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PLAN OF DESEGREGATION
FLORIDA SCHOOL FOR BOYS AT MARIANNA
DIVISION OF CHILD TRAINING SCHOOLS

The official statement of policy for desegregation for the Florida School for Boys at Marianna came from the Director of the Division of Child Training Schools on August 9, 1965, and, in essence, was a statement that steps were to be initiated immediately to begin a process of desegregation with the ultimate goal being the total racial integration of students and staff members in all aspects of the operation of the various schools in the Division of Child Training Schools. Thus came the first axiom to a plan of desegregation, that the eventual goal would be total desegregation. A corollary to this, in policy stated by the Superintendent of the school, was that the goal of desegregation was not merely to integrate Negro and white students but to enrich the total training program for each individual student while removing racial criteria for the segregation and treatment of children.

In the implementation of these policies, five major areas were considered which would involve processes of change. These were: (A) Vocational experience (crews), (B) Staff-personnel and management practices, (C) Extra curricular activities, (D) Academic school, (E) Group living (homelife).

The actual process of desegregation can be divided into three phases. The first phase included initial action which took place immediately following the statement of intent to comply with the Civil Rights Acts. This stage might also include the preliminary steps which were taken prior to August 9, but which had some relation to the desegregation process. The second phase of desegregation involved the forming of a bi-racial advisory committee and study by that committee, with reports and recommendations to the Superintendent concerning areas to be desegregated and the most propitious time to effect each step. The third and final phase involved the homelife area as the last major step in the total process. Included would be the many other areas which were either related to or dependent upon homelife.

Phase one was rather short in duration, approximately one week. Beginning on August 17, with the formation of the bi-racial advisory committee, phase two was to continue through January 1, at which time phase three was to begin. It was hoped that the total process could be completed in as short a time as possible, with February 1, being a hoped-for deadline. It was the agreed opinion of both the administrative and advisory personnel involved in the planning of desegregation, that the process should be completed as soon as possible to preclude any undue anxiety on the part of staff or students which might arise from a long period of anticipation. It was understood that ample time would need to be included, however, for the proper preparation of individuals involved and the mechanics of making the actual changes. The following shows a breakdown of each of the three phases according to the areas involved. Dates in parentheses are dates on which the indicated changes actually took place.

PHASE I. INITIAL ACTION (Scheduled completion 8-16-65)

A. Vocational Experience: This was the area of primary focus during the first phase. It was felt that this area would most logically be first to begin the process, since many of the crew instructors had experience in working with both white and Negro students, the mechanics involved would not be so difficult, the relationships in this area of the program are not quite so intense as in other areas such as homelife, the staff-to-student supervisory ratio is much better in this area. Crews exempted from consideration at this time, were those crews which operate specifically on or for a given campus and the dairy crew, which might create a specific problem in supervision due to the early hour of beginning work. This decision was in keeping with the general policy that we did not want to merely desegregate, but develop a strengthened program. It was felt that integrating these crews would set up an artificial situation, would in effect weaken the program to some extent, and thus would serve no useful purpose other than just mixing students of different races. Accomplished during this first phase of desegregation were the integration of the vast majority of crew placements involving at least 50% of the students in the school. (8-16-65)

B. Staff Personnel and Management Practices: During this initial phase, there were several changes in procedure, reflecting non-discriminatory trends in personnel policies. Early in August, a Negro was hired to fill the position of Postman, which had formerly been occupied by white employees. He was the best qualified of four staff members who had applied for a transfer to this position. Attempts were also made, at this same time, to recruit maintenance staff through newspaper advertisements stating, "Equal Opportunity Employer." Some four months prior to this, a Negro had been employed in the position as Social Worker in the Guidance Center, a position which had historically been filled by Caucasian employees.

C. Extra-Curricular Activities: Our student musical performing group, a voluntary participation activity, is called "The Swingers" and was formerly composed of Negro students on the North Campus. Membership in this group was opened to volunteers from both campuses and twenty-two white students from the South Campus participated in the try-outs for positions on "The Swingers." Other steps involving extra-curricular activities during this phase took place prior to the official desegregation policy statement. These were, the combination of the two separate infirmaries into one infirmary (6-1-65), the elimination of reference to race in school forms (March 1965), the elimination of signs referring to race and references to "White Department" or "Colored Department" (November 1964).

