OE FORM 6000, 2/69

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

ERIC REPORT RESUME

ERIC ACC. NO.				
ED 039 382				
CH ACC. NO.	P.A.	PUBL. DATE	ISSUE	
AA 000 560		Apr 70	RIEOCT70	

IS DOCUMENT COPYRIGHTED? YES ☐ NO ☒
ERIC REPRODUCTION RELEASE? YES ☐ NO ☒
LEVEL OF AVAILABILITY I ☒ II ☐ III ☐

AUTHOR

TITLE

Stimulating the Environment for Disadvantaged and Minority Group Children. Papers Presented at the Annual International Convention of the Council for Exceptional Children (48th, Chicago, Illinois, April 19-25, 1970).

SOURCE CODE	INSTITUTION (SOURCE)
FGK19725	Council for Exceptional Children, Arlington, Virginia
SP. AG. CODE	SPONSORING AGENCY

EDRS PRICE	CONTRACT NO.	GRANT NO.
0.25;2.10		
REPORT NO.		BUREAU NO.

AVAILABILITY

JOURNAL CITATION

DESCRIPTIVE NOTE

40p.

DESCRIPTORS

*Exceptional Child Education; *Disadvantaged Youth; *Minority Group Children; *Educational Improvement; Enrichment; Talent Development; Self Concept; Negro Youth; Urban Education; Conference Reports; Educational Methods

IDENTIFIERS

ABSTRACT

Included in the report of the convention of the Council for Exceptional Children, 1970, are speeches on the disadvantaged and minority groups. Discussed are the positive influence on self concept of the new black image by Octavia B. Knight, the special needs of black students by Winifred Tillery, and new programs for talent retrieval in urban centers by E. Jean Thom. Additional papers concern new ways to retrieve talent by JoAhn Brown and the rise and fall of the Lincoln School by Marvin J. Gold. (JM)

Stimulating the Environment for Disadvantaged and Minority Group Children

Papers Presented at the

48th Annual International Convention

The Council for Exceptional Children

Chicago, Illinois

April 19-25, 1970

Compiled by

The Council for Exceptional Children

Jefferson Plaza Suite 900

1411 South Jefferson Davis Highway

Arlington, Virginia 22202

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THE NEW BLACK IMAGE - A POSITIVE INFLUENCE IN SELF CONCEPT DEVELOPMENT

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The growing interest in the affective domain is reflected in the number of studies that give attention to this area of emphasis. Of particular concern among researchers is the interest in the self concept of Negroes. Attention has been given to this area by Kvaraceus et al;[12] Mann;[13] Knight[11] and others. Despite this increased interest West[16] in an editorial comment points to the desperate need of educational reforms which give attention to educational objectives in the affective domain. Included among the emphases, in addition to the self concept, are feelings, emotions, commitments, and appreciations.

The question of the affectivity potential is closely related to the capacity for idealization. The Negro ideal formation has been impeded by the lack of black models with whom he could identify. Thus, it was natural that the ideal should be perceived as white. A delusion of whiteness meant the rejection of such native traits as kinky hair, broad features and dark skin.[9]

The acceptance of the white ideal and rejection of the black ideal has resulted in serious psychological consequences. Among these are feelings of inferiority, low self-esteem and low concept of self.[9]

The thesis which provides the central theme of this paper is that the new black image, based on the assumption that the Negro is a human

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being entitled to all the rights and privileges of any other citizen, has a tremendous effect on the self concept of the educable mentally retarded as well as normal children.

The primary focus will center on the factors that led to the emergence of the new black image and its ultimate effect on the development of an adequate self concept.

For reasons of clarity, it should be pointed out that the terms black and Negro are used interchangeably.

Image Defined

An image is defined as an idea or total impression created by an individual. Within the context of this paper an image is the perception that an individual has of himself. Information is presented which contrasts the old black image with the new black image and indicates how the changes aided in the development of a positive self concept for educable mentally retarded children as well as normal black children.

Ego Development

Research on ego-development of Negro children indicates that Negro children have lower self esteem. It further reveals that Negro children in segregated situations tend to develop low motivations and low aspirations.[1]

The development of a healthy ego is one of the most important aspects of the Negro child's upbringing. Unless the ego is cultivated the results may be seen in a personality imbalance. For this reason special educators are giving serious consideration to the emotional as well as the educational needs of the black child.

Until recently there was confusion with regard to the black child's identity in the cultural milieu. This confused identity was linked with problems related to self esteem. In prior years Negro Americans have had little else by which to judge themselves than the second class status assigned them.[14]

Genesis of the New Black Image

The self image of the Negro today is different from that of the past generation. The genesis of this difference may be traced directly to the pioneer efforts of two national organizations; the National Association for the Advancement of Colored People and the National Urban League. Included in the original program was new opportunities for Negroes in industry, a crusade to secure voting rights for Negroes, and a plan to destroy all forms of segregation and discrimination.[5]

The segregated system was seriously challenged February 1, 1960 when four students* from the Agricultural and Technical College (Now Agricultural and Technical University) staged a sit-in demonstration at a variety store in Greensboro, North Carolina.

Prior to this time attention was focused on individual efforts but relatively little attention was focused on mass efforts by young Negroes to challenge the dual system of public accommodations.

Based on the efforts of over fifty years of work by prominent Negroes and a series of fortuitous circumstances, it was inevitable that changes would occur.

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*The four Negro students were Franklin McCain, Joseph McNeil, David Richmond and Ezelle Blair, Jr.

The sit-in movements and protest demonstrations had an explosive and far reaching impact on the course of events. As John Hope Franklin points out, however, the stage had already been set for revolutionary changes in the status of Negro Americans by the time the Negro college students launched the sit-in movements. Among the significant events were the Supreme Court Decisions on voting and desegregation, the emergence of Martin Luther King, Jr., the Montgomery Bus boycott, the passage of the Civil Rights Act of 1957 and the rise of African states.[5]

Other events which contributed to the image change included the March on Washington, the efforts by mass media to portray Negroes in a more favorable role and the establishment of black studies programs.

