getting the Minimum Foundation Program enacted into law should go to the Florida Education Association. Through the years a section on teacher education has met at the annual conventions of the Association. At the Jacksonville convention in March, 1961, internship directors and supervisors met to take steps toward the formation of a statewide internship group.

V. THE FLORIDA STUDY OF TEACHER EDUCATION

In 1955 the Teacher Education Advisory Council authorized the study of all beginning teachers, including Negroes, to secure data to help evaluate the effectiveness of the pre-service program of teacher education. The study had the following objectives: (1) to discover the difference between fully certified teachers and those holding Temporary Certificates as reflected by (a) the teacher's evaluation of his pre-service programs, (b) the principal's evaluation of the pre-service programs as revealed in the understandings and skills of the teacher, and (c) the teacher's attitude toward teaching and children as revealed by the Minnesota Teacher Attitude Inventory; (2) to discover the major areas of strengths and weaknesses in the pre-service programs as seen by the teachers and principals; (3) to secure suggestions from beginning teachers and their principals

for strengthening the pre-service programs; (4) to discover differences between teachers working in the fields of certification and those working in fields for which they were not certified; and (5) to discover differences between teachers completing a pre-service program of five years and those completing a four-year program.⁴³

Dean J. B. White, College of Education, University of Florida, served as chairman of the research committee, and he was assisted in the handling of the details of the study by Dr. J. T. Kelley, Director of Teacher Education, Certification, and Accreditation in the State Department of Education.⁴⁴

Of the 2,372 white, beginning teachers in the study, 48 per cent were prepared in Florida schools. States contributing more than 25 beginning teachers were Alabama, 139; Georgia, 58; Tennessee, 57; Ohio, 48; North Carolina, 46; New York, 34; Kentucky, 33; Mississippi, 31; South Carolina, 28; and Illinois, 28. Of the total of 1,157 teachers prepared outside of Florida, 502 were from the states mentioned above and 655 were from other states.⁴⁵

Some of the conclusions reached were these:

1. Teachers holding Graduate Certificates tended to rate their pre-service programs of teacher education higher than those who were teaching with Temporary Certificates.

⁴³Florida Study of Teacher Education (Tallahassee: Teacher Education Advisory Council, J. T. Kelley, Executive Secretary, 1958), pp. 1, 1. (Mimeographed.)

⁴⁴Ibid., p. 1.

⁴⁵Ibid., p. 12.

2. Principals in their evaluation of teachers made no distinction between those who had Graduate Certificates and those who had Temporary Certificates.

3. Teachers who held Graduate Certificates felt more kindly toward children and teaching than those who had Temporary Certificates.

4. Teachers felt that the internship or student teaching experience was the most valuable part of the pre-service program.

5. Teachers were critical of the foundation courses; one-third listed them as of little or no value, but many adding that they were not practical.

6. Principals felt that the pre-service program could be improved by providing greater opportunity for direct work with children, broader internship, and more opportunity for observation and participation.

7. Principals rated higher those teachers working in their fields of certification than those working outside of their fields of certification.

8. Teachers working in their fields of preparation felt better satisfied with their pre-service programs than those working outside of their fields of preparation.

9. Beginning teachers who had completed five years of college were more successful than those who had completed four years of college.

10. Teachers prepared in Florida institutions and those prepared in institutions in other states showed no significant differences.⁴⁶

⁴⁶Ibid., pp. 61-64.

VI. THE TEACHER EDUCATION INSTITUTIONS IN THIS STUDY

Up to the early part of 1933 Florida had six white, four-year teacher education institutions: University of Florida, Florida State College for Women (now called Florida State University), Stetson University, Rollins College, Southern College (now called Florida Southern College), and the University of Miami. Later in 1933 the University of Tampa was established. Barry College, for women, opened in 1940. Jacksonville University was established as a university in 1956. The tenth institution, the University of South Florida, near Tampa, opened in 1960.

University of Florida

The University of Florida began as East Florida Seminary at Ocala on January 6, 1853, and remained there until 1866, when it was moved to Gainesville.⁴⁷ The first baccalaureate degree was awarded in 1882. The institution was named the University of Florida in 1905. The College of Education at the University of Florida was founded in 1913. In 1958 the total enrollment was 12,306 (9,263 men and 3,043 women). Of this number 10,711 were undergraduates and 1,595 were graduate students. The enrollment in the College of Education was 985.⁴⁸

Florida State University

Florida State University, located in Tallahassee, was chartered in 1851. From 1857 to 1901 the institution was known as West Florida

⁴⁷Dodd, op. cit., p. 106.

⁴⁸Mary Irwin (ed.), American Universities and Colleges (eighth edition; Washington: American Council on Education, 1960), pp. 286-298.

Seminary; from 1901 to 1905, as Florida State College; from 1905 to 1909, as Florida Female College; and from 1909 to 1947, as Florida State College for Women. The present name was adopted in 1947.⁴⁹ Although the first instruction at the college level was given in 1857, the first baccalaureate degree was awarded in 1891. The School of Education was founded in 1905. The total enrollment in 1958 was 9,569 (5,332 men and 4,237 women). The enrollment in the School of Education was 1,772.⁵⁰

Stetson University

Stetson University was founded as DeLand Academy in 1883, but became DeLand Academy and College in 1885. In 1887 the institution was chartered as DeLand University and began offering instruction on the college level. The name was changed to John B. Stetson University in 1889. The first baccalaureate degree was awarded in 1893. In 1958 the total enrollment was 1,586 (930 men and 656 women). Undergraduates totaled 1,559, and graduate students, 27.⁵¹

Rollins College

Rollins College, in Winter Park, began college instruction in 1885, and gave the first baccalaureate degree in 1890. The 1958 enrollment was 1,073 (682 men and 391 women), or 1,003 undergraduates and 70 graduate students.⁵²

⁴⁹Dodd, op. cit., pp. 1, 2, 99, 106, 107; Irwin, loc. cit.

⁵⁰Irwin, loc. cit.

⁵¹Ibid.

⁵²Ibid.

Florida Southern College

Florida Southern College is now in Lakeland, but the institution was founded as Florida Conference College in 1885 at Leesburg. The college was closed in 1899 but was re-opened as Florida Seminary in 1902 at Southerland. Then the name was changed to Southern College in 1906. The college was moved to Lakeland in 1922, and the name was changed to Florida Southern College in 1935. The enrollment in 1958 was 1,880 undergraduates (1,143 men and 737 women).⁵³

University of Miami

The University of Miami, at Coral Gables, Miami, was chartered in 1925. The first college instruction was in 1926, and the first baccalaureate degree was given in 1927. The School of Education was founded in 1926. Doctoral work was begun in 1959. The 1958 enrollment was 12,212 (8,504 men and 3,708 women). Undergraduates totaled 10,880, and graduate students, 1,332. The School of Education had 1,879 students.⁵⁴

University of Tampa

The University of Tampa, in Tampa, was chartered in 1930 and established as Tampa Junior College in 1931. The name was changed to University of Tampa in 1933. The first baccalaureate degree was conferred in 1934. The 1958 enrollment was 1,548 (1,003 men and 545 women).⁵⁵

⁵³Ibid.

⁵⁴Ibid.

⁵⁵Ibid.

Barry College

Barry College, in Miami, was chartered in 1940. The institution is primarily a women's college, but classes are open to men. The Graduate Department was established in 1954. The 1958 enrollment was 786 (74 men and 712 women), including 719 undergraduates and 67 graduate students.⁵⁶

Jacksonville University

Jacksonville University, Jacksonville, was founded in 1934 and operated as an evening institution until 1944, when the institution was called Jacksonville Junior College. The institution became Jacksonville University in 1956 and conferred the first baccalaureate degree in 1959. The enrollment figures for the past thirteen years are as follows:

1947-48	609	1954-55	762
1948-49	489	1955-56	1102
1949-50	606	1956-57	1414
1950-51	469	1957-58	1852
1951-52	407	1958-59	2136
1952-53	490	1959-60	2050 ⁵⁷
1953-54	524		

University of South Florida

The University of South Florida, near Tampa, was opened to freshmen in the fall of 1960. Teacher education courses will be offered for the first time in the fall of 1961.⁵⁸

The University of Florida, Florida State University, and the University of South Florida are state-supported institutions. Church-related

⁵⁶Ibid.

⁵⁷Catalog (Jacksonville: Jacksonville University, 1960), pp. 15, 16.

⁵⁸Catalog (Tampa: University of South Florida, 1961), pp. 6, 60.

institutions are Stetson University, Baptist; Rollins College, Congregational Churches; Florida Southern College, Methodist; and Barry College, Catholic. The University of Miami, the University of Tampa, and Jacksonville University are independent, non-profit institutions.

All of the teacher education institutions in this study except one have been accredited by the Southern Association of Colleges and Secondary Schools. The University of South Florida is comparatively new; therefore, it must observe certain time limits before it can apply for accreditation. All of the institutions offer programs of teacher education that meet the State Department of Education standards.⁵⁹

Four institutions are accredited by the National Council for Accreditation of Teacher Education. The University of Florida, Florida State University, and the University of Miami were accredited by the AACTE prior to 1954. Stetson University was accredited by the National Council for Accreditation of Teacher Education in 1957.⁶⁰

⁵⁹Catalog (Jacksonville: Jacksonville University, 1960), p. 18; Catalog (Tampa: University of South Florida, 1961), pp. 164, 165; Florida Educational Directory (Tallahassee: State Department of Education, October, 1960), pp. 17, 21.

⁶⁰Letter from H. Stern, National Council for Accreditation of Teacher Education, July 17, 1961.

CHAPTER III

THE INTERNSHIP PROGRAM IN FLORIDA, 1941-1961

For the past twenty years Florida has had a student teaching program called the internship program. College students, in meeting the State Department of Education requirement of a minimum of six semester hours of observation and directed teaching, have spent a quarter or a semester in full-time practical experiences and seminars under the guidance of public school directing teachers and college supervisors. The public school system of the state has given the intern valuable laboratory experiences. Meanwhile the State Department of Education and college and public school personnel have cooperated to make the laboratory experiences a meaningful part of the professional preparation required of all persons preparing to teach in the public schools of Florida.

The events leading up to the establishment of the internship program and subsequent developments are the topic of discussion in this chapter.

I. EVENTS LEADING UP TO THE CAMP O'LENO CONFERENCE

According to Mrs. Eunah Holden, the idea for an internship program for Florida originated in the mid-1930's when certain members of the Florida Education Association and others, in discussing the college preparation of prospective teachers, agreed that more practical

experience in the professional preparation of teachers was needed.¹

Although some of the beginning teachers had had practice teaching, many had not. Up to 1940, college graduates could become certified to teach without presenting credit based on practical experiences.²

The situation regarding college facilities for providing experiences in teacher education is described by Charles E. Prall, Field Coordinator for the Commission on Teacher Education of the American Council on Education, who served as a consultant to the Teacher Education Advisory Council in 1940 and 1941:

. . . only the University of Florida had a demonstration school adequate for all of its prospective teachers. Florida Southern College and the University of Miami had campus elementary schools which could meet the practice needs of limited numbers of students, but they had no similar facilities on the secondary level. The State College for Women had a campus school of approximately 300 elementary and secondary pupils which had been established primarily for demonstration work. It was totally inadequate to serve the proposed carrying load of 150 student teachers every semester. Stetson University, Rollins College, and the University of Tampa were without campus schools of any kind. . . .³

Thus one can see that the opportunity was ripe for educational leaders in Florida to strengthen the institutional and State Department of Education requirements in professional preparation. The task was complicated by the fact that Florida was trying to recover from the depression.

¹Interview with Mrs. Eunah Holden in DeLand, June 7, 1961.

²Stuckey, op. cit., p. 17.

³C. E. Prall, State Programs for the Improvement of Teacher Education (Washington: American Council on Education, 1946), p. 234.

After a series of meetings extending over a period of four years, the Teacher Education Advisory Council was ready to hold a state-wide conference on internship problems at Camp O'Leno, Florida.

The Teacher Training Conference, 1937⁴

The Teacher Training Conference of June 21-24, 1937, (mentioned in Chapter II), began to crystallize the movement toward a state-wide internship program. Those who attended the conference were generally in agreement during the discussions that in the training of teachers many of the problems were curricular, that a large amount of state aid was necessary, that some people were entering the profession who should not have been allowed to get in, that proper training in colleges would eliminate the need for certification examinations, and that many of the best people had been lost to the profession through poor salaries and insecurity.