D. Academic School: The only initial steps taken during this beginning phase toward the integration of the academic programs were the placement of two Negro youngsters from the tenth and eleventh grades in the Sheet Metal and Electronics class of the South Campus school and two Negro students in the Industrial Arts class of the South Campus school.

E. Group Living: There were no steps taken during this initial phase toward the integration of the home life area.

PHASE II. THE BI-RACIAL ADVISORY COMMITTEE AND INTERMEDIATE STEPS TOWARD DESEGREGATION (Scheduled completion 1-1-66)

The Bi-racial Advisory Committee, as originally constituted, was composed of three Negro and three Caucasian employees, whose areas of work in the institution were as follows: Director of Guidance, Psychiatric Social Worker (two), Principal, Academic Teacher, and Food Service Instructor. The members of this committee were predominately professional people, many with graduate training in the area of interpersonal relationships. The following steps were taken during the period of this committee's extensive involvement.

A. Vocational Experience: Almost all of the pre-vocational training crews were placed on a desegregated basis, with respect to the race of the student or instructor, except the previously mentioned Canteen, Campus Maintenance, Kitchen, and Dairy Crews which would not be integrated until the final phase involving home life. (8-24-66)

B. Staff Personnel and Management Practices: In such an institution as this, there are always extra-curricular duties for staff members. These involved two duty rosters, one for show trips and such off-campus activities, the other for the seeking of truants from the institution. These rosters were unified on an institutional basis, without regard to race or campus orientation. It was hoped that this increased opportunity for communication between staff members would also facilitate better understanding. The Negro Social Worker, whose office had previously been on the North Campus, moved to the Guidance Center, where other Social Workers were located. (8-19-65) The initial attempt at desegregating the staff dining facilities was a statement that each staff dining hall, on both the North and South Campuses, would serve meals on a non-racial basis. (8-23-65) As a result, few people ate in the North Campus dining hall and this was closed in early September, with all staff members eating in one staff dining area. A memorandum was issued that vacancies in staff housing areas would be filled without regard to race, using the only criterion a priority previously established according to job function. (9-29-65) The first Negro staff member moved into a formerly all-white housing area on November 28, 1965. A memorandum to all department heads entitled "The Recruitment of New Employees" stated that any advertisement or communication regarding new employees should include the statement, "An Equal Opportunity Employer." Integrated staff meetings were held.

C. Extra-Curricular Activities: The desegregation of the boxing team was discussed during this phase; however, it was postponed until a later time, in that there is only one current activity of the boxing team and that involved trips to an agency where a racially integrated team might cause ill feelings. Thus, no action was taken with the boxing team. In that there had previously been a duplication of religious services for Roman Catholic students, this area was discussed and memorandum was subsequently issued stating that Roman

Catholic services would be held on an integrated basis and this policy was effected. (9-5-65) Orientation classes and the testing program of the Guidance Center were desegregated during this period, as were case-load assignments for each caseworker. (9-10-65) The Boy Scout program on campus had previously operated two separate troops. This policy was discontinued with the consolidation of both troops of boys into one single Boy Scout Troop.

In that the twelve youngest and smallest Negro boys were residing in a wing of Pierce Hall, located on the South Campus, it was decided to integrate these boys into the total training program on the South Campus. Thus the dining hall facilities on the South Campus, the weekly trips to the movie for eligible students, the protestant religious program and the South Campus horticulture crew were all desegregated. (9-29-65) These students were also integrated into the pep squad for the football games and were given freedom of choice in seating of the two smallest cottages in the dining hall. The intramural programs on both campuses were considered for integration; however, it was noted that these activities were directly related to cottage groupings and competition between totally white and totally colored teams would have a negative effect in that it would set up a rather un-natural situation involving possible racial competition. Thus, integration of this area was postponed until the final phase.

D. Academic School: The first major step during this phase involving the educational program was the integration of our varsity athletics. (8-20-65) It was recognized by the Bi-Racial Advisory Committee that considerable advantage could be obtained if the entire educational program were desegregated some time prior to the desegregation of the home life area. However, it was also recognized that the distance separating the two campuses and the fact that each student moving from campus to campus must cross a busy highway, were strong prohibitive factors to desegregating the educational program prior to the home life area. The assimilation of the twelve Negro youngsters in Pierce Cottage into the South Campus program, did afford an additional step toward desegregation of the South Campus academic school, in that these students were placed in classes within the South Campus academic school. On October 5, 1965, a memorandum was issued by the Superintendent requesting that integrated staff meetings be held in the academic area, including teachers from both schools.