The Supreme Court Decision resulted in the emergence of a "black consciousness" which led to the gradual formation of a new black image. Operating on a new set of assumptions, the Negro's reference point has changed. No longer does he measure himself by the mores of the dominant group. Overt rejection by the Negro of the dominant group norms is manifested in wearing his hair in the natural state, in his mode of dress, and increased emphasis on black heritage.

The emergence of Martin Luther King, Jr. had a profound psychological effect on the masses of young black people. His integrity, non-violent philosophy and undaunted courage provided a model worthy of emulation. The quest for black dignity is continuing under Ralph David Abernathy, his successor as President of the Southern Christian Leadership Conference

The 1963 March on Washington was a decisive factor in the passage of the Civil Rights Act of 1964. This was an effective dramatization of the need for legislation to end the injustices that black people had endured. It

was the most far reaching and comprehensive law ever enacted against discrimination and segregation in voting, education and the use of public facilities.[5]

The dramatic rise of African States was especially important in changing the self image of very dark Negro Americans.[14] It gave a psychological lift to those Americans who possessed extreme Negroid physical traits.[4]

The most recent development in the image change is the inclusion of black history courses in high school curricula and the establishment of black studies programs designed to provide factual information with regard to the accomplishments of Negroes and at the same time focus attention on the cultural heritage of black people. The two key functions of these courses are building ego-identity and ethnic confidence for the black students.[7]

The recent emphasis on black history has given young people a new sense of race pride. For the first time many are aware of the positive contributions made by Negroes. The one dimensional white American history is gradually becoming two dimensional with the inclusion of black history.

The psychological effect of feeling inferior because of being black appears to be diminishing since the advent of the concept of the new black image.

A major effort to portray Negroes in a more favorable role by the television industry and some newspapers and magazines has been an effective instrument for the implementation of image change.

It is clearly apparent that the new image developed in two distinct phases; the intellectual and behavioral phases. The first phase began with writers as Richard Wright, James Baldwin, Ralph Ellison and others

who attempted to define the self image of the American Negro and intellectualize the social and economic ills which pervaded society. The second phase is viewed as the behavioral phase which included the protest movements, demonstrations, mass boycotts and sit-ins. The sit-ins which may have initially appeared to be diversionary tactics by some observers did provide mass efforts by college students and other groups to dramatize the plight of the Negro. It should be noted, however, that some of the participants reacted only to the excitement created by the demonstrations.

Basic assumption of old black image

The old black image is linked with the basic causes of feelings of inferiority. The black man is described as being at one end of a psychological continuum which dates back to his slave ancestry.[8] He was forced to contribute to a society in which he was denied certain rights.

Because of the traditional stereotypes, the Negro had internalized certain opinions regarding his personal worth. In an attempt to escape psychologically from unpleasant situations, the Negro sought to lose his identity. The symbolism which elevates whites and debases black inevitably affects the consciousness of every person. The association of black with evil symbolizes inferiority.[15]

At the esthetic level thick lips, kinky hair, and dark skin received derogatory appraisal. The ever present knowledge that one's negroid physiognomy is evaluated as "ugly" lowers self-esteem and therefore, weakens self confidence.[4]

Behavioral consequences

The behavioral consequences of the old black image may be viewed in terms of what Lewis Copeland calls "contrast conception." The

dichotomy of white-black, slave and master perpetrated a conceptual scheme which denoted inferiority.

The black man has been transmuted by the historical, racial idealogy as a bogey-man or devil, symbolizing evil and badness. The tendency to designate the Negro as offensive, bad, dishonest, lazy and disrespectable permeated every aspect of American life. Anything classified as Negro was considered repulsive, undesirable and to be avoided.[3] This distinct delineation was reflected in the docile acceptance of the inferiority label and inclined him to accept without protest inferior schools, sub-standard housing, discriminated public accommodations, and low paying jobs. In addition, he accepted second class citizenship and the unquestioned acceptance of distorted American History.

One of the most pervasive aspects of the white-black dichotomy was the social dichotomy. This division was in part a byproduct of the physical traits of the Negro. As Copeland points out, "the beliefs concerning the physical traits of the Negro constitute one of the most conspicious phases of the conceptual contrast."[3]

The old image was perpetuated by the popular conception of the Negro as portrayed in the characterization of the roles in the folk beliefs, jokes, fables, anecdotes, songs and literature. To sound natural the anecdotes were always told in a dialect which was attributed to Negroes. In contrast to the black characters the white characters spoke in articulate, stilted phrases.[3]

A basic feeling of inferiority was reinforced by media of communication which depicted the Negro in subservient roles in movies, stage productions and, more recently, television. He was portrayed as a lazy, docile, good humored individual. This role was assumed and the dominant

groups reference to inferiority was unquestionably accepted.

Behavioral consequences of New Black Image

Contrasting the new image of the young black youth with that of the old image, two dissimilar images are portrayed. The docile acceptance of what the system metes out has been replaced by a dynamic assertion of rights for social, economic, political and educational equality.

Today's young black students are projecting a new image. The age old "black comedian" image is rapidly dissolving. Likewise, the idea that a dark skin denotes intellectual inferiority is rapidly passing.[4]

The feelings of inferiority and self hatred are now being translated into "black is beautiful," "I am black and I am proud." These slogans have become points of identification between groups resulting in increased pride in the new concept of blackness.

The new image is providing the incentive which will enable the young black youth to work out an adequate and useful strategy by which they will be able to deal more effectively with pressing problems. It dramatizes youth's struggle to free themselves from the emotional restraints which bound them to a system of conformity without regard for personal feelings and commitments.