The group was told that the state of Florida employed an average of 900 additional teachers during each of the three years immediately preceding because of the rapid growth of the state and the retention of pupils in high school. Yet 80 to 90 per cent of the high school students were not going on to college. The members of the conference agreed that proper guidance was needed for all pupils, but particularly for those who were good prospects for the teaching profession.

Dean R. L. Eymann, School of Education, Florida State College for Women, said that prospective rural teachers at his school were required

⁴"Minutes," TEAC, June 21-24, 1937.

to take eight weeks of primary school work and eight weeks of elementary school work in practical teaching situations of their own choosing.

The group decided to recommend to the State Department of Education that 1942 be set as the date when all teachers were to have at least two years of college training, 1945 to be set as the date when all were to have at least three years of college training, and 1948 be set as the date when all teachers were to have at least four years of college training.

Two consultants were at the conference: Ben W. Frazier, Senior Specialist in Teacher Training, United States Office of Education, and Roy Hatch, State Teachers College, Montclair, New Jersey.

The Tampa Conference, 1938⁵

In a sectional meeting of the Florida Education Association in Tampa, March 24-25, 1938, Dr. A. R. Mead presiding, the following items were discussed:

1. The proposal by Dean Robert B. Reed, St. Petersburg Junior College, that requirements for certification be raised, including three semester hours of practice teaching. Dean R. L. Eyman said that in connection with Dean Reed's suggestion he thought that colleges should give general training for elementary and secondary school teachers.
2. The need for eliminating certification by examination.
3. Resolution Three by the Teacher Training section of the Florida Education Association that regulations made by the State Board

⁵"Minutes," TEAC, March 24-25, 1938.

of Education include observation and practice teaching or observation or practice teaching among the requirements for certification.

4. The certification of teachers in relation to their pre-service education.

The Teacher Education Advisory
Council at Gainesville, 1938⁶

On October 5, 1938, the Teacher Education Advisory Council, hereafter referred to as the TEAC, met in the P. K. Yonge Laboratory School at the University of Florida. The following topics were discussed: (1) a five-year curriculum for high school teachers; (2) four-year and two-year curricula for elementary school teachers; (3) subject-matter education for elementary teachers; (4) improving subject-matter education for secondary teachers; (5) the education of teachers in the light of progressive education; (6) improving the professional education of teachers; (7) the relation of certification to the continued education of teachers in service; (8) the nature of content in Educational Sociology and Philosophy of Education; (9) a state program of teacher education. The meeting was held primarily for the purpose of giving the members a chance to discuss the items on the agenda.

TEAC, Gainesville, February 16-17, 1940⁷

When the TEAC met in the Florida Curriculum Laboratory at Gainesville, these topics were discussed: (1) general education; (2) subject-

⁶"Minutes," TEAC, October 5, 1938.

⁷"Minutes," TEAC, February 16-17, 1940.

matter specialization; and (3) professional preparation involving actual experience in lesson planning and learning to teach.

The group resolved to inaugurate a group of cooperating colleges for the improvement of teacher education in Florida, and recommend that persons with three years or more of teaching experience should not be required to take practice teaching. Some of the members disagreed on the point of requiring any practice teaching, or for that matter, of making any special requirements in teacher preparation.

TEAC, Rollins College, May 18, 1940⁸

The following objectives for an internship program were discussed at Rollins College:

1. Directing teachers would not be paid for supervising interns; funds were not available.
2. The colleges would arrange for one full quarter or semester of internship and for conferences among college supervisors, interns, and directing teachers. Interns would do no other work.
3. College students would have directed observation before internship.
4. An allotment plan for internship by areas would be adopted, regardless of where the intern received his training. A college supervising an intern from another college would be paid by the intern's institution.
5. The State Department of Education would employ a coordinator of internship.

⁸"Minutes," TEAC, May 18, 1940.

The Council was told that the University of Miami, the University of Tampa, and Rollins College had eliminated the two-year diplomas, and that by 1943 the others would have discontinued them, too. The members agreed that experimentation in internship should be conducted.

TEAC, Stetson University,

September 19, 1940⁹

The TEAC adopted these resolutions at Stetson University:

1. Ask the Commission on Teacher Education for a full-time consultant to assist in developing administrative procedures in setting up an internship program.
2. Ask for a full-time consultant to help work out evaluation of the program.
3. Ask for funds for the college supervision of interns.

Each institution preparing teachers agreed to formulate plans for an internship program and submit them to the State Department of Education by December 1, 1940.

The Council planned to meet Dr. C. E. Prall, Field Coordinator of the Commission on Teacher Education, in Atlanta, Georgia, October 14, 1940, at 3:00 p.m. Each college agreed to send a representative.

TEAC, Henry Grady Hotel, Atlanta,

October 14, 1940, 3:00 p.m.¹⁰

The TEAC met in Atlanta to work out with Dr. C. E. Prall a plan for starting an internship program in Florida. The Council requested

⁹"Minutes," TEAC, September 19, 1940.

¹⁰"Minutes," TEAC, October 14, 1940.

that the Commission on Teacher Education provide a consultant for two months, provide \$500 for the expenses of a state-wide conference on internship, and provide consultant services for that conference. (The Commission granted all requests.)

The Council agreed to recommend (1) giving fifteen semester hours of credit for a full semester of work; (2) assigning only one intern to a directing teacher; and (3) including work in seminars on the campus as part of the internship. The members further agreed that colleges could plan for their interns to be in the field for nine or twelve weeks, to make allowance for colleges with quarters or semesters.

TEAC, Florida Southern College,

January 21, 1941¹¹

Dr. C. E. Prall and Dr. J. D. Williams, Consultant from the University of Kentucky, attended the TEAC meeting at Florida Southern College. The Council heard progress reports from the colleges.

The report from Florida State College for Women was as follows:

1. The college had an internship council composed of fourteen members representing twenty-two departments.
2. Interns received seven semester hours' credit for nine weeks in the field and three semester hours' credit for the last nine weeks back on the campus in seminars.
3. Grades for interns were determined by reports from directing teachers and work done in seminars, given on a ten-semester-hour basis.

¹¹"Minutes," TEAC, January 21, 1941.

4. Some students could not afford to intern away from home.

The report from Florida Southern College was as follows:

1. Interns taught near the college and could attend classes Friday nights and Saturdays, getting three term hours for seminar work.

2. Interns were in the field the entire term of three months, getting twelve term hours' credit.

3. Some interns did not want to leave the campus because they were in extra-curricular activities.

4. The public schools did not have a definite idea of their part in the internship program.

5. Other departments in the college lacked interest in the program.

The report from the University of Tampa was as follows:

1. The university had a committee of five representing various departments. Later the County Superintendent of Education and the City Supervisor of Education would be invited to join the committee.

2. Interns were in the field for eighteen weeks, near the university.

3. The big problem was to convince classroom teachers of the desirability of having interns.

The report from Stetson University was as follows:

1. Interns were to be placed in the field the following (fall) semester, in DeLand schools and within a radius of fifty miles.

2. An internship of nine weeks giving twelve or fifteen semester hours' credit was planned.

3. Only students with good scholastic ratings would be allowed to intern.

4. An internship committee of twelve represented all departments.

The report from St. Petersburg Junior College was as follows:

1. The college did not offer a two-year teacher training course.
2. A course in directed observations was offered.
3. The college had a four-member committee on education.

The report from Rollins College was as follows:

1. The college had not sent interns into the public schools yet.
2. Interns would receive fifteen term hours' credit for their internship.

TEAC, University of Tampa,

February 18, 1941¹²

Dr. C. E. Prall, Dr. J. D. Williams, and Dr. K. W. Bigelow, Director of the Commission on Teacher Education, attended the meeting at the University of Tampa.

Dr. Williams, in reporting on his work as consultant the past eight weeks, said that he had held individual conferences with staff members of colleges, group conferences with local teacher education committees, conferences with several interns then in the field, and conferences with superintendents, principals, and teachers. He had visited classes in psychology and education to find out what types of problems were being reported by interns. His report further showed these points:

¹²
"Minutes," TEAC, February 18, 1941.

1. The comments from the interns were generally favorable.
2. Directing teachers would like to have a better understanding of the whole internship program.
3. He recommended that the introduction of interns be more explicit and that all schools should work toward a better understanding among intern, directing teacher, and principal.
4. He advised that not all colleges should attempt complete intern work in the fall of 1941.

The colleges with interns then in the field were Florida State College for Women, Florida Southern College, and the University of Tampa.

Dr. Williams and Dr. Prall recommended that the interns be given a strong college preparation so that they would be able to carry their own weight in the field. The members were told that interns would probably have to give up their National Youth Administration scholarships because they would be off the campus during the time of field work. The Council decided to hold the state-wide conference on the internship problems April 28 through May 3, 1941, and the chairman appointed a planning committee for the conference.

TEAC, Tampa, March 20, 1941¹³

The TEAC met while the Florida Education Association was in session and selected Camp O'Leno as the site for the conference. Eighty participants were to be invited: college representatives, directing teachers, public school supervisors, and a few interns. The chairman gave a

¹³"Minutes," TEAC, March 20, 1941.

preliminary report on the work of the planning committee. Committees on arrangements and personnel were authorized, and memberships of these committees were announced. The committee on personnel was to suggest the names of persons to be invited to attend the conference, and the State Department of Education was to issue the invitations.

The Planning Committee¹⁴

The planning committee held two meetings before the conference. On March 9 and 10, 1941, at the State Department of Education, Tallahassee, the committee drew up a questionnaire to send out to public school teachers, asking them to indicate what they thought should be included in the pre-internship training of prospective teachers, so that the conference groups could see more readily the functions of the colleges and of the public schools in relation to teacher education. The instrument covered the following areas: (1) personal and social qualities of a teacher, (2) understanding children, (3) curriculum experiences, (4) techniques for the direction of instruction, and (5) the broader school situation.

The second meeting was held in Jacksonville on April 26, 1941, to revise the objectives of the conference, to plan the general schedule for each day, including a calendar for group meetings and general sessions, and to provide for special conference committees. The plans were duplicated so that they could be distributed at the first general session of the conference.

¹⁴Florida Conference on Internship Problems (Bulletin No. 24. Tallahassee: State Department of Education, 1941), pp. 9-13.

II. THE CAMP O'LENO CONFERENCE, 1941

Up to this point in the history of the internship program in Florida, representatives of colleges, public schools, and the State Department of Education had held various TEAC meetings in order to discuss ways of improving teacher education and certification, to discuss requiring practical experience as part of teacher preparation, to outline tentative guiding principles for an internship program, and to plan for a conference that would lay the foundations for such a program. Many of the educators in Florida were yet to be convinced of the practicality of internship.

The Camp O'Leno Conference was held April 28 through May 3, 1941, as a culmination of all the discussions and planning. Florida State College for Women, Florida Southern College, and the University of Tampa had already inaugurated internships on an experimental basis, but the state-wide program was yet to begin.

The Organization of the Conference¹⁵

Groups. For the first two days secondary directing teachers met in two groups, elementary directing teachers in one group, and the college representatives in two groups. These groups discussed the data obtained from the questionnaire mentioned above.

During the next two days four new groupings were arranged as follows: (1) all members interested in the preparation of elementary school

¹⁵Ibid., pp. 15-17.

teachers; (2) all interested in the preparation of secondary teachers of social studies and home economics; (3) all interested in the preparation of secondary teachers of English and languages; and (4) all interested in the preparation of secondary teachers of mathematics, science and psychology. These groups continued the discussions of the previous day and considered the preparation needed for internships.

Sub-committees. In the meantime, whenever a topic under discussion warranted the recording of a consensus, the chair appointed a subcommittee to draft a statement to be duplicated and passed out to all conference members. The interchange of material kept everyone observant of the discussions going on simultaneously. In addition, each group had a reporting committee that duplicated the total of each day's discussion and distributed the reports.

Integrating committees. Three integrating committees were formed, each with one or more members from the discussion groups. They were the committees on Terminology, on the Evaluation of the Growth of the Intern, and on Aids for Directing Teachers.

Consultants¹⁶

The following consultants were constantly available in discussion groups and general sessions: (1) Miss Alice Blair, Georgia State College for Women; (2) L. M. Johnson, Georgia State Teachers College; (3) Miss Adelle Land, University of Buffalo; (4) C. E. Prall, American Council on Education; (5) Laban C. Smith, Alabama Polytechnic Institute; (6) Miss

¹⁶Ibid., pp. 18, 31.