E. Group Living: As previously stated, the majority of movement in this area was planned for the final phase. However, there were some minor steps and a good deal of consideration given during this phase. Two initial steps in other areas of the program affected the living area. The first of these was the placement of students in individual isolation rooms on a non-racial basis. (9-29-65) The second was the integration of students sleeping in the hospital in the various wards. (8-27-65) This first step was taken because it was felt that these students affected are locked in individual isolation rooms and no interaction would be involved. The second step was taken because twenty-four hour supervision is available in the infirmary and the students involved would be rather small in number and constantly changing as a result of admissions and releases from the hospital. The possibility of integrating the homelife function of the twelve Negro boys with the sixteen Caucasian boys on the other wing of Pierce Hall was discussed.

It was considered since these boys are the smallest on campus and might have less hostile feelings toward each other, the number of boys involved is small, and the possibility of a pilot study or experimental group could offer some insights into the future integration of all housing areas. This step was not accomplished, for the following reasons: Primarily, it was felt that twenty-four hour supervision is essential before entering into this homelife area of integration due to the fact that we would have no way of telling what was going on in the cottages at night; this supervision had been asked for previously; integration would, in Pierce Cottage, require that houseparents live in the same room together and in other cottages would similarly affect staff living arrangements. Another basic consideration in the decision not to integrate the living areas of these two cottages, was that to do so might place considerable undue stress on the boys and staff involved, in their relationships with other students and staff members.

PHASE III. FINAL STEPS INVOLVING HOME LIFE. (Scheduled completion February, 1966)

A. Vocational Experience: As a result of the final movement of students from campus to campus, achieving two integrated campuses, one with larger and older students and the other with smaller, younger students, all placements in the vocational experience area would automatically be desegregated. It is anticipated that this step would affect students on the remaining kitchen crews, canteen crews, dairy crew and the North Campus horticulture crew, which were the only remaining segregated placements.

B. Staff Personnel and Management Practices: As students are transferred from campus to campus to achieve a junior-senior differentiation staff members in the homelife area would also be transferred, thus achieving desegregation of staffing in both the group living and the academic areas of the training programs. With this change, and with the additional staff in the homelife area, there would be no necessity of staff members in these areas living in the cottage areas of the students. This would enable many staff members to realize a net gain in their real income, as they would no longer need to rent residences here at the school while maintaining a home in the community.

C. Extra-Curricular Activities: With the merger of both white and Negro students into junior and senior departments, all other extra-curricular activities not previously integrated would also fall into line as desegregated activities. This would include serving in both dining halls, Chapel services, intramural programs, etc. With additional staff members, and the elimination of some unnecessary duplication, these activities could be augmented by a number of other program enriching endeavors.

D. Academic School: As the students are integrated racially and segregated on the basis of age, size and maturity, the academic schools would also become integrated, as they would continue to serve students on a given campus. Thus it will be possible to

enrich~~W~~ the educational program through the removal of some duplication in both schools. For example, it is anticipated that almost all of the students in the upper two or three grades would reside on the North Campus, or in the senior department. Here again, the opportunity would exist for some significant innovations and improvements in the overall educational opportunities offered a student.

E. Group Living: As has previously been stated, it was rather universally felt by all persons involved in the planning and administration of these desegregation steps, that the final area to be desegregated would be that of the group living, where the relationships are so much more intense, where each individual's socio-cultural background exerts much more influence and where total supervision coverage is the most weak in the entire program.

Several alternative plans for the accomplishment of this final stage were considered. The first of these was to integrate the academic area some time prior to the homelife area, thus giving the students additional opportunities to associate with each other before being thrown into the rather intense and feeling-charged integration of living facilities. As has been previously mentioned, this plan was discarded because it would set up a rather un-natural situation and it would also create a tremendous safety hazard in large numbers of students crossing a busy highway several times a day. A second plan considered was to accomplish the integration of cottages on a gradual basis, beginning with the smaller boys in the Pierce Cottages. This plan was rejected in favor of the total integration of cottages over a relatively short period of time.