This new concept of self has added a new dimension to the black youths life. This image change is reflected in openess to new ideas, involvement in community life, more active participation in political affairs and a tendency to seek solutions to problems relevant to the needs of black people.

Numerous reinforcers of the new black image are apparent. Among these are increased enrollment in institutions of higher learning, better

paying jobs, more acceptable roles in television, on the stage and in motion picture films. Exposure to integrated school situations and mass media continues the process of personality formation and aids in developing more adequate self concepts.

New Black Image and The Educable Mentally Retarded

The recent emphasis on "black awareness" is serving a real purpose in helping young Negroes to gain self esteem. Many are beginning to show obvious pride in their black heritage.

This new dynamic concept of "black" is proving to be a revitalizing force for large numbers of Negroes. Among these are the educable mentally retarded youth who are receiving academic instruction in special classes.

Evolving self concept

The mentally retarded child lives and moves in an environmental context pervaded by the new black image. He is constantly observing behavior consequences of the new image. Since most behavior is learned through imitation, the retarded child imitates the behavior of his normal peers. The new concept of self eventually evolved from this behavior patterning over an extended period.

As was previously stated, the genesis of the black image may be explained in terms of two distinct phases; the intellectual and behavioral phases. Because of his subnormal intelligence the first phase had very little meaning for the retarded child. In other words, he was not an active participant. When the emphasis shifted from the intellectual to a behavioral level, however, retarded youth became actively involved.

Behavioral consequences

Because of the remarkable timing of the sit-in demonstrations, the impetus was provided for young people to become involved in a movement which gained nationwide acceptance. Among these groups were the retarded adolescents who were experiencing difficulty in academic endeavors. This type of involvement afforded an opportunity for these retarded youth to feel important--to experience success at some task. In other words they were praised and rewarded for behavior which was previously considered to be asocial.

Prior to this time the black retarded children were doubly handicapped--black and intellectually subnormal. Because of the absence of adequate mechanisms with which to deal with social and psychological problems they were forced to use a less sophisticated approach of inner withdrawal. This is not to suggest that black children in special education are in psychological conflict over societal demands, only that such conflict is more likely for black children because of differences in expectations. With the positive emphasis on his position as a black individual, a new image emerged.

Some speculation may arise among special educators regarding the possible salutary effects of the new black image on the retarded child's development. It cannot be assumed however that because a child is different that he will not be affected by the events which occur around him. Just as for the normal child, the retarded child is cognizant of the changes that are taking place in our society. However, as Pettigrew implies, the new qualities--ambition, group pride, and assertiveness must be routinely expected and repeatedly rewarded. Adapting a new role alone

is not sufficient, the new behavior needs reinforcing for lasting effects to occur.[14] Time and knowledge should be directed toward socialization and affective development of Afro-American children with Black self perceptions being the dominant focus.[8]

To insure the lasting effects of the new black image, special class teachers should develop a positive attitude toward innovations in the special education program aimed at obviating some of the problems which may lead to emotional conflicts. The special class teacher should identify sources of insecurity or conflict and exercise ingenuity in formulating solutions to these problems. And finally, they should devise curricular revisions in the affective domain by studying the emotional characteristics of black exceptional children.

To supplement the regular instructional program for teachers of black students, a number of special symposia may be planned. These symposia may aid teachers in exploring ways of providing meaningful compensatory experiences for maintaining the ego of retarded as well as normal black students.

On the basis of information presented, it seems plausible to assert that the new black image is a positive force in self concept development.

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The Special Needs of Black Students

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Ego development and self concept are factors which have long been considered very important aspects of the kind of psychological readiness that one needs to have and to maintain in order to make a successful adjustment in school. There is sufficient evidence, I maintain, to warrant saying that among black students this has been a particular problem and one for which I think there has been too little effort expended to solve. While there is perhaps no way to know at the moment who has a desirable level of ego development and who does not, I would venture to say, based on my own exposure and on the kinds of information available today, that a majority of black students in this country have some serious inner conflict about their self-image, about their ego development, and about their own concept which in some way interferes with their school adjustment and their learning.

Strong arguments have been developed in support of the tradition that the affective response of black youth to the school as an institut on is not the same as his counterpart. This is indeed one of the factors that should be considered in evaluating the progress as well as the learning needs of black children. Because of the great magnitude of this problem, I do not

personally believe that special education or any other selective school service can have any great impact as a solution, except to take a leadership role in alerting other members of the school staff and by initiating a massive effort to involve all of the student services to focus on this particular problem.

In relating the special needs of black youth, I do not really see them as special, but as those which are similar to the needs of other students. Instead of classifying the needs of these youngsters as special, we should focus on the specialty of the kind of attention that they require. To understand the kind of education that these youngsters need, and the urgency that underlies that need, it is necessary to discuss first the nature of the educational opportunities that have been available to black populations.

Reflecting on certain periods within the history of the public school system of this country, we can easily note many interesting patterns and changes which seem to have precluded any real consideration at all of the needs of black children. During the early days of our great new country, formal education was a very exclusive privilege, regulated by one's place of origin and perhaps on the basis of one's social status. The curriculum content was largely practical, the purpose being to train people to be instrumental in maintaining the status quo. Out of this system emerged an abundant number of clergymen, lawyers, and so forth, whose mission it was to interpret the structure and activities of that society in a way that had religious and legal validity. Just as many clergymen who serve basic congregations today are doing, the apostles of the church during this early

period gave God's stamp of approval to a society that was nurturing the very things that were contrary to black people. In a supporting effort, lawyers provided legal status and protection to those who controlled the destiny of the people. Black youth and black people were not even considered a part of that society.