Florence Stratemeyer, Teachers College, Columbia University; and (7) J. D. Williams, University of Kentucky.

Summary of Recommendations¹⁷

The conference approved the following recommendations which are a summary of a larger number of recommendations approved in discussion groups and general sessions:

1. The terms intern and internship should be used in connection with the program.
2. Internship should represent a minimum of eight weeks in a public school situation.
3. A code of desirable practices relating to the entire internship program should be formulated for principals, directing teachers, interns, and institutional representatives.
4. A directing teacher should be consulted before an intern is assigned, and willing agreement to the assignment should be secured.
5. Public school administrators are urged to consider the responsibilities of directing teachers in determining their teaching loads, including responsibility for extra-curricular activities.
6. Directing teachers should be given assistance by the colleges in planning and directing the activities of interns.
7. Institutions should be given assistance by the colleges in planning and directing the activities of interns.
8. Guidance of an intern should be thought of as a total school problem, with the whole faculty assisting the directing teacher in his work and sharing the responsibility.
9. Steps should be taken to inform administrators, teachers, and the general public concerning the internship program.
10. The intern should not be permitted to substitute outside of the directing teacher's room. The intern may carry on in the absence of the directing teacher if the work has been planned with him, or in an emergency when, in the judgement of the directing teacher and the principal, he is ready to assume such responsibility. It is advisable that the principal or the directing teacher consult the coordinator of interns if the absence of the directing teacher is to be prolonged. Interns should not take the place of regular substitutes in the system.
11. Plans should be made for the holding of a conference on internship next year, with special attention to the needs of actual or prospective directing teachers. The way was left open to provide either for a state-wide conference, or for from one to three regional conferences, as circumstances may require.

¹⁷Ibid., pp. 20, 21.

12. The State Department of Education should be urged to allow credit on certificate renewals or extension, in return for service by a directing teacher in the internship program.

13. County boards of education might authorize acceptance of the directing teacher's work, including his attendance at workshops or conferences, as counting toward the fulfillment of professional growth requirements.

14. Colleges should not be expected to pay directing teachers, or to grant them tuition-free courses.

15. The colleges and universities of Florida should assume as a major project for the next school year an evaluation of, and where necessary a revision of, their entire institutional program of teacher education.

Out of the Camp O'Leno Conference came guiding principles that were accepted over the state as a basis for the internship program. In some respects acceptance of the program was slow; however the planners of the program adopted procedures that have been followed up to the present. Meanwhile each college has been allowed flexibility in meeting state regulations. Even so, all of the colleges have institutional requirements that meet or exceed the state requirements.

III. LATER DEVELOPMENTS

TEAC, Camp O'Leno, October 20-21, 1941¹⁸

The TEAC met in the fall following the Camp O'Leno Conference to receive reports from the colleges.

Report from the University of Florida. No interns were in the field that year. (The University of Florida sent out interns for the first time in 1948-1949.)

¹⁸"Minutes," TEAC, October 20-21, 1941.

Report from Florida State College for Women. The interns were scattered from Pensacola to Miami, staying in the field eight weeks and getting seven semester hours' credit. Their work in campus seminars gave them three semester hours' credit. At first the interns observed; then they participated in the simpler classroom activities. Finally they were allowed to teach.

Report from the University of Miami. The first half of the senior year was devoted to internship. After four weeks of preparation, the interns went into the field for nine weeks, coming back to the campus for Friday afternoon conferences. They had three weeks of seminars at the end of the semester. Some of the University of Miami problems were (1) lack of understanding of the importance of internship by other college personnel in special subject areas, (2) getting students to understand the importance of the program, (3) helping students develop proper concepts regarding classroom management and activities, and (4) inability to include elementary interns in the program.

Report from the University of Tampa. The internship lasted nine weeks. Some of the Tampa teachers opposed the program at first, but the opposition had died down, and teachers were asking for interns. The interns who wanted to continue playing football and those who had remunerative jobs created serious schedule difficulties.

Report from Florida Southern College. The college had three terms, or quarters. In the fall the seniors began preparations for internship by contacts in the community and contacts with adolescents. The field

work was done in the winter term, and the seminars were conducted in the spring term. Eight semester hours of credit were given for the internship.

Report from Stetson University. The interns were in the field for eight weeks and received eight semester hours' credit; then they returned to classes for eight weeks. Pre-internship observation was required. The faculty of the School of Music had held a conference in the spring of 1941 and decided that an internship for music students would have little value.

TEAC, Rollins College, March 17, 1942¹⁹

The TEAC at Rollins discussed, among other items, the internship program. The colleges were having little difficulty securing directing teachers, and the program was moving ahead. The University of Miami reported that some teachers wanted compensation for directing interns. Stetson University resolved a conflict between subject-matter courses and education courses by concentrating the professional courses in the semester of internship.

TEAC, Tampa, October 16, 1942²⁰

The Tampa meeting had three items on the schedule: (1) the problem of student and teacher shortage, (2) college arrangements for an internship, and (3) the need for helpful activities to further the internship

¹⁹"Minutes," TEAC, March 17, 1942.

²⁰"Minutes," TEAC, October 16, 1942.

program and teacher education. B. F. Ezell reported that Stetson University required practice in teaching as well as observation before sending a student into the internship. C. R. Foster said that the University of Miami had problems with schedule barriers and traditional subject-matter concepts. J. C. Peel said that at Florida Southern College curriculum changes meant revision of titles of courses, not content. Dean R. L. Eyman said that at Florida State College for Women attempts were being made to strengthen Introduction to Education and the methods courses. The college was giving a full year of a laboratory course in methods, which was not a textbook course.

In 1943 the Florida Teacher Education Advisory Council published Handbook on Internship, prepared by R. L. Goulding, Chairman, Eunah Johnson, Malvina Weiss, and Ethel Jones. This handbook was addressed particularly to the intern and the directing teacher with helpful suggestions, but since it had state-wide distribution, the contents gave others an understanding of the purposes of the internship program, also.²¹

TEAC, University of Florida,

December 6, 1944²²

The TEAC meeting at the University of Florida discussed problems related to resources-use education, teacher education, and certification standards in relation to teacher education curricula.

²¹R. L. Goulding and others, Handbook on Internship (Tallahassee: Florida Teacher Education Advisory Council, 1943).

²²"Minutes," TEAC, December 6, 1944.

TEAC, University of Miami,November 12-15, 1945²³

At the University of Miami the TEAC discussed the internship program, narcotics education, resources-use education, patterns in teacher education, and the Sloan Foundation project in Applied Economics. No significant problems in internship were reported.

TEAC, University of Tampa,December 2-4, 1946²⁴

The TEAC heard reports from the National Clinic on Teacher Education, Atlanta, November 3-9, 1946. Other business included discussions on certificate regulations, state scholarships for prospective teachers, internship problems, teacher recruitment plans, and narcotics education.

TEAC, Jacksonville, March 31-April 3, 1947²⁵

At Jacksonville the TEAC discussed certificate regulations; a proposed study of personnel in colleges, public schools, and the State Department of Education; reports of meetings held for directing teachers at Florida State College for Women, the University of Miami, and Rollins College; and the Citizens Committee plan to make the TEAC a legal body.

²³"Minutes," TEAC, November 12-15, 1945.

²⁴"Minutes," TEAC, December 2-4, 1946.

²⁵"Minutes," TEAC, March 31-April 3, 1947.

TEAC, House of Representatives Chamber,

Tallahassee, October 7-9, 1948²⁶

The TEAC recommended the following for adoption by interns, directing teachers, and college coordinators over the state:

1. Each intern should buy two copies of Introduction to Internship, one for himself and one for his directing teacher.
2. Information on internship should be supplied to administrators and supervisors by the college coordinator.
3. The Handbook should be studied on the campus by the intern before the internship.
4. Internship conferences were to be held for directing teachers at Tallahassee, October 11th; at Orlando or DeLand, October 21st; at Miami, November 3rd; and at undesignated cities in December and March.
5. Teacher education colleges should provide on-campus summer training courses for their directing teachers.
6. A public school should have one directing teacher for every ten teachers.
7. Each coordinator should have no more than twenty interns.
8. The coordinator should visit the intern at least twice, for an hour or more each visit.
9. The coordinator, directing teacher, and intern should solve problems in joint decisions and abide by them.
10. The TEAC should appoint a special committee to study certification, a suitable way to recognize services by directing teachers, and

²⁶"Minutes," TEAC, October 7-9, 1948.

the subsidizing of directing teachers.

In 1948 the Florida Teacher Education Advisory Council published for state-wide use the successor to the Handbook of 1943: Introduction to Internship, prepared by Eunah Holden, Chairman, Idelette Liverette, Anna C. Girardeau, Flossie H. Drago, Howard Gallant, Eleanor Green, and Jewel Slone.²⁷

TEAC, University of Florida,

January 13-15, 1949²⁸

The TEAC meeting at Gainesville was devoted to internship reports and a lengthy discussion of certification requirements. The Stetson University program was flexible, to meet the needs of the interns and the public school situations. Florida Southern College had a pre-internship of three hours, an internship of fifteen hours, and a post-internship of three hours; training for interns extended over the school year. The internship at the University of Miami lasted one semester. At Barry College the preparation for internship began in the sophomore year. The University of Florida had just begun their program. Florida State University (formerly Florida State College for Women) reported a program extending fifteen weeks: four weeks of orientation, eight weeks in the field, and three weeks of seminars at the end of the period.

TEAC, Stetson University, May 5-7, 1949²⁹

The TEAC received the report that in the past year 400 directing

²⁷Eunah Holden and others, Introduction to Internship (Tallahassee: Florida Teacher Education Advisory Council, 1948).

²⁸"Minutes," TEAC, January 13-15, 1949.

²⁹"Minutes," TEAC, May 5-7, 1949.

teachers had attended six meetings in Florida, voted to recommend that college supervisors visit interns once a week or that the college supervisors have interns in the ratio of one to twenty, and discussed certification problems.

TEAC, University of Miami,

October 27-28, 1949³⁰

At Miami the TEAC discussed certification, internship, accreditation of public schools, public school problems, the various programs of internship offered by the Florida colleges, and the problems related to the conversion of secondary school teachers to elementary teachers. A student teaching committee was appointed to meet with the Florida State Unit of the Association for Student Teaching, meeting at Gainesville, November 18-19.

TEAC, University of Tampa,

January 26, 1950³¹

The TEAC discussed certification, accreditation, the report of the committee appointed to study problems related to education in Florida, the Annual Report for the State Superintendent of Education, special education, and student teaching. The criteria for the Florida internship program were the same as those of the National Committee on Student Teaching.

³⁰"Minutes," TEAC, October 27-28, 1949.

³¹"Minutes," TEAC, January 26, 1950.

TEAC, Florida Southern College,

May 10-12, 1950³²

The Lakeland meeting was devoted to discussions about certification and internship. Florida State University was going on the semester plan in the 1950-1951 session, with five weeks of pre-internship, eight weeks in the field, and the remainder of the semester reserved for seminar work. All directing teachers met with the college supervisor before taking interns. The college provided an extension course for directing teachers, giving one and a half hour college credit.

Florida Southern College was on the semester plan. Interns spent two weeks on the campus before going into the field for twelve weeks. The remainder of the semester was set aside for seminars. The college supervisor visited the intern at least once. Directing teachers received no college credit and no remuneration.

The University of Florida gave fifteen semester hours' credit for five weeks of orientation, eight weeks of internship, and two weeks of seminar. Directing teachers were offered a free training course giving three semester hours' credit. Visits to interns by supervisors averaged four per semester; elementary interns were visited oftener. Three meetings of the state unit of the Association for Student Teaching had been held during the year.

Rollins College reported both practice teaching and internship. The work of the intern during the first term included observation and participation. During the term of internship the intern came to the

³²"Minutes," TEAC, May 10-12, 1950.

campus each Saturday for a seminar. The last week of the term was spent in seminars. Directing teachers received no remuneration.

The University of Miami had one semester of intern work, which included four weeks for general methods, one night class every week for special methods, nine weeks of internship, and three or four weeks of seminars. The interns were visited once a week. Directing teachers were remunerated at first, but the practice of paying them was discontinued.

Stetson University had a quarter of intern work, with two weeks of orientation, eight weeks in the field, and two weeks of seminars. Methods courses for directing teachers was offered free of charge.