Another alternative discussed was the possible transition through two major steps. The first of these would involve exchanging the four cottages housing the youngest boys from the North Campus with the four cottages housing the oldest boys from the South Campus. This first step would effect the division of the institution into junior and senior programs and at the same time would also enable desegregation of all other areas of the program with the final exception of living and sleeping within the cottages. The second step in this alternate plan involves the integration of boys and staff members in each of the cottages. This alternative was also rejected in favor of a finally accepted plan for a total exchange and integration process which would take place within the eight-hour period of a normal work-day, during which all non-essential activities would be temporarily suspended.

Final planning and implementation of this Phase III has been postponed contingent upon the procurement of additional staff members considered a minimum necessity before embarking upon an integration of the group living experiences, a large portion of which remain totally unsupervised. A special request for these additional positions was made to the budget director of the State Budget Commission in Tallahassee, Florida, by the Director of the Division of Child Training Schools on September 1, 1965. The Director of the Division of the Child Training Schools pointed out the following facts in his request for additional staff in the home life area to provide awake night supervision:

(1) Florida is one of the few states in the nation that does not provide awake night supervision in the cottages of its training schools. (2) Although it was not felt some years ago that this was a necessity, the increase in delinquency, the increase in number of students committed, and a consistently improving selective screening process have resulted in the population of Florida's training schools, including a much higher concentration of hard-core delinquents. Thus, as far back as 1960, in preparing the budget request for 1961-63, request was made for awake night supervision. Several requests or alternatives have been made in subsequent budgets. (3) The passage of the Civil Rights Act and our desire to comply therewith, including the desegregation of our living units, would add an additional stress to the youngsters involved. This stress would be of no minor proportion. The possibilities of showering together in groups, sleeping together in large dormitories, and sharing the many other home life functions creates a tremendous amount of anxiety and negative feeling among most all students. Since expression of these intense feelings by delinquent children is characteristically in an acting-out manner, and since this acting-out generally follows the path of least resistance, it would be a logical conclusion that misbehavior in the homelife area related to this stress of mixing ethnic, social cultural groups would be most likely expressed during the night hours when no supervision is present. (4) In terms of the staff members involved, most have indicated a willingness to move along with policy in compliance with the Civil Rights Act, however, there are very strong feelings expressed by a majority of both Negro and Caucasian staff members in the home life area concerning the housing of their families in the cottages where students live and concerning the lack of supervision during the sleeping hours. Awake night supervision with the request of additional staff members would free all houseparents to move off campus if they so desired.

As a result of this request by the Director of the Division of Child Training Schools, it was learned that the state government was not able to provide the necessary funds for this awake night supervision. Although these additional positions were requested as a minimum essential, it was also recognized that there would be tremendous advantages to having additional professional personnel in the Guidance area, who could be working with both students and staff regarding their feelings and expressed attitudes during this total process.

Since the request was turned down by the Budget Director, other avenues were explored and, in October of 1965, the Superintendent at the Florida School for Boys at Marianna announced to the Bi-Racial Advisory Committee that steps were being taken to explore application for a financial grant from the Federal government in that it could provide us with the technical assistance necessary to enrich our program for delinquents and at the same time comply with the Civil Rights Act. It was hoped that this grant would provide enough financial assistance to employ the desired additional personnel until the beginning of the 1967-69 biennium, when adequate planning might enable the state government to assume this responsibility.

It was anticipated that, as soon as funds were available, steps would begin, including (1) the hiring of additional personnel, (2) training of this additional personnel, (3) preparation of all staff members involved for the process of desegregation, and (4) the culminating move.

At the present time, no progress has been made in securing the funds necessary for additional personnel. Thus, progress toward this eventual goal of total desegregation has remained somewhat stagnant. As a consequence, additional anxieties continue to build up on the part of both students and staff members. This stress, coupled with the imminent possibility that total desegregation of the institution could be ordered to take place immediately by a Federal court, creates an impending situation of emergency. It is this situation which indicates the need for assistance at the earliest possible moment in order to forestall any further development of anxieties and to preclude the possibility of an unsupervised crisis developing which could have tremendous cost in terms of personal and property loss.