As our country grew, political changes and industrial growth created a need for a much more literate working class. Large numbers of immigrants came to this country from Europe, and a place for them had to be found in our society. Public education became much more open, and it took on real significance for those who were privileged to enjoy it. Of course, Negroes were not included with any consideration. The need to provide formal education certainly was recognized, but what resulted from this recognition was what started at that time and what has remained to the present, a separate, restricted, neglected, and unequal educational process. I think that one of the great tragedies of this inequality can be illustrated by an episode from the history of public education relating to Negroes that took place about 1910 or earlier. We all recognized then, or at least the political and other leaders of our country recognized, that Germany was quite superior to all other nations of the world in terms of participation in international commerce. As we attempted to evaluate the reasons for her condition, it became very clear that one of the contributing factors to her stability was the fine schools provided for those who were educated. Out of this evaluation, our political leaders concluded that to build a strong

nation, you have to regard each citizen of that nation as a contributing unit, somewhat of an economic unit. With that, we began to develop experimental educational programs. We began to view education as a necessary expense -- something that is essential if each individual is to make himself a more productive citizen and in turn make our country a stronger nation.

What would the educational climate of this country be today, and indeed what would the social climate of this country be today, if 50 years ago, when our political leaders decided that we needed to institute quality education, they thought about the Negro as being a part of this society and having some contribution to make to the stability of our society? I think the lack of consideration has resulted in many tragedies and has irrevocable implications. As we consider the special educational needs of black youth, we do so on the basis of a comparison with his white counterpart as well as upon the youth of our society. But we can see from the history of our country that neither the white counterpart nor the society has been very sympathetic to the critical nature of the needs of the black student.

Some years ago, the distinguished James Bryant Conant did a comprehensive study of educational practices in the slums and suburbs of this nation. He published his findings and recommendations in a book entitled Slums and Suburbs. The book was looked upon as a classic in the field of education, but I look upon Conant's book as very much a nonclassic document. He accurately pointed to some of the basic problem areas and aroused great public interest, which I think was very good. But as Silverman

has pointed out, he recommended the very worst kind of a solution to the problem, namely an increase in vocational education -- not technical education, but vocational education. He would confine blacks to an adult career of unemployment by giving them low-level vocational skills for which there was little demand in a society that was growing more technological in nature. Conant refused to say what needed to be said in that book; and that is that black youngsters need the same kind of education that white youngsters need.

I'm not knocking vocational education or at least I'm not condemning it. It would be unthinkable of me to suggest that every student, black or white, should be in an academic program. For many youngsters of all different color, I realize that a work-study program may be the most appropriate thing. However, the true purpose of education in the schools, as I see it, is to increase the literacy of the population. I share the opinion of Earl H. Webb, writing in the Journal of Negro Education, that the educational arrangement of this country must be fundamentally overhauled if our faith in education is ever to be sustained on the social scale of experience. In some ways I know that this says very little, but I think the order of the day is the presentation of demand to change, followed by varying degrees of restructure. However, the most radical proposal seems to amount to little more than simply rearranging the pieces of the puzzle that we have. The needed change, I think, lies in a different dimension than curriculum juggling or the realignment of the lines of power. I think it lies in the most fundamental level, namely the foundation level of basic objectives of education.

Bloom and others classified the objectives that most educators consider meaningful in his taxonomy. He refers to these objectives as cognitive, affective, and psychomotor development. Most schools explain curriculum objectives with statements relating to each domain. In much simpler language, these objectives are saying that there are certain things we hope students will know, feel, and do. When we match the objectives against the programs and the outcome of education, we appear to be achieving the knowing and the doing components with very fair success. But we have hardly touched upon the affective domain objective. What's more important, we don't know to what extent, if any, these domains are related and to what degree they may be essentially the same. In recommending educational reform, the restructuring has to be directed, in part, toward reaching educational objectives from the affective domain. While this reform is needed on general grounds, it becomes even more critical in view of our hope that education may contribute to the solution of the pressing problem of race and poverty in this country.

During the past 5 years, we've spent millions of federal dollars to initiate programs for the special education needs of minorities. The results of these programs do not offer convincing evidence of their success. In retrospect, I think one could say that many of these programs were hastily developed and the objectives were neither clearly defined nor vigorously pursued. The Kerner Commission has revealed that in the judgments of its members, we are a racist society in many respects. Such attitudes are directly related to certain major social problems. During the years of compulsory schooling for

our youngsters, a conscious, planned, direct assault upon these attitudes must be made. I do not feel that such an attack is being made at the present time. An adequate perception of the role of the school must include an effort to change attitudes, especially those attitudes related to the critical social problems. Now this is what we call affective education -- the type of education which will allow youngsters to develop responses to the school's institutions that will allow them to develop esteem for themselves that will result in the kinds of benefits in the educational process that we hope for.

Redesigning textbook pictures, inserting new content into the study of history and literature, and racial integration of classrooms, are all efforts which will have some effect upon attitudes and changed with which I certainly agree. These things, however, fall far short of a potential solution to the problem of ego development and self-concept. Elementary education systems have to be radically reorganized, if the schools are even to begin to discharge their obligation to teach black youth. To reverse the effects of a soft environment, to provide the sensory, verbal, and visual stimuli that are necessary for future learning, and to teach the specific skills that are prerequisite to learning how to read, schools must begin admitting children at age 3 and 4, instead of at 5 and 6.

I think the nursery school holds the key to the future, but a different kind of nursery school than the ones that most of you know about. The Montessori School exemplifies the kind that I'm suggesting. The rather recent proliferation of Montessori Schools in this country seems to indicate that children from all levels of the social spectrum may need this type of

education. Dr. Martin Joyce of New York has been engaged in research projects where curriculum models are being tested for use with 3 and 4 year olds in formal settings. His findings are very promising, and I understand that many of our major cities throughout the country are following some of his leads and some of his projects.