Barry College reported that the internship took place in the senior year, following psychology in the junior year, and methods in the sophomore year. Directing teachers were not paid.

The University of Tampa was changing observation and practice teaching to internship in the fall of 1950. Education courses were to be integrated. Observation was required by the junior year.

The Council agreed on the following:

1. A few meetings for directing teachers in certain areas would be helpful.
2. County workshops for directing teachers would help.
3. Colleges should prepare general information for directing teachers.
4. Interns should not teach as college students in their home towns or high schools where they graduated.

5. The problem of training for directing teachers would be solved if each college offered a special course for directing teachers. A training course conducted by the State Department of Education was suggested.

6. Most directing teachers were glad to help without remuneration. The Council also discussed certification.

TEAC, University of Florida,

October 26-27, 1950³³

The TEAC discussed certification, a report from the secondary school principals, and internship. The Council heard that some colleges had asked for help in their internship programs, whereas others had asked to be allowed to conduct their own programs, that some intern directors were having difficulty placing interns in certain counties, and that colleges did not have enough staff members to supervise their interns properly.

TEAC, Rollins College, May 8, 1952³⁴

At Rollins College the TEAC heard that the practice of giving free courses for directing teachers varied. Florida State University was offering an extension course, a summer session, or a course during the regular semester. The University of Florida required their directing teachers to take the course without paying the fee of \$20.

³³"Minutes," TEAC, October 26-27, 1950.

³⁴"Minutes," TEAC, May 8, 1952.

Some county supervisors were not pleased when coordinators placed their interns without "going through" the supervisors' offices first. Also, the Council heard that some directing teachers and interns were well pleased with the internship program.

TEAC, University of Miami,

November 6-8, 1952³⁵

Some of the internship problems raised by principals at the Miami meeting were as follows:

1. The colleges started their internships on different dates and kept the interns in the field for varying lengths of time.
2. Interns needed the opportunity to attend county pre-planning conferences in the fall.
3. The educational value in having groups of college students observe an intern teach was questionable.
4. Some directing teachers were not qualified to direct the activities of interns.

The Council voted down remuneration for teachers, including fees for courses other than training courses for directing teachers and approved the recommendation that the legislature make the state scholarships valid in private institutions as well as state universities.

TEAC, Daytona Beach, May 6, 1953³⁶

The Council approved the recommendation that directing teachers be given recognition for their services by a partial remission of fees

³⁵"Minutes," TEAC, November 6-8, 1952.

³⁶"Minutes," TEAC, May 6, 1953.

charged for courses which they might take.

A survey of the period between 1941 and 1953 reveals that Florida State College for Women (Florida State University), Florida Southern College, and the University of Tampa had started experimental internships by the time the Camp O'Leno Conference was held in the spring of 1941. The University of Miami, Stetson University, and Rollins College had interns in the field by the end of 1942. Barry College started an internship program around 1945, and the University of Florida had interns in the field from 1948 on.

Meanwhile, the colleges, according to their individual characteristics, were arranging periods of internship and course work in excess of the State Department of Education requirement of six semester hours of directed teaching, mentioned in Chapter II.

Problems that beset those closely connected with the internship program were related to the question of remuneration for directing teachers, the need for training courses for directing teachers, difficulties in scheduling some interns, the need for a handbook on internship, and the need for revising the teacher education courses.

Mrs. Eunah Holden served as State Consultant in Teacher Education and Internship from 1947 to 1951. Her area meetings did much to give directing teachers information that would enable them to help the interns.

As the program progressed over the state, colleges arranged for the interns to spend three or four weeks in orientation, eight to ten weeks in the field, and the rest of the quarter or semester back on campus in seminars.

IV. THE PERIOD 1953-1961

By 1953 the trouble spots in the internship program were being smoothed out, and the Teacher Education Advisory Council could focus attention on certification problems and other matters which related to teacher education.

During the second semester of the school year 1952-1953, the interns at Florida State University were asked to evaluate their internship experiences in a questionnaire. R. L. Goulding, Florida State University, and Tom O. Burke, Assistant Principal at Hastings, reported the findings in the January, 1954, issue of the Journal of the Florida Education Association.³⁷ Of the 223 responses, 168 interns considered the internship experience to be highly satisfactory, 53 considered it satisfactory, and 3 unsatisfactory.

The chief reason given by interns for rating the internship highly satisfactory was that the directing teacher allowed the intern freedom in planning for teaching and in carrying out the lesson plans. A number of interns had a feeling of accomplishment and of growing confidence in teaching ability. A third reason given in about the same frequency as in the second was that faculty members and pupils in the public schools showed a favorable attitude toward the interns.

The primary reason given by interns for rating the internship satisfactory instead of highly satisfactory was a difference in point

³⁷R. L. Goulding and Tom O. Burke, "Interns Evaluate Their Experience," The Journal of the Florida Education Association, XXXI (January, 1954), pp. 15, 21.

of view between intern and directing teacher, involving the use of methods and materials. Other reasons were based on the interns' being restricted to a narrow range of teaching in high school, insufficient opportunity to observe teachers other than the directing teachers, and an apparent lack of understanding on the part of directing teacher or principal of the purposes and procedures of the internship program.

Individual reasons given for the three unsatisfactory ratings followed no trend. One statement was that the directing teacher was uninterested; another, that the intern was used mostly as a keeper of study halls; another, that the directing teacher criticized the intern in front of the class. The authors said that evidence indicated the need for specific training and preparation for working with interns.

In 1957 the State Department of Education decided that directing teachers were to be allowed one semester hour of credit for each intern directed, up to and including three interns, such credit to be applied with three semester hours of work in a college course on the recency-of-credit requirement of six semester hours of college work for renewal of certificates.³⁸

Up to 1957 the Association for Student Teaching had an active unit in Florida. One of the most active participants was Dr. A. R. Mead. In the past four years interest has dwindled except for that shown by

³⁸State Board Regulations Relating to Florida Requirements for Teacher Education and Certification, Revised June, 1957 (Tallahassee: State Department of Education). (Mimeographed.)

individuals who have kept their memberships active.³⁹

In 1958, through the cooperation of the teacher education institutions in Florida, the State Department of Education issued a proposed internship bulletin to serve as a guide for all personnel working with interns. The bulletin was to be used for a year and then revised from suggestions for changes. Beginning with the school year 1960, revisions were to be made bi-annually.⁴⁰

The internship program at Jacksonville University began in 1958 with a few interns who received six semester hours' credit for their work, including orientation, nine weeks of internship, and post-internship classes. According to Dr. R. L. Goulding, Jacksonville University and Florida State University will change their internship schedules in the fall of 1961 by having the internship begin on the opening day of the public schools and then bringing the interns back to the campus for seminars and class work.⁴¹

The University of South Florida began class work for the first time in the fall of 1960 on the freshman level. The internship program there is scheduled to begin in the fall of 1961.⁴²

³⁹Interview with Dr. A. R. Mead, Retired. Formerly Director, Bureau of Educational Research, University of Florida. At his home, Gainesville, September, 1960.

⁴⁰Proposed Internship Bulletin (Tallahassee: State Department of Education, 1958).

⁴¹Interview with Dr. R. L. Goulding, Head, Department of Education, Jacksonville University, December, 1960.

⁴²Catalog (Tampa: University of South Florida, 1961).

V. INTERNSHIP PRACTICES IN 1960-1961

From the catalogs of the teacher education institutions in this study, from internship material printed or mimeographed by the institutions, and from interviews with directors of internship in those institutions, the following section on current practices in internship is presented.

At the University of Florida the elementary interns are in the field for thirteen weeks, whereas the secondary interns are out for ten weeks. All interns come back to the campus for at least one seminar during the internship; seminars are held at the beginning and at the end of the term. Interns are visited by internship supervisors and subject-matter specialists. Elementary interns get fifteen credits for EDS 405, The Practicum. Secondary interns get credit for their semester of work as follows: EDS 403, Secondary School Curriculum and Organization, three credits; EDS 404, Methods and Materials for Classroom Use, three credits; and EDS 405, Teaching in the Secondary School, nine credits. The P. K. Yonge Laboratory School on the campus has grades from kindergarten through high school.⁴³

Dr. C. L. Durrance, Head of the Secondary Education Department at the University of Florida, has emphasized in an interview the close cooperation between his institution and Florida State University. Joint staff meetings in Education are held at least once a year, and the two

⁴³Catalog (Gainesville: University of Florida, April 1, 1961), pp. 74, 168-172; interview with Dr. C. L. Durrance, University of Florida April, 1961.

institutions share jointly in teaching the courses for directing teachers.⁴⁴

Florida State University interns are required to be prepared for internship the first semester of the senior year. During the semester of internship they take En 301, The School Program, three credits; En 302, Teaching in the Elementary/Secondary School, three credits; and En 401, Internship, ten credits. The pre-requisites to En 401 are En 301 and En 302. The semester is divided into three weeks of orientation classes, ten weeks of field work, and three weeks of post-internship seminars. Interns are visited by intern supervisors and subject-matter specialists. The University School is the campus laboratory school, with grades from kindergarten through twelve.⁴⁵

Stetson University interns are in the field for ten weeks, getting ten semester hours' credit for En 430. The pre-internship and post-internship seminars give six semester hours' credit in En 429. Supervision is carried on by two staff members in Education, who devote their entire time to internship supervision.⁴⁶

Rollins College offers internship and practice teaching. Interns get eight weeks of field work and three weeks of class work in their quarter of internship courses, Education 414-415-416, giving fifteen credits. The practice teachers satisfy the State Department of Education requirement of six semester hours by observing and teaching part-time

⁴⁴ Interview with Dr. C. L. Durrance, April, 1961.

⁴⁵ Catalog (Tallahassee: Florida State University, January, 1961), pp. 139, 150-152.

⁴⁶ Catalog (DeLand: Stetson University, September, 1960), pp. 45, 46.

for a minimum of 160 clock hours. The work is supervised by three staff members in Education.⁴⁷

Florida Southern College offers Education 465, Teaching in the Elementary or Secondary School, six credits, and Education 466, Teaching Internship, ten credits. The first three weeks are spent in full-time class work on campus in the first half of Education 465. Nine weeks of internship follow. The final three weeks are spent on campus in the second half of Education 465, which includes an evaluation of the intern experience.⁴⁸

The University of Miami has an internship sequence which includes for elementary interns Education 419, Elementary Education, first five weeks, three credits; Education 420, General Methods of Teaching in the Elementary School, weekly seminar every Monday night, three credits; and Education 455, eleven weeks, nine credits. The secondary interns take Education 407, General Methods of Teaching in the Secondary School, first five weeks, three credits; Education 408, Methods and Materials in Teaching Secondary School Subjects, every Monday night during the internship, three credits; and Education 457, Internship, eleven weeks, nine credits. The remainder of the semester is devoted to a seminar on the internship experience. All interns are visited weekly by staff members in Education and subject-matter specialists. Interns take a teacher education examination on the last day of the semester. The Henry S. West

⁴⁷Catalog (Winter Park: Rollins College, July, 1960), pp. 68-70.

⁴⁸Catalog (Lakeland: Florida Southern College, February, 1961), pp. 50-52.

Laboratory School is a public elementary school operated jointly by the Dade County Public Schools and the School of Education of the University of Miami.⁴⁹

The University of Tampa offers Education 405 for elementary interns and Education 407 for secondary interns. In each course, giving fifteen semester hours' credit, the interns spend the first five weeks on the campus in seminars, studying curriculum, the role of the teacher in the total school organization, and practices and problems in education. Each Wednesday of the five-weeks' period is scheduled for observing and participating by the interns in the schools to which they are assigned. For approximately nine weeks the interns are in the field, but they come back to the campus for two Thursday afternoon conferences. The last part of the semester is spent in seminars. Interns are supervised by staff members in their area of work, elementary or secondary.⁵⁰

Barry College offers Education 499 which gives eight semester hours' credit. The interns spend nine weeks in pre-internship class work and nine weeks in the field. Weekly seminars are held at the college. Specialized teachers at the college supervise the interns.⁵¹

⁴⁹Catalog (Coral Gables, Miami: University of Miami, December 15, 1960), pp. 248, 249, 254, 255, 260; interview with Dr. Herbert W. Wey, Associate Dean, School of Education, University of Miami, March, 1961.