Our government has to be a bit more creative in its funding procedures for early childhood education. In the South, where the problem of preschool involvement is very critical, I think Mr. Nixon should make it a part of his so-called Southern strategy to give all 3 and 4 year old blacks preferential treatment where nursery is concerned. With preferential treatment, the youngsters will someday be bona fide high school graduates. There is actually a precedent for giving preferential treatment in this kind of a situation. The government of Israel gives such treatment to Oriental immigrants for the very reason that has been suggested here, namely, to close the achievement and acculturation gap.

Our concern for the needs of black youth require that we reject Conant's position that what a school should do and can do is determined by the status and the ambition of the families served. It seems much more reasonable to me to give proper nourishment to the motivation and the ambition of the individual, and let these factors in concert with equal opportunity set the limits. We have tried to place the blame for the school's failure on the families long enough, and I think that as we grow as professionals and gain more insight

about the problems that seem to cause our failures we should accept our responsibility.

The matter of IQ testing and achievement testing should not be overlooked. All too often, with culturally different youngsters, it seems the scores made on these kinds of instruments place him in a slow track. Frequently the scores are misinterpreted as a true indication of the child's ultimate achievement and ability, and given a very rigid significance. He is neither considered capable of surpassing the level indicated by his score, nor is he encouraged to try and surpass that level. Therefore, the child is taught or not taught in accordance with these scores. The fact that these scores may only indicate the extent to which the child's previous experience has been too limited and too inadequate to enable him to do better is generally not considered. He can sense that the teacher feels that he can't really learn very much. He knows that the teacher doubts his ability and that he is in a slow reading or spelling group, and once he does know this additional knowledge actually lowers his self esteem and confidence. The fear of failure begins to be a reality in his eyes and in the eyes of the teacher.

I submit to you that we need far less IQ testing and far more thoughtful diagnostic evaluation which will lead to improved teaching. The subject of quality teaching is very disturbing. We feel that good teachers should be certain things and should not do certain things. We know they should have intelligence, competence, empathy, desire, and understanding. We also know

they should not be prejudiced, intolerant, insensitive, or lack the desire to help people of other cultures. However, in many large cities across the country today, Chicago included, research has shown that where the achievement level of students is lowest, the evaluation of teacher competence has also been similarly low. When you consider a large group of youngsters who seem to be most deficient in the basic skills of learning and have teachers who seem to have the lowest level of competence among their peers, then what can we realistically expect in the situation.

Nemeyer stated that the chief cause of low achievement and low self-concept levels of children of alienated groups is the fact that too many teachers and principals believe that these children are educable only to an extremely limited extent. When the teachers have a low expectation level for the children, they seldom exceed that expectation. It is really a self-fulfilling prophecy.

It has been my good fortune over the years to work with youngsters of all age groups, at every level between the elementary and secondary school organization. I have witnessed a pervasive cycle of educational inadequacy and social pathology which I think is at the roots of the problem we are concerned with today. There is no one way which could be recommended over all others to improve the affective dimension of response as I see it. We must consider the state of affairs in education from the standpoint of how we place children, the development of curriculum content, testing procedures, and quality

teaching. Our insight into these problem areas should help others in making a more realistic contribution to the life of the black youngster.

Frontrunner Programs for Talent Retrieval in Urban Centers

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A little over a year ago, one of the most abrasive confrontations witnessed in Cleveland occurred between school administrators on the one side and students and forces in the community on the other. As a result, John Hay High School was closed for a week. Among the demands made, at this time, by the students and agreed to by the administration was one calling for the establishment of Honors classes and another calling for Black studies at John Hay. This was the point at which the Division of Major Work and Honors Classes entered the picture. Establishment of Honors classes was relatively simple, but establishment of Black studies courses was quite another matter. After considerable meeting and discussion, it was decided that the demands of the students could best be met at this time by offering a Black Fine Arts Seminar involving music, drama and visual art. This would be a one semester, ten point, elective course open to 10th, 11th and 12th grade students and organized in 3 sections with each section meeting for 6 weeks. When the course was written into the master schedule, the 3 sections were scheduled to meet the same period of the day so they could gather as one large group when desired.

This was not a "performing arts course" but rather a content course showing the contribution of Black Creative Artists in each of the three areas from their early origins in Africa through their development in the United States until the present day.

The teachers involved were employed for three weeks during the summer to develop the course of study in their particular area. Funds were allocated for textbooks, filmstrips, records, a tape recorder, overhead projector, filmstrip projector and other material and equipment as needed. Provisions were made for visiting speakers.

The enthusiasm engendered by both teachers and students alike and the miraculous improvement in atmosphere at the high school this year, made us decide that this was a course worth mentioning at this meeting.

Naturally, the Black Fine Arts Seminar cannot take all the credit for these changes as there are many other positive factors working to bring about improvements at John Hay, but the fact of the matter is that the students and teachers have taken to this course like ducks to water.

In answer to the question, "What is your opinion of the course?", the students replied as follows:

> "I enjoyed the course because it taught me things that the Black should know about his race and himself."
>
> "The course taught me that Blacks have a background of heritage and a pride of history."

"This course should be not only for Blacks, but for Whites also and each section should be extended to cover the entire 18 week semester."

"It taught me that through the years the Black man has struggled and yet has not gained too much recognition for what he has done, but as time goes on we will excel."

(Insert of slides)

Paul Revere Elementary School is the largest elementary school in Ohio with 1611 students as of Tuesday, April 14, 1970.

The four Enrichment class teachers at Paul Revere School applied for and were awarded a $500.00 mini-grant in March, 1969, for a project they entitled, They Passed Our Way--A Heritage.

The purpose of the project was to explore the contributions of the Negro in the Cleveland community. This was to be a team teaching project which would involve not only the four Enrichment teachers, but also the music teacher, French teacher, librarian, 2 leadership development teachers and the moral support of the principal and assistant principal.

Plans for the project included:

Inviting successful Black men and women of the Cleveland community to come to the school and lecture or hold workshops with the Enrichment class pupils.

Having the pupils react to the speakers through daily talks, art, poetry, French, music and room visitations to regular classes using tapes, slides, etc.

Producing a booklet to be used along with the slides and tapes of the lectures with other Enrichment and Major Work classes in the city.

What has been accomplished so far?

As soon as the $500.00 check arrived, shopping trips were planned. On each shopping trip, a child from each grade accompanied the teacher and helped select and purchase the needed materials.

Trip I	typewriter and typing table
Trip II	cameras, film, flash cubes
Trip III	tape recorder, cartridges
Trip IV	letter paper and letterheads

Invitations were sent to Black community leaders.

The first guest was Judge Lloyd Brown, a traffic court judge. Thank you notes and poetry followed his visit.

As a result of the visit by Mrs. Annetta Jefferson, television producer, the second and third grade pupils became fascinated by the techniques used in producing television programs. For instance, miniature people and animated objects intrigued them. Acting upon this interest, their teacher suggested they make a movie in which they could learn to perform these "tricks of the trade." You can well imagine that they could hardly wait to begin. The pupils were responsible for deciding what committees were necessary, the subject of the film, the scenes, the props, the costumes, operating the cameras and lights, and acting the parts. The teacher arranged the shooting schedule. As each roll of film returned from processing, the class viewed and criticized it commenting on lighting, use of camera, and acting. The teacher did the actual editing and splicing--reducing 200 feet of exposed film to 50 feet of finished product.

The children wrote and sent out invitations to their parents to attend the World Premiere on December 16th. Total cost of the film was $18.00.

The third guest to visit with the children was Kenneth Banks, a columnist for the Cleveland Plain Dealer, who had recently returned from a trip to parts of Africa. The fifth grade class was so enthralled by the authentic masks shown by Mr. Banks that they decided to make masks of their own. They searched magazines and books for pictures and information on African masks and mask making. The art teacher brought slides to show them.

Their fourth guest was Dr. Tillman Baughnight, a dentist. Research on teeth and their care followed his visit.

In May, plans call for a sport's figure to visit. The children are hoping for a baseball player.

It is our hope that the two programs just described have helped the students involved to recognize that they have a proud heritage, that they should feel a sense of pride in the accomplishments of those of their own race as well as of their fellow countrymen and fellow human beings, and that the horizon which lies before them is limited only by their own aspirations.

*New Ways To Retrieve Talent
By JoAhn Brown, Director
La Petite Academy For Preschoolers
Harvey, Illinois

I have three kinds of new ways to retrieve talent, although I'm not sure they're new because half of you have probably done them already. I do want to mention one thing which involves my own children. Two others involve how to use an athletic coach and the other mothers.

The first thing I'm going to tell is my personal experience with my sons, aged 9 and 10. Last fall I was trying to organize a private school which ended up as a franchised preschool. The boys would often overhear me on the telephone talking about what I was going to do, what I believe, and talking about how children ought to be free to learn and to do their own thing. They've heard me talk about this many times before. It happened that around October, on a Sunday morning, I realized my boys hadn't been to church in a long time. I usually don't make a big issue of this but somehow your mama's teaching comes back to you that the kids ought to go to church. I told them I thought they ought to get ready to go so there was a big fight. They didn't feel like going, and I said, "Well, Okay." They heard around that time about Madeline Murray who was starting her own church, and they stuck this in the back of their minds. Two weeks later when I mentioned going to Sunday school again, they said that they had decided to start their own church. And I said, "You're, you're going to do what?"

"We're going to start our own church. After all, you're starting your own school."

They wanted to know if they could use my school on Sunday, and I said, "Okay." You know, I knew it was going to fizzle out and die. But my boys have church every Sunday at my school. They have something like 75 members. This is wild, but I think it is a good example of talent retrieval. They play bongos, guitar, and piano. All the members are children for the most part. They were looking for a minister to hire, because they found out that they get in a lot of trouble when they ask for things - people always ask who the minister is. They've been looking for a minister to hire, so they can say, "He's the minister," and I think they found one. They have a bank account of around $800.00, and they're building a church because they don't want to use my school forever. Anyway, they have their own music. They hear over TV about relevance and how you involve people, and they use all those words. Making it relevant, involving us in the church, the whole thing. Anyway, that was my contribution to talent retrieval. My sons are going to do something great.

*Transcribed from a tape of the presentation.

I want to mention two programs, one concerns using the coach as the pivotal person in talent retrieval at the University of Chicago. The other uses mothers in the preschool level in a very interesting kind of way at the Dr. and Mrs. King Family Center in Chicago. Now, I just want to run through some kinds of things that make these programs, different to me, and you may be able to apply them to situations that you are interested in. The one at the Family Center for preschoolers is called the Developmental Lab for Toddlers. This is the way it works.

The Developmental Laboratory is concerned with feelings of competence, and mastering the effectiveness of learning in both mothers and fathers. Consistent with the theoretical model, the primary emphasis is on the mother. The lab began with 11 mothers and 12 children divided into two groups. Each group had regular meetings twice a week attended by both mothers and children. During these meetings, the mothers played with the children, observed the children at play, and discussed play and child rearing in general with the social worker and the other mothers. This aspect of the lab focuses generally on play as a learning process and on the mother's role as a teacher. The other principal aspect of the lab is group action, getting the mothers actively involved in their environment. This aspect is prudent, since we hypothesize that the mothers must be involved in confidence-gaining experiences beyond the gratifications received in child rearing. Their efforts can be directed outward, feeling as a group with community issues, or inward toward developing individual talents and interests. Mothers must be involved in the process of learning themselves if they are to be able to foster learning in their children. One thing that was interesting is that they took the first 11 mothers in the program, and now those mothers do the social work type thing with the kids in the community that social workers did before. They interview parents, get them into the Center, do the model things in terms of how one goes about learning, and help other mothers do this.