⁵⁰Catalog (Plant Park, Tampa: University of Tampa, September, 1960), pp. 69-73; interview with Dr. R. L. Mohr, Professor of Secondary Education, University of Tampa, April, 1961.

⁵¹Catalog (Miami: Barry College, 1960), p. 43; interview with Sister James Claudia, O. P., Instructor in Education, Barry College, March, 1961.

Jacksonville University interns take En 450 and En 451, giving three semester hours' credit each. During the 1960-1961 school year the internship semester was divided into an orientation period of approximately three weeks, nine weeks of internship, and three weeks of post-internship seminars. In the fall of 1961 interns will be in the field for nine weeks beginning on the opening day for public schools. The rest of the semester will be spent in class work. Interns are visited by Education staff members.⁵²

The University of South Florida will offer in the fall of 1961 for the first time Ed 499, Teaching Internship, giving six credits. Since the university opened in the fall of 1960 for freshmen only, the internship program will probably have only a few students.⁵³

One can see in the summary above that the Florida internship program has variety; however all of the institutions are concerned that the interns are oriented before they go into the field and that they have an opportunity to evaluate the intern experience upon their return to campus. All of the programs meet or exceed the State Department of Education requirements for directed teaching.

In the larger institutions where staffs are large, the elementary and secondary programs are operated separately. Institutions in or near metropolitan centers can keep their interns near the campus. The University of Florida, Florida State University, Stetson University, and

⁵²Catalog (Jacksonville: Jacksonville University, 1960), p. 68; interview with Dr. R. L. Goulding, Head, Department of Education, Jacksonville University, March 1961.

⁵³Catalog (Tampa: University of South Florida, 1961), p. 60.

Florida Southern College place their interns over the state. Very few interns are in their junior year; teacher education students as a rule are required to take their intern work in the senior year.

The Florida legislature empowers the State Department of Education to accredit teacher education institutions according to standards set up by the Department. In meeting those standards the institutions satisfy the terms of accreditation for themselves and certification for their students.

A number of factors have influenced teacher education and internship in Florida over the years. During World War II young people in many instances were not interested in preparing for teaching. After the War the industrial boom meant that wages and salaries were higher outside of education. Thus in those two periods young people who might have been interested in teaching went into other occupations.⁵⁴ Intern enrollments, then, were smaller in those years.

The problems attendant upon the recruitment of promising men and women for teaching have been the concern of everyone interested in teacher education in Florida. Dr. J. T. Kelley has said that a few years prior to 1961 Florida was losing 60 per cent or more of college students who had prepared for teaching. By 1961 the number had dropped to 40 per cent.⁵⁵ Naturally personnel in colleges and public schools are interested in finding a way of insuring that the largest number possible of

⁵⁴Ralph L. Eymann, "Florida State University and Teacher Education in Florida" (unpublished manuscript, 1960), chapter on Internship.

⁵⁵Interview with Dr. J. T. Kelley, Director, Division of Teacher Education, Certification and Accreditation, State Department of Education, October, 1960.

Florida interns will go ahead and apply for teaching positions in Florida.

Since a substantial number of teachers employed in Florida come from other states, those who serve as directing teachers bring in other ideas and approaches. Interns, therefore, are given the benefit of added viewpoints in teaching.

Obviously all decisions concerning teacher education affect the internship program. Constantly the TEAC has endeavored to upgrade the quality of teacher education by recommending improvements to the State Department of Education, which in turn has put into effect most of the suggestions.

The progress made in teacher education in Florida has been the result of cooperation on the part of many individuals in education and outside.

CHAPTER IV

ANALYSIS OF TEACHER EDUCATION AND INTERNSHIP ENROLLMENTS

The first part of this chapter shows the number of graduates prepared each school year, from 1952 to 1961, to teach on the elementary level, and on the high school level by subjects, at the University of Florida, Florida State University, Stetson University, Rollins College, Florida Southern College, University of Miami, University of Tampa, and Barry College. Jacksonville University figures are given for the past three years. The University of South Florida has not begun an internship program yet.

The second part of the chapter is devoted to a break-down, by school years, of figures showing intern enrollments on the elementary level, and on the high school level by subjects, at the University of Florida, 1948-1961; Florida State University, 1941-1961; and Stetson University, 1942-1961, to give a comparison between the state universities and a small, private university.

I. TEACHER EDUCATION ENROLLMENTS

Internship enrollment figures in Florida do not necessarily reflect the total number of graduates qualified to teach. Since the State Department of Education allows the substitution of three years of teaching experience or two years of teaching experience plus three semester hours in directed teaching for the internship, some of the students in the teacher education satisfy all preparation requirements except the

internship. Students in Agriculture at the University of Florida obtain their practical experience in teaching outside of the internship program.

University of Florida

Table I shows the numbers of graduates in education at the University of Florida from 1952 to 1961 with 1,311 elementary and 1,812 secondary teachers. The subjects drawing the largest numbers of students in the secondary field are English, 381; Social Studies, 330; Physical Education, 324; Agriculture, 164; Science, 151; Mathematics, 147; and Industrial Arts, 108. The grand total of 3,123 is further broken down into 2,011 women and 1,112 men. The totals for Table I are for a ten-year period; the totals for Table XII are for a thirteen-year period.

Florida State University

In the past ten years Florida State University has graduated 4,072 students prepared to teach. The number is broken down to 1,729 elementary and 2,343 secondary prospective teachers, or 861 men and 3,211 women, as seen in Table II. The subjects attracting the largest numbers are Music, 358; Physical Education, 321; Social Studies, 318; Home Economics, 227; English, 225; and Commerce, 213. The totals for Table II are for a ten-year period; the totals for Table XIII are for a twenty-one-year period.

Stetson University

Table III shows, for Stetson University, a total of 873 prepared to teach, broken down to 363 for the elementary and 510 for the secondary fields. Women out-number the men 633 to 240. The largest numbers of students took Physical Education, 97; Social Studies, 83; English, 74;

TABLE I

UNIVERSITY OF FLORIDA GRADUATES PREPARED TO TEACH, 1952-1961

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	136	123	104	104	153	125	154	143	135	134	1311
High School:											
Agriculture	30		22	21	23	21	17	9	11	10	164
Art	2	1	2	8	10	5	6	7	3		44
Commerce	5		13	11	14	17	7	12	8	10	97
English	17	18	36	26	38	37	42	42	58	67	381
Foreign Language	1	9		1	4	1	4				20
French	1							2	1		4
Spanish	1		3					2	2	3	11
Home Economics						1					1
Industrial Arts	19	13	6	7	11	13	10	12	7	10	108
Mathematics	25	4	11	10	13	9	10	16	20	29	147
Music	5	2	4	1			2	4	1		19
Physical Education	45	37	29	24	19	38	38	22	44	28	324
Science											
General Science	25	16	10	13	15	15	16	19	13	9	151
Biology								1			1
Social Science	22	22	26	23	31	33	28	47	46	52	330
Speech	2	2	4	1	1	2		2	1	1	16
High School Total	194	124	166	146	179	192	180	197	215	219	1812
Grand Total	330	247	270	250	332	317	334	340	350	353	3123
Men	168	87	114	97	111	110	121	86	117	101	1112
Women	162	160	156	153	221	207	213	254	233	252	2011

Figures supplied to the State Department of Education by the University of Florida.

1961 totals based on enrollment of juniors in teacher education, 1960.

TABLE II

FLORIDA STATE UNIVERSITY GRADUATES PREPARED TO TEACH, 1952-1961

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	201	169	176	168	179	165	163	168	164	176	1729
High School:											
Art	9	13	15	4	3	2	10	13	9	10	88
Commerce	24	25	19	17	21	17	25	22	21	22	213
English	18	3	23	11	13	8	24	30	47	48	225
Foreign Language	11	1									12
French								3	1		4
Latin									2		2
Spanish		4	4	2	6	5	11	4	1	11	48
Home Economics	28	13	12	13	20	18	26	34	28	35	227
Industrial Arts	3	9	3	3	5	4	9	5	9	9	59
Journalism	1			2	2	2		1			8
Library Science	5	5	2	6	6	6	3	3	4		40
Mathematics	15	17	10	7	3	2	16	17	24	24	135
Music	24	28	27	31	48	58	38	36	30	38	358
Physical Education	29	24	39	21	33	31	32	38	33	41	321
Science											
General Science	25	14	15	9	11	9	13	10	15	21	142
Biology				2				2	1		5
Chemistry					1						1
Physics						1			1		2
Social Studies	20	27	27	24	38	37	30	35	40	40	318
Special Education	1	3		3	3	2	12	10			34
Speech	7	7	7	2	3	4	3	4	5	12	54
Speech Correction									3		3

TABLE II (continued)

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Other:					5						5
Core									5		5
Guidance			1								1
Health Education				1	1	20			1	2	25
Radio				1							1
Recreation	7										7
High School Total	227	193	204	159	222	226	252	267	280	313	2343
Grand Total	428	362	380	327	401	391	415	435	444	489	4072
Men	82	98	82	58	86	89	85	94	88	99	861
Women	346	264	298	269	315	302	330	341	356	390	3211

Figures supplied to the State Department of Education by Florida State University.

1961 totals based on enrollment of juniors in teacher education, 1960.

TABLE III

STETSON UNIVERSITY GRADUATES PREPARED TO TEACH, 1952-1961

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	40	37	30	20	34	29	39	45	40	49	363
High School:											
Art	1	3	1	4		2	2	3	3	1	20
Commerce	12	6	3	1	4	8	2	5	4	3	48
English	6	15	4	3	6	8	6	5	7	14	74
Foreign Language											
French		1							1	1	3
Latin		1									1
Spanish	1					1	1		1		4
Mathematics	2		3		5	3	4	3	3	4	27
Music	6	11	7	7	4	10	7	10	4	7	73
Physical Education	15	18	7	10	8	11	14	5	6	3	97
Science											
General Science	4										4
Biology	6	6	3	2	4	4	4	7	4	5	45
Chemistry					1					2	3
Social Science	8	17	7	3	9	6	12	6	9	6	83
Speech	4	2	1	2		2	1	6		1	19
Other:											
Religion	4			1				1	1	1	8
Psychology										1	1
High School Total	69	80	36	33	41	55	53	51	43	49	510
Grand Total	109	117	66	53	75	84	92	96	83	98	873
Men	36	43	16	13	17	24	31	24	18	18	240
Women	73	74	50	40	58	60	61	72	65	80	633

Figures supplied to the State Department of Education by Stetson University.

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1961 totals based on enrollment of juniors in teacher education, 1960.

Music, 73; and Commerce, 48. The totals for Table III are for a ten-year period; the totals for Table XIV are for a twenty-year period.

Rollins College

Table IV shows the Rollins College graduates prepared to teach since 1952. The total of 187 is broken down into 89 elementary and 98 secondary prospective teachers. The subjects drawing the largest numbers of students are Social Science, 42 and English, 21. The women outnumber the men 128 to 59.

Florida Southern College

The Florida Southern College education students are shown in Table V, with a total of 725 broken down into 343 elementary and 382 secondary education students. The subjects drawing the largest numbers of students are Social Studies, 86; Physical Education, 79; Commerce, 38; English, 36; Industrial Arts, 31; and Home Economics, 29. The women outnumber the men 475 to 250.

University of Miami

Table VI shows the figures for the University of Miami, with the grand total of 2,754 broken down into 1,085 elementary and 1,669 secondary prospective teachers. The largest numbers of students went into Physical Education, 397; Social Studies, 335; Music, 221; English, 183; Industrial Arts, 89; Commerce, 76; and Mathematics, 67. The ratio of women to men is 1,621 to 1,133.

University of Tampa

The figures for the University of Tampa are shown in Table VII. The total of 1,239 is divided into 598 elementary and 641 secondary

TABLE IV

ROLLINS COLLEGE GRADUATES PREPARED TO TEACH, 1952-1961

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	6	9	9	10	8	9	7	6	10	15	89
High School:											
Art	1				1	1					3
Commerce				1							1
English	1	3	3		4	3	1	2	1	3	21
Foreign Language											
German										1	1
Spanish	2	1							1		4
Mathematics	1			1				1	1	2	5
Music	1	3	1	1							6
Physical Education		2	3			1					6
Science	1										1
General Science								1	1		2
Biology			2	1		1					4
Chemistry				1							1
Social Science	6	6	2	8	3	1	4	6	4	2	42
Speech						1					1
High School Total	13	15	11	13	8	8	5	10	7	8	98
Grand Total	19	24	20	23	16	17	12	16	17	23	187
Men	8	7	8	11	3	4	4	5	5	4	59
Women	11	17	12	12	13	13	8	11	12	19	128

Figures supplied to the State Department of Education by Rollins College.