We do have many questions that fall into a generalized research orientation about black children and their families, and the program participants were mostly black children and their mothers. I think there were Mexican and Puerto Rican mothers invovled too. We know that the 4-year-olds in these communities can and often do babysit for younger children while their mothers visit the neighbors, or run an errand. We are further aware that these 4-year-olds can go to a nearby store, purchase the requested item, and return home with the correct change, and that they are able to negotiate a complicated and crude elevator and find their way to the Center.

Many educators and psychological practitioners ask how much and what does this cost a child emotionally and intellectually. We are not interested in how it costs them emotionally and intellectually from that point of view. We are more interested in expanding the resourcefulness that is indicated here. We are also concerned that ordinarily in evaluating a child's competence, these kinds of ego operations are not included as areas of competence. They are very competent in some areas but somehow they are not recognized in the learning setting. We attempt to build onto what they already do well and to expand that into other areas. Furthermore, we'd like to know more about the internal organizational process that must be developed in the child in order to manage these kinds of activities. Basically, that's that program - the use of mothers, and the emphasis on mothers rather than children.

The other one is called the Special Program for Educational Opportunity. I've spent some time talking with Larry Hawkins, the director. First of all he mentions the way in which kids view a coach in the school. For those who are really interested in athletics, the coach is in a really prime position to influence a lot of things. His status in the school is not used to advantage as far as learning is concerned, other than athletics. The program at the University of Chicago has been aimed at the root problems of ghetto education through an action program with the inner city schools in Chicago. Although motivated primarily by the University's desire to make a direct contribution to the development of future black leadership, the program holds attention to the new insight into improving inner city secondary education everywhere. It addresses itself to two questions: how can high school students from deprived social, cutlural, and economic backgrounds be persuaded that college is an attainable goal and how can they be motivated to prepare themselves adequately while in high school to succeed in college?

In the program boys and girls both participate. They are drawn from all over the city. Larry Hawkins, who directs the program for the University, is the basketball coach at Carver High School on Chicago's south side. He said one central goal is to broaden the limited horizon of ghetto boys and girls, to expose them to the world outside their immediate neighborhood and prepare them to make their own decision about higher education. The question is how do we get their interest in the first place. We think that what sets the special program apart from other educational experiences is that the key man is the coach. The coach occupies almost a unique position in the inner city school. His main interest coincides with the boys' main interest. He talks their language so they come to him. He doesn't have to go out and pull them in off the street. We cannot claim that a boy enjoys English more than basketball, but with his coach as a persuader we know he will go to class. A competent teacher in a sound educational setting has to take it from there.

In addition to attending regular classes in their respective schools, most of the students come to the University during the winter for special classes on Monday night and Saturday. Much of the instruction at the University is built around facilities such as the language and scientific labs, and music which is not available at the home school. One other point - coaches from other high schools, seeing what has happened in the first year of the program, joined Larry in forming the Concerned Coaches Association. Their objective is to identify competent youngsters, to advise them of the many college opportunities available and to steer them into the program. One thing I was not aware of is that college recruiters come to high schools. They notice the outstanding basketball players. Larry's concern was that very often there are some boys who get unnoticed because they are not the ton players. He feels a lot of recruiters from universitites exploit the boys. They take them because they are great in athletics and don't care if they flunk out of school. They use them as long as they can, then, as soon as their grades go down, they say "Bye, we're sorry we can't use you anymore." One of the things they try to do in the Concerned Coaches thing in the talent retrieval area is to give the boy a lot of counseling. Besides the counseling they have two or three sessions of test taking because they found that many of the boys cannot take tests very well.

I had four or five other things that I was going to mention, but after hearing the other presentations, I'm not so sure they are very new anyhow. One thing I wanted to do is to have you brainstorm some new ways to retrieve talent. Take an idea and build on it, elaborate on something that someone's said before you. Who wants to start? . . . .

The Lincoln School: Its Rise and Demise

by Marvin J. Gold, Director
The Lincoln School
Simpsonville, Kentucky

I put the phone down. It was over. The impossible had shown itself to be very possible. The Governor said that he had no choice but to allow S.B. 402 to become law and The Lincoln School experiment to end. Otherwise he was certain that he would become financially liable for the school's operation.

During an assembly a few weeks before, one youngster asked, "What is the likelihood of their closing Lincoln?"

"It's always possible," I answered, "but just about as possible as a bomb falling through our roof."

I now smiled to myself. What a choice comparison!

* * * * * * * *

Credit for the formation of The Lincoln School certainly must not be considered a singular thing. Several individuals and groups were responsible for the development of a fine idea into a workable reality. Yet one individual's faith in the concept coupled with a dogged determination to see it happen must be viewed as the leading force in breathing life into this unique educational project.

The individual? - Governor Edward T. Breathitt of Kentucky.

It was he who saw the need -- <u>better education for potentially talented youngsters from disadvantaged backgrounds</u>, saw the way -- <u>a residential program that could accommodate students from all corners of The Commonwealth</u>, and saw the implications -- <u>an experimentally-oriented program with findings adaptable and applicable to education of all Kentucky youngsters</u>.

The University of Kentucky was designated by statute to be the agency with which The Lincoln School Board contracted for the operation of the program. UK identified Dr. William Tisdall, now deceased, as the first Director of The Lincoln School.

It was under his leadership that the run-down 412 acre campus of the old Lincoln Institute, located 20 miles east of Louisville, began to prepare for a program that had no counterpart anywhere in the entire Nation, and most likely not in the entire world.