1961 totals based on enrollment of juniors in teacher education, 1960.

TABLE V

FLORIDA SOUTHERN COLLEGE GRADUATES PREPARED TO TEACH, 1952-1961

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	30	25	31	29	18	38	25	62	51	34	343
High School:											
Art		3	1	2		1				1	8
Commerce	5	1	1	10	2	2	2	4	3	8	38
English	3	2	4		2	1	1	4	10	9	36
Foreign Language											
Spanish		2							3	2	7
Home Economics	2	3	4	2	2	5		3	2	6	29
Industrial Arts	4	4	3	2	3	4	1	1	6	3	31
Library Science				1							1
Mathematics	5	3	2		1		1	3	1		16
Music	4		2	3	2	2	3	3	5	1	25
Physical Education	13	7	5	8	9	11	2	7	13	4	79
Science											
General Science	4	3	2						1	2	12
Biology	1				1				2	3	7
Chemistry					2					1	3
Social Science	3	5	5	8	13	8	1	9	19	15	86
Speech									2		2
Other:	1										
Kindergarten								1			
High School Total	45	33	29	36	37	34	11	35	67	55	382
Grand Total	75	58	60	65	55	72	36	97	118	89	725
Men	31	31	16	20	23	23	10	23	47	26	250
Women	44	27	44	45	32	49	26	74	71	63	475

Figures supplied to the State Department of Education by Florida Southern College.

1961 totals based on enrollment of juniors in teacher education, 1960.

TABLE VI

UNIVERSITY OF MIAMI GRADUATES PREPARED TO TEACH, 1952-1961

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	95	85	85	100	92	105	105	136	138	144	1085
High School:											
Art	4	5	4	4	8	15	5	4	4	1	54
Commerce	7	5	5	6	4	11	9	11	7	11	76
English	11	9	13	13	22	29	15	16	22	33	183
Foreign Language				2				3	1	1	7
French		2			2	1	1			2	8
Spanish	4	4	3	1	3	5	4		4	4	32
Home Economics	2	5	4	3	3	5	2	4	1	2	31
Industrial Arts	13	11	9	6	5	10	8	6	6	10	89
Journalism		1	1		1				2		5
Mathematics	11	5	2	1	6	7	6	10	11	8	67
Music	23	25	17	19	21	31	20	23	21	21	221
Physical Education	62	50	46	31	28	36	34	35	39	36	397
Science											
General Science	6	5	7	5	8	8	6	3	2	3	53
Biology	5	2	1	1	3	4	9	5	3	14	47
Chemistry	2	1		1	1	2		1	1		9
Physics				2							2
Social Science	25	30	20	35	37	30	42	31	38	47	335
Speech	3	3	7	1	7	4	6	2	5	3	41
Speech Correction	3				1						4
Other:											
History	6	2									8
Psychology	2										2
Recreation									1	1	2
High School Total	189	165	141	129	160	198	167	154	168	197	1169
Grand Total	284	250	226	229	252	303	272	290	306	341	2754
Men	162	127	100	102	108	119	114	101	95	105	1133
Women	122	123	126	127	144	184	158	189	211	236	1621

Figures supplied to the State Department of Education by the University of Miami.

1961 totals based on enrollment of juniors in teacher education, 1960.

TABLE VII

UNIVERSITY OF TAMPA GRADUATES PREPARED TO TEACH, 1952-1961

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	48	28	28	37	48	70	87	80	86	86	598
High School:											
Art		4	1	2	3	2		1	4		17
Commerce		46								1	47
English	6	11	13	7	10	12	12	8	10	13	102
Foreign Language							1				1
Latin				1							1
Spanish	1	4	1			1	1	2		1	11
Home Economics	3										3
Industrial Arts				1	2	2	2	6	7	5	25
Mathematics	1	1			4	1	3	8	6	2	26
Music	5	3	5	5	2	2	6	5	3	4	40
Physical Education	12	19	16	10	21	15	20	20	24	19	176
Science											
General Science					1			2	3		6
Biology	1	2	1	1		1	1			3	10
Chemistry		1			1				1		3
Physics		4					1				5
Social Science	16	8	13	6	14	20	17	26	20	8	148
Speech				7							7
Other:											
Civics										1	1
History		1								8	9
Psychology		1		1					1		3
High School Total	45	105	50	41	58	56	64	78	79	65	641
Grand Total	93	133	78	78	106	126	151	158	165	151	1239
Men	42	96	38	38	56	55	77	78	82	62	624
Women	51	37	40	40	50	71	74	80	83	89	615

Figures supplied to the State Department of Education by the University of Tampa.

1961 totals based on enrollment of juniors in teacher education, 1960.

teachers. The men outnumber the women 624 to 615. The most popular subjects are Physical Education, 176; Social Studies, 148; and English, 102.

Barry College

The fact that Barry College is primarily for women is seen in the ratio of 266 to one in Table VIII. The total of 267 is divided into 142 elementary and 125 secondary. The following subjects are the most popular: English, 33; Home Economics, 16; Social Studies, 12; Art, 10; and Music, 9.

Jacksonville University

Table IX shows the Jacksonville University figures for the past three years. The total of 114 is broken down into 69 elementary and 45 high school prospective teachers. The women outnumber the men 81 to 33. English, with 13, and Social Science, with 9, are the two prominent subjects.

State Totals and Ranking of Subjects

Table X is a composite of all of the 1952-1961 totals of all of the institutions in the study except the University of South Florida. Since 1952 the white institutions have graduated 13,354 prospective teachers, of whom 5,729 have been in the elementary field, 7,625 have been in the secondary field, 9,041 have been women, and 4,313 have been men. The subjects attracting the largest numbers of students over the state are first, Physical Education; second, Social Studies; third, English; fourth, Music; fifth, Business Education; sixth, Mathematics;

TABLE VIII

BARRY COLLEGE GRADUATES PREPARED TO TEACH, 1952-1961

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	3	11	6	12	11	10	22	14	38	15	142
High School:											
Art		1	1	1	2	3		1	1		10
Commerce			1								1
English	1	1	3	1	1	5	3	7	9	2	33
Foreign Language								2			2
French				1	2				2	1	6
Latin					1		2		1	1	5
Spanish								1	2	3	6
Home Economics				1	5	1		3	4	2	16
Mathematics								1	3	1	5
Music		1		1		1	4	1		1	9
Physical Education								2	2	3	7
Science											
General Science			1				1				2
Chemistry									2		2
Social Science			1		1	1	4	3	1	1	12
Speech				3			5	1			9
High School Total	1	3	7	8	12	11	19	22	27	15	125
Grand Total	4	14	13	20	23	21	41	36	65	30	267
Men			1								1
Women	4	14	12	20	23	21	41	36	65	30	266

Figures supplied to the State Department of Education by Barry College.

1961 totals based on enrollment of juniors in teacher education, 1960.

TABLE IX
JACKSONVILLE UNIVERSITY GRADUATES PREPARED
TO TEACH, 1959-1961

	1959	Year 1960	1961	Totals
Elementary Total	27	23	29	69
High School:				
Commerce		1		1
English	5	4	4	13
Foreign Language	1			1
Mathematics	3	1	1	5
Music	2	2	1	5
Physical Education	2		3	5
Science				
General Science		1		1
Social Science	4	3	2	9
Other:				
DCT Coordinator	2			2
Health Education	1			1
Study Hall	2			2
High School Total	22	12	11	45
Grand Total	49	35	30	114
Men	21	5	7	33
Women	28	30	23	81

Figures supplied to the State Department of Education by Jacksonville University.

1961 totals based on enrollment of juniors in teacher education, 1960.

TABLE X

GRADUATES OF WHITE TEACHER EDUCATION INSTITUTIONS IN
FLORIDA PREPARED TO TEACH, 1952-1961

	Institution									Totals
	1	2	3	4	5	6	7	8	9	
Elementary Total	1311	1729	363	89	343	1085	598	142	69	5729
High School:										
Agriculture	164									164
Art	44	88	20	3	8	54	17	10		244
Commerce	97	213	48	1	38	76	47	1	1	522
English	381	225	74	21	36	183	102	33	13	1068
Foreign Language	20	12				7	1	2	1	43
French	4	4	3			8		6		19
German				1						1
Latin		2	1				1	5		9
Spanish	11	48	4	4	7	32	11	6		123
Home Economics	1	227			29	31	3	16		307
Industrial Arts	108	59			31	89	25			312
Journalism		8				5				13
Library Science		40			1					41
Mathematics	147	135	27	5	16	67	26	5	5	433
Music	19	358	73	6	25	221	40	9	5	756
Physical Education	324	321	97	6	79	397	176	7	5	1412
Science										
General Science	151	142	4	3	12	53	6	2	1	374
Biology	1	5	45	4	7	47	10			119
Chemistry		1	3	1	3	9	3	2		22
Physics		2				2	5			9
Social Studies	330	318	83	42	86	335	148	12	9	1363
Special Education		34								34
Speech	16	54	19	1	2	41	7	9		149
Speech Correction		3				4				7

TABLE X (continued)

	Institution									Totals
	1	2	3	4	5	6	7	8	9	
Other:		5			1					6
Core		5								5
DCT Coordinator									2	2
Civics							1			1
Guidance		1								1
History						8	9			17
Health Education		25							1	26
Kindergarten					1					1
Study Hall									2	2
Psychology			1			2	3			6
Radio		1								1
Recreation		7				2				9
Religion			8							8
High School Total	1812	2343	510	98	382	1669	641	125	45	7625
Grand Total	3123	4072	873	187	725	2754	1239	267	114	13354
Men	1112	861	240	59	250	1133	624	1	33	4313
Women	2011	3211	633	128	475	1601	615	266	81	9041

1 University of Florida
 2 Florida State University
 3 Stetson University
 4 Rollins College
 5 Florida Southern College

6 University of Miami
 7 University of Tampa
 8 Barry College
 9 Jacksonville University

Table X prepared from Tables I-IX.

and seventh, General Science. The reader may well wonder about the small numbers in French, German, Latin, Chemistry, and Physics.

Table XI shows the ranking of the total numbers of students by subjects in the nine institutions in Tables I through IX. For each institution, numbered at the top of the column and named at the bottom of the page, a rank of one means that the largest number of students have taken the subject opposite the one. A rank of two means that the subject opposite two is in second place, and so on. Total numbers that tie are shown as tying ranking numbers.

The top-ranking subjects are Social Studies, Physical Education, and English, in that order. In contrast, such subjects as Chemistry, Physics, and Biology rank low, with foreign languages placing a little higher than the science subjects.

II. INTERNSHIP ENROLLMENTS

University of Florida

Table XII shows the intern enrollments at the University of Florida. In the fall of 1948 only elementary interns were placed in public schools. The high school interns were first sent out in the fall of 1949.

In the past thirteen years the University of Florida has had 3,101 interns. That total is broken down to 1,062 elementary and 2,039 secondary interns. The latter figure is divided as follows:

Art	48
Commerce	123
English	429
Foreign Language	52

TABLE XI
RANKING OF NUMBERS OF STUDENTS IN SUBJECTS IN THE
WHITE TEACHER EDUCATION INSTITUTIONS
OF FLORIDA, 1952-1961

	Institutions								
	1	2	3	4	5	6	7	8	9
High School:									
Agriculture	4								
Art	9	9	8	6	10	10	8	5	
Commerce	8	6	5	7	3	6	4	10	5
English	1	5	3	2	4	4	3	1	1
Foreign Languages	10	10	10	4	11	9	9	2	5
Home Economics	13	4			6	13	15	3	
Industrial Arts	7	11			5	5	7		
Journalism		16				17			
Library Science		13			14	21			
Mathematics	6	8	7	4	8	7	6	8	3
Music	11	1	4	3	7	3	5	6	3
Physical Education	3	2	1	3	2	1	1	7	3
Science									
General Science	5	7	11	6	9	8	13	9	5
Biology	13	18	6	5	11	12	10		
Chemistry		21	12	7	12	15	15	9	
Physics		20				18	14		
Social Studies	2	3	2	1	1	2	2	4	2
Special Education		14							
Speech	12	12	9	7	13	11	12	6	
Speech Correction		19				18			
Other:									
Civics						19	16		
DCT Coordinator									4
Core		18							
Guidance		21							
History						15	11		
Health Education		15							5
Kindergarten					14				
Language Arts		20							
Physically Hand.		20							
Psychology			13			16	15		
Radio		21							
Recreation		17				20			
Religion			10						

1 University of Florida
2 Florida State University
3 Stetson University
4 Rollins College
5 Florida Southern College

6 University of Miami
7 University of Tampa
8 Barry College
9 Jacksonville University

Table XI prepared from Tables I-IX.

TABLE XII

UNIVERSITY OF FLORIDA INTERN ENROLLMENTS, 1949-1961

	School Year Ending													Totals
	1949	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	11	27	59	68	88	71	70	105	104	111	115	126	107	1062
High School:														
Art		1		2	2	2	8	12	3	7	8	3		48
Commerce		5	13	4	9	12	11	14	15	9	10	11	10	123
English		28	33	14	22	34	24	39	35	48	36	55	61	429
Foreign Language		3	6	6	8	6	1	3		4	5	4	6	52
Home Economics									1					1
Industrial Arts		9	26	19	14	5	7	11	12	11	12	7	10	143
Library Science											1			1
Mathematics		22	19	15	4	10	10	18	9	11	17	20	27	182
Music		2	5	5	2	4	1	2		3	5			29
Physical Education		7	33	43	40	26	24	27	39	40	22	47	31	379
Science														
General Science		23	23	22	17	12	13	15	15	17	17	20	10	204
Social Science		30	41	20	22	32	21	33	35	29	47	50	52	412
Speech									2		2	5	7	16
Other:														
Core					3	4	3	3	5	2				20
High School Total		130	199	150	143	147	123	177	171	181	182	222	214	2039
Grand Total	11	157	258	218	231	218	193	282	275	292	297	348	321	3101

Home Economics	1
Industrial Arts	143
Library Science	1
Mathematics	182
Music	29
Physical Education	379
General Science	204
Social Studies	412
Speech	16
Other areas	<u>20</u>
Total	2,039

Florida State University

Florida State University began its internship program in the spring semester of 1940-1941. To date a total of 6,017 interns have participated, as shown in Table XIII. That figure is broken down to 2,230 elementary and 3,787 secondary interns. The high school figure is divided thus:

Art	138
Commerce	371
English	421
French	17
Latin	7
Spanish	144
Home Economics	367
Industrial Arts	78
Journalism	12
Library Science	89

TABLE XIII

FLORIDA STATE UNIVERSITY INTERN ENROLLMENTS, 1941-1961

	Year										
	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951
Elementary	8	24	26	6	9	23	30	37	65	118	148
High School:											
Art	1			1	1		3	7	7	7	9
Commerce	1	2	3	3	3	17	20	24	19	38	27
English	3	3	3	5	5	12	19	22	32	51	32
Foreign Language											
Combination of 2											
French								1	1	1	1
Latin							1				1
Spanish		2	2	3	2	11	17	9	12	11	20
Home Economics						9	9	16	24	30	30
Industrial Arts										3	10
Journalism									1	1	3
Library Science							3	10	9	8	11
Mathematics			1		1	8	8	13	16	33	28
Music									13	25	25
Physical Education					6	13	18	14	24	53	40
Science											
General Science		2	2			1	5	6	30	34	13
Biology										1	5
Chemistry											1
Physics								1			
Social Science	1	2	3	5	3	21	20	19	35	62	26
Special Education										1	
Speech		1		1	1	1	2	3	10	8	9
Speech Correction											
Other:											
Core											
DCT Coordinator										1	
Exceptional											
Geography										1	
Guidance									2	1	
Gymkana											2
Health Education							1			4	7
History							1		1	2	8
Language Arts											
Physically Handi- capped											
Psychology										1	1
Radio											
Recreation										4	4
Sanitation										6	
Sight Saving											1
High School Total	6	12	14	18	22	93	127	148	237	387	316
Grand Total	14	36	40	24	31	116	157	185	302	505	464
Men								2	45	140	121
Women	14	36	40	24	31	116	157	183	257	365	343

TABLE XIII (continued)

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	193	170	159	168	179	179	172	176	165	175	2230
High School:											
Art	7	13	19	4	3	14	10	13	9	10	138
Commerce	25	25	19	17	21	23	24	23	19	18	371
English	16	12	17	11	13	18	24	31	45	47	421
Foreign Language											
Combination of 2											
French	1		1			3	4	3	1		17
Latin	1	1	1						2		7
Spanish	9	4	3	2	6	8	7	4	1	11	144
Home Economics	28	13	12	13	20	39	27	34	29	34	367
Industrial Arts	3	9	3	3	5	9	9	5	9	9	78
Journalism	1			2	2	1		1			12
Library Science	5	6	7	6	6	8	3	3	4		89
Mathematics	15	17	12	7	3	8	16	16	22	20	244
Music	24	28	27	31	48	34	36	35	32	37	395
Physical Education	30	24	37	21	33	63	33	37	32	44	522
Science											
General Science	24	13	11	9	11	22	8	11	20	3	225
Biology				2		1	2	1		12	24
Chemistry					1		3			4	9
Physics										1	2
Social Science	22	27	13	24	38	31	30	35	41	28	486
Special Education		1	6	3	3	4	4	10		1	33
Speech	7	7	6	2	3	18	2	4	8	3	96
Speech Correction										8	8
Other:		2			5						18
Core	2										2
DCT Coordinator											1
Exceptional	1										1
Geography											1
Guidance											3
Gymkana	1										3
Health Education	2	1	1	1	1				1	2	21
History	1		1							7	21
Language Arts		2									2
Physically Handi- capped										2	2
Psychology											2
Radio				1							1
Recreation	7										15
Sanitation											6
Sight Saving											1
High School Total	237	205	196	159	222	304	242	266	275	301	3787
Grand Total	430	375	355	327	401	483	414	442	440	476	6017
Men	91	99	59	58	86	112	95	90	89	91	1178
Women	339	276	296	269	315	371	319	352	351	385	4839

Mathematics	244
Music	395
Physical Education	522
General Science	225
Biology	24
Chemistry	9
Physics	2
Social Studies	486
Special Education	33
Speech	96
Speech Correction	8
Other:	43
Health Education	21
History	21
Recreation	15
Total	<u>3,787</u>

Stetson University

Stetson University first put interns into the field in the spring semester of 1941-1942. So far 1,250 interns have been in the program, including 397 elementary and 820 high school interns. The high school interns are shown as follows from Table XIV:

Art	21
Commerce	63
English	107
French	6
Spanish	14

Home Economics	1
Industrial Arts	3
Journalism	1
Mathematics	52
Music	105
Physical Education	172
General Science	19
Biology	51
Chemistry	6
Physics	3
Social Studies	84
Speech	17
Other:	
Bible	3
Civics	3
DCT Coordinator	2
History	86
Total	<u>820</u>

TABLE XIV

STETSON UNIVERSITY INTERN ENROLLMENTS, 1942-1961

	Year									
	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951
Elementary Total	6	5			1		11	9	23	27
High School:										
Art							1	1	2	2
Commerce							9	6	3	4
English							11	11	9	8
Foreign Language										
French							1			
Spanish							1	1	1	1
Home Economics								1		
Industrial Arts									2	
Journalism								1		
Mathematics							3	7	7	5
Music							6	10	18	6
Physical Education							12	21	26	31
Science										
General Science							1	1	3	2
Biology							1	4	10	6
Chemistry									3	1
Physics								1		1
Social Science							5	9	9	22
Speech								3	2	2
Other:										
Bible							2	1		
Civics									1	
DCT Coordinator									1	
History							13	10	14	4
High School Total	2		1				64	88	111	95
Grand Total	8	5	1		1	33	75	97	134	122
Men						1	27	53	84	79
Women	8	5	1		1	32	48	44	50	43

TABLE XIV (continued)

	Year										Totals
	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	
Elementary Total	23	19	18	27	24	26	43	40	41	54	397
High School:											
Art	1	2	2	4		2	1		2	1	21
Commerce	10	3	4		5	6	2	5	6		63
English	5	12	6	3	5	7	6	7	5	12	107
Foreign Language											
French		1				1	1		1	1	6
Spanish	3	1	2			1	1		2		14
Home Economics											1
Industrial Arts		1									3
Journalism											1
Mathematics	6		3	1	4	2	6	3	3	2	52
Music	5	10	7	5	4	9	7	10	3	5	105
Physical Education	11	12	7	8	7	8	13	6	6	4	172
Science											
General Science	4	1	1	2	1	1		1		1	19
Biology	2	4	1	2	4	2	3	3	4	5	51
Chemistry						2					6
Physics	1										3
Social Science	6	9	5	4	5	3	6		1		84
Speech	3		1	1		1		4			17
Other:											
Bible											3
Civics				1		1					3
DCT Coordinator	1										2
History	5	4	4	2	4	4	6	4	5	7	86
High School Total	63	60	43	33	39	50	52	43	38	38	820
Grand Total	86	79	61	60	63	76	95	83	79	92	1250
Men	33	31	19	18	18	22	32	26	16	16	475
Women	53	48	42	42	45	54	63	57	63	76	775

CHAPTER V

SUMMARY AND RECOMMENDATIONS

I. SUMMARY

The development of teacher education in Florida from 1933 to 1961 has been viewed in this study primarily from the standpoint of teacher certification. In 1933 the State Department of Education was issuing fourteen different kinds of certificates based on examinations and educational preparation. In 1940 three semester hours of observation and practice teaching were required for certification, and in 1941 the requirement was raised to six semester hours of observation and practice teaching. During World War II war-time certificates were issued to certain teachers who lacked the specified preparation for regular certificates.

The Florida Minimum Foundation Program, which was enacted into law in 1947, provided for the ranking of certificates from six to one--the latter being the highest--without nullifying any of the certificates already held by teachers. In 1951 the State Department of Education adopted a new regulation, allowing an applicant to extend his certificate for a period of time equal to the original period of validity by taking six semester hours of work in a standard institution. Certificates other than Emergency, Temporary, and Provisional Graduate formerly could be extended for one year.

The 1953 legislature rescinded that portion of the law requiring certification on the basis of examinations, thereby making college credits

the only basis for the issuance of certificates. Between 1941 and 1951 the semester-hour requirements in college preparation were raised strongly for general and specialization preparations. The 1961 requirements for science, mathematics, and foreign languages have been raised; otherwise, the 1961 regulations are very much the same as those of 1951. The 1961 legislature passed a bill specifying that for certification all new applicants for certificates, all applicants for certificates of a higher ranking, and all applying for a continuing contract should achieve a score of 500 or more on the common examination of the National Teachers Examination or on an equivalent examination approved by the State Board of Education. Applicants for competence awards are required to score 600 or more on one of the examinations mentioned above.

The Florida Teacher Education Advisory Council was formed in 1937 to advise the State Department of Education on matters relating to teacher education and certification. Most of the Council's recommendations have been adopted by the State Department of Education. Since 1937 the work and influence of the Council have been of considerable proportions. Other groups interested in teacher education in Florida are the Florida Education Association, the Continuing Educational Council, the Florida Citizens Committee, the State Advisory Council on Education, and the Interim Legislative Educational Committee.

Florida's student teaching program officially started in 1941 with the Camp O'Leno Conference on Internship Problems, under the auspices of the Teacher Education Advisory Council. The conference decided to adopt the term internship as the name of the student teaching program recommended for the state. Early internship problems were the question of

remuneration for directing teachers, the need for adequate training and selection of directing teachers to guide the activities of interns in their laboratory experiences, the need for a handbook explaining the internship program to interns, directing teachers, and administrative personnel over the state, and difficulties in scheduling some of the interns.

At the present writing, directing teachers do not receive remuneration in cash for helping interns, but they do receive recognition from the colleges whose interns they direct in the total or partial remission of fees for courses taken to extend or increase certificates and from the State Department of Education in the allowance of one semester hour of credit up to three for each intern directed, such credit to be applied toward extension of certificates. Internship courses for directing teachers have been arranged by the colleges since the program began; two handbooks with statewide distribution have been published; and the scheduling difficulties proved to be temporary.

Between 1952 and 1961 the largest numbers of prospective teachers in the institutions in this study prepared to teach Physical Education, Social Studies, and English, in that order. Other major fields in descending order were Music, Business Education, Mathematics, and General Science. Foreign languages, Biology, Chemistry, and Physics ranked low.

II. RECOMMENDATIONS

The term internship connotes medical internship or a fifth year of practical experience to many people; therefore, the term student teaching seems to be more descriptive of, and applicable to, the Florida

program of teaching internship. Perhaps the Teacher Education Advisory Council will review the possibility of changing the name of the program soon.

The internship bulletin will help considerably, but school and college personnel interns need a handbook brought up to date. The last handbook was published in 1948.

Intern supervisors and directing teachers should get together regularly to discuss matters of mutual concern. Under the sponsorship of the State Department of Education and the Florida Education Association, statewide meetings of personnel connected with internship could be held at least once a year. The convenient time for such a meeting would be during the convention of the Florida Education Association, as was the case at the 1961 convention in Jacksonville.

Florida needs an active unit in the Association for Student Teaching. College personnel should work toward the re-activation of the former unit or the formation of a new group.

Since teaching conditions change, further research in internship on a statewide basis is needed. An instrument gauging the reactions of interns, directing teachers, college supervisors, and others to the program would be helpful in evaluating the present status of internship and in planning for the future. Already educators in this country are planning for a fifth year in teacher education.

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APPENDIXES

APPENDIX A

DIRECTORY OF THE CAMP O'LENO CONFERENCE

APRIL 28-MAY 3, 1941

Sponsors: Florida Teacher Education Advisory Council; State Department of Education; Commission on Teacher Education, American Council on Education.

Participating Institutions: Florida State College for Women; University of Florida; University of Tampa; University of Miami; John B. Stetson University; Florida Southern College; Rollins College.

County School Systems Represented: Alachua, Dade, Duval, Hardee, Hillsborough, Leon, Levy, Orange, Pinellas, Polk, Seminole, Putnam, St. Lucie, Volusia.

Florida Teacher Education Advisory Council: W. S. Allen, President, John B. Stetson University; W. S. Anderson, Dean, Rollins College; M. W. Carothers, Director of Instruction, State Department of Education; R. L. Eyman, Dean, Florida State College for Women; Miss Sara Ferguson, Chairman, Classroom Teachers Department, Florida Education Association; C. R. Foster, Dean, University of Miami; J. E. Mooney, President, University of Tampa; Miss Marguerite Morse, President, Florida Education Association; J. W. Norman, Dean, University of Florida; Robert Reed, President, St. Petersburg Junior College; J. S. Rickards, Executive Secretary, Florida Education Association; L. M. Spivey, President, Florida Southern College; J. B. Walker, Chairman, Department of County Superintendents, Florida Education Association; and H. L. Watkins, Chairman, All-Principals Department, Florida Education Association.

Consultants: Miss Alice Blair, Georgia State College for Women; L. M. Johnson, Georgia State Teachers College; Miss Adelle Land, University of Buffalo; C. E. Prall, American Council on Education; Laban C. Smith, Alabama Polytechnic Institute; Miss Florence Stratemeyer, Teachers College, Columbia University; and J. D. Williams, University of Kentucky.

Coordinator: M. W. Carothers, State Department of Education.

Conference Leader: C. E. Prall, Commission on Teacher Education, American Council on Education.

Members of the Conference:

College Staff Members: Florida State College for Women--H. E. Becker, Ernest Cason, Miss Ruth Connor, R. L. Eyman, R. L. Goulding, Mrs. Dora

Skipper; University of Florida--R. S. Atwood, A. R. Mead, J. W. Norman, G. Ballard Simmons, W. H. Wilson; University of Tampa--M. K. Adams, D. E. Bunting, M. B. Cramer, Ellis Freeman, C. H. Laub, J. E. Mooney; John B. Stetson University--W. S. Allen, Miss Olga Bowen, Mrs. Sue Burns, Miss Veronica Davis, B. F. Ezell, Miss Maude Emma King, Mrs. Frances Thornton; Rollins College--William Hutchins, Mrs. A. G. Lamb, Miss Audrey Packham; Florida Southern College--Charles Brown, Miss Helen Everett, J. G. Ogden, J. C. Peel, Walter Williams; University of Miami--C. R. Foster, E. V. Hjort, J. F. Lehner.

Directing Teachers: Mrs. Evelyn S. Cary, Sulphur Springs; Mrs. Irene S. Christen, Fort Pierce; A. V. Clark, Williston; Mrs. Lola M. Culver, Jacksonville; Mrs. Ruth M. Daniel, Plant City; Miss Sara Ferguson, Orlando; Mrs. Fred Ferrell, Tallahassee; Mrs. Sarah Goodman, Orlando; Horace Gray, DeLand; Mrs. Douglas Hopkins, Tallahassee; Mrs. Emily T. Hylant, Tampa; Mrs. Eunah Johnson, DeLand; Mrs. Ruth M. Johnston, Miami; Miss Alice Kahl, Miami; O. D. King, Sanford; H. H. Kraneman, New Smyrna; Mrs. Sophie L. Kurtz, Tampa; Miss Natalie Lamb, Daytona Beach; A. P. Leto, Tampa; Miss Alberta Losh, Coral Gables; Mrs. Marguerite Lumpkin, Lakeland; Miss Jane Marshall, Winter Park; Mrs. Ruth McLean, Tampa; Mrs. Freda O'Neil, Miami; Mrs. Dwight T. Parker, Daytona Beach; Miss Eloise Patterson, Miami; Miss Eleanor Rankin, Daytona Beach; H. N. Rath, Miami; Mrs. Myrtle Reece, Tampa; Miss Ann Richardson, Jacksonville; H. E. Richey, Miami; Mrs. Mattie Mae Saunders, Wauchula; Mrs. Lillian T. Scott, Miami; Miss Gertrude Shaffner, Miami; Mrs. J. E. Smith, Palatka; Mrs. Ann Spires, Daytona Beach; Miss Anne Stone, Orlando; Miss Mildred Swearingen, Bartow; Miss Kate Wharton, Winter Park; Miss Vara Woodward, Daytona Beach; Mrs. Elizabeth Yearwood, Largo.

Interns: Miss Atlant Day and Miss Irene Edwards of Florida State College for Women; Miss Gloria Gutierrez and Miss Carroll Thomas of the University of Tampa; Miss Martha Brooks and Miss Jennie Lou Dewar of Florida Southern College.

State Department of Education: M. W. Carothers; Colin English, State Superintendent; Joe Hall.

Visitors: (Out-of-State) Miss Nora Beust, Washington, D. C.; G. P. DeYoe, East Lansing, Michigan; Miss Frances K. Martin, Mt. Pleasant, Michigan; Miss Katherine Mason and Miss Ethel Shimmell, Kalamazoo, Michigan; Mr. and Mrs. Harvey Turner, Ypsilanti, Michigan. (Florida) Joe Ballenger, R. D. Dolley, W. T. Edwards, Mrs. Helen Hall, Douglas Hopkins, Sr., W. F. Jacobs, Miss Eulah Mae Snider, and J. F. Williams of Tallahassee; Mrs. Evelyn King, Sanford; Mrs. J. E. Mooney, Tampa; Major Thornton, DeLand.

Committees:

Personnel of Conference: W. S. Anderson, D. E. Bunting, R. L. Eyman, B. F. Ezell, C. R. Foster, J. W. Norman, J. C. Peel.

Arrangements: M. W. Carothers, Joe Hall, J. W. Norman.

Menus: Miss Martha Brooks, Miss Jennie Lou Dewar, Miss Helen Everett.

Planning: M. W. Carothers, Mrs. Lola Culver, Miss Helen Everett, R. L. Goulding, J. C. Peel, C. E. Prall, Mrs. Dora Skipper, J. H. Wise.

Editing Reports of Committees: M. W. Carothers, Miss Helen Everett, C. R. Foster, R. L. Goulding, J. C. Peel.

Group Chairmen: Group 1, Miss Helen Everett; Group 2, D. E. Bunting; Group 3, J. C. Peel; Group 4, B. F. Ezell; Group 5, R. L. Eyman; Group A, Mrs. Dora Skipper; Group B, H. E. Becker; Group C, Mrs. Frances Thornton; Group D, W. H. Wilson.

Group Vice-Chairmen: Group A, Mrs. Ruth Williams; Group B, Mrs. Sophie Kurtz; Group C, Mrs. Eunah Johnson; Group D, Mrs. J. E. Smith.

Recreation Director: Joe Hall.

Housing Director: J. W. Norman.

Dining Room Director: Miss Helen Everett.

Publicity: C. R. Foster

Secretaries: Miss Mildred Parrish, Mrs. Dorothy Sauls.

APPENDIX B

DIRECTORS AND SUPERVISORS OF INTERNS IN THE TEACHER EDUCATION INSTITUTIONS IN THIS STUDY

University of Florida

Elementary

1948-1953	Miss Laura Leenhouts
1953-1960	Dr. Aleyne Haines David Haimbach Dr. Joyce Cooper
1960-1961	Dr. Eleanor Green

Secondary

1949	Dr. Eleanor Browne. During the spring semester Dr. Browne had a group of interns at Fletcher High School, Jacksonville Beach, and at Ocala.
1949 (spring semester)- February, 1961	C. L. Durrance
1961	Peter F. Oliva

Florida State University

1941 (spring semester)- 1943	R. L. Goulding
1943	Ernest Cason
1943-1944	R. L. Goulding
1944-1948	Robert C. Moon
1948-1955	Robert C. Moon R. L. Goulding
1955-1959	R. L. Goulding

1959-1960

R. L. Goulding
Garth Blake

1960-1961

Garth Blake

Stetson University

1941-1944

B. F. Ezell

1944-1948

R. L. Carter

1948-1949

John C. Park

1949-1955

R. J. Longstreet

1955-1957

R. J. Longstreet
F. R. Tubbs

1957-1959

T. E. Smotherman
F. R. Tubbs

1959-1960

Harland C. Merriam
W. R. Pickens

1960-1961

W. R. Pickens
F. R. TubbsRollins College

1941-1954

Miss Audrey L. Packham

1954-1960

Miss Audrey L. Packham
Mrs. Annie B. Lloyd

1960-1961

Miss Audrey L. Packham
Mrs. Annie B. Lloyd
M. R. KellyFlorida Southern College

1941-1961

J. Gordon Ogden, Jr. Assisted by
various members of the faculty
during the period. S. T. Lastinger
assisted in the early phases of the
program.

University of Miami

1939-1941	Charles R. Foster
1941-1942	John R. Beery
1942-1947	Cecil L. Ross Charles R. Foster
1947-1958	Orlie Clem
1958-1961	Herbert W. Wey

University of TampaElementary

1946-1960	Dr. Zoe Cowen
1960-1961	James K. Umholtz

Secondary

1941-1961	Robert L. Mohr. Assisted by various faculty members during the period.
1960-1961	Robert L. Mohr L. Leroy Rogers Mrs. Mildred Bates

Barry College

1942-1954	Sister Mary Dorothy, O. P.
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Elementary

1954-1959	Sister Mary Albert, O. P.
1959-1961	Sister James Claudia, O. P.

Secondary

1954-1959	Sister Laetitia, O. P.
1960-1961	Sister Ann Thomas, O. P.

Jacksonville UniversityElementary

1959-1961

Mrs. Robbye Woods Kinkade

Secondary

1958-1959

Dean Helen Merrill
George Santyana

1959-1960

Dean Helen Merrill

1960-1961

Dean Helen Merrill
R. L. Goulding, Head, Department
of Education

APPENDIX C

TABLE XV

INTERNSHIP AND PRACTICE TEACHING TOTALS ROLLINS COLLEGE, 1931-1961

Year	Secondary		Elementary	
	Interns	Practice Teachers	Interns	Practice Teachers
1931-32		16		
1932-33		13		
1933-34		12		
1934-35		7		
1935-36		8		
1936-37		11		
1937-38		11		
1938-39		18		
1939-40		15		
1940-41		12		
1941-42		8		
1942-43		11		
1943-44	1	5		
1944-45	1	10		
1945-46	1	9		
1946-47	1	9		
1947-48		12		
1948-49	2	11		
1949-50	8	15		
1950-51	5	23		1
1951-52		14	6	
1952-53	5	10	9	
1953-54	10	1	9	
1954-55	12	1	10	
1955-56	8		7	
1956-57	8		9	
1957-58	5		7	
1958-59	10		6	
1959-60	7		10	
1960-61	6	2	15	
Total	90	264	88	1

Source: Professor Audrey L. Packham, Director of Teacher Education, Rollins College.