Four points were considered crucial to the success of The Lincoln operation.

First, the school was to be dedicated to the concept that its program had to be geared to preparing high-school-level youngsters for entry into and success at first-rank institutions of higher learning.

Second, an active remedial program was necessary. The disadvantages Lincoln students brought with them to the campus were not limited to economic and cultural problems. More often than not, their educational profiles had disconcerting gaps.

Third, because of its uniqueness the program needed a continuous experimental approach. Nothing could be considered sacred, nothing was above modification.

Finally, with resources that included time for experimentation, top-level professional talent, and a budget to support both, it was incumbent upon the school to share the knowledge gained with all educators throughout the Commonwealth. Visits by Lincoln professionals to public schools and teacher-preparatory institutions, visits by Kentucky professionals to the Lincoln campus to see activities first-hand, dissemination of results of research studies, and practicum experiences for student teachers at Lincoln were but a few ways that the sharing of knowledge could be accomplished.

The doors of the new Lincoln School -- in no way related to the old Lincoln Institute except for the utilization of an identical campus -- opened in September, 1967. Through them came black youngsters from Louisville ghettos and white children from Appalachia, girls from families that never had a high school graduate, and boys whose highest level of aspiration was to become sixteen and drop out of school.

These were kids whose homes more often than not had at least one absent parent.

Although not universal, home and neighborhood problems also included alcoholism, prostitution, crime and that great crippler, despair.

Most important, however, was the fact that the students represented some of the finest potential within their home school situations. In many instances, although a child might only have been performing at or slightly above grade level using national criteria on achievement measures, this represented maximum potential within the local definition of success. IQ scores very often were similarly depressed. Naturally, standard or hard and fast criteria could not be utilized in selecting students for The Lincoln School.

Armed only with the statement within the statutes mandating the establishment of "a secondary school for the education of the exceptionally talented but culturally and economically deprived children of the Commonwealth of Kentucky", the school had to locate a population of the most eligible students. Since disadvantages vary (who can weigh the impact upon a child who comes from a family with a total income of less than $2,000 per annum against the impact caused by an absent parent?) and procedures for talent identification fuzzy at best, The Lincoln School worked very closely with local educators in securing nominations of potential candidates for admission to the program. A wide range of subjective and objective measures was employed in helping make final determination of a student's eligibility.

Waiting to greet this first group of Freshman and Sophomores was a superior faculty and professional staff. Dr. Tisdall tapped talent wherever he found it: Kentucky's boundaries contained some teachers who were extremely qualified, yet when the need arose, personnel was recruited from elsewhere within the nation. (Later professional recruitment indeed brought forth applicants from Ethiopia, India, Bermuda, Canada, and even the Fiji Islands!)

The Lincoln School, from the moment that first class entered, was dedicated to both the generation of new curriculum areas and the revitalization of existing ones so that they were made most meaningful for gifted, disadvantaged youngsters.

For example, English I employed the relevancy of a student's own background in motivating him to acquire necessary basic skills. The study of Drama was directed at the improvement of a student's self-concept. Science I utilized an interdisciplinary approach to anthropology through the inclusion of English and Social Studies. And Music developed a graded approach to instrumental playing.

Of greatest value, probably, was that the curriculum offered freedom of scholastic development and progress. Individualization of instruction was the keynote permitting The Lincoln School students to move through an unending sequence of study with numerous variations of content.

A paragraph within The Lincoln School "Statement of Philosophy" best summarizes what the curriculum was attempting to do: "The School is dedicated to the preparation of students for life as responsible and productive members of society by emphasizing those areas necessary to cope with the present (e.g. academic skills, maturity and judgment, and social learning) and those areas deemed necessary to build the future (e.g. creative production and critical thinking)."

There were some beautiful successes and some striking failures that first year, but underlying both was an excitement that is always concomitant to innovation.

Not amazingly, in retrospect it can be seen, the successes took place as long as student and faculty saw each other as individuals of worth and varying talents.

The failures occured when various preconceptions by teachers or pupils interfered with the teaching-learning process.

The single greatest professional error was made when a teacher thought of a youngster as being gifted first and disadvantaged second. Yet the disadvantaging background of the child -- whether it was social or cultural or economic or educational (or more likely a combination of these) -- very often served to distort and even almost completely hide his gifts and talents. Only as attention was paid to this fact was success met.

Some students, on the other hand, had difficulty in adjusting to the planned freedom of The Lincoln School. Those who saw the limited restrictions as an opportunity to explore, experiment, and grow as scholars and as persons met beautiful success; those who viewed it as a completely structure-free situation, twisted the freedom into license and failed.

Unfortunately, during the second year of the School's operation, Dr. Tisdall left his active role as director in order to assume the chairmanship of the Department of Special Education at the University of Kentucky. Although the school's principal, Samuel Robinson, did an excellent job as the educational leader of Lincoln, time did not allow that important bridge to be built to connect the Lincoln effort with the Commonwealth's educational community. This was to prove a great problem in the almost immediate future.

Because the University of Kentucky was not able to identify a resident research staff or find a replacement for Dr. Tisdall until the summer of 1969, the needed continuity of effort was broken.

There was precious little time to prepare for and execute the activities so necessary to show the value and prove the success of the Lincoln concept before the legislative ax fell during the school's third year of operation.

Regardless of its short life, regardless of lack of continuity, regardless of the dozens of problems any new project is heir to, signs of the program's success can be read in one succinct statement by a Lincoln student:

"Because Lincoln was an experience, or rather a whole spectrum of experiences, it was successful. Now it doesn't matter if we failed or succeeded with specific aspects of the program. The important thing is that Lincoln jolted our lives tremendously and set the precedent for change and experimentation in all of us."

One visitor to campus during the fall Visitors' Week underscored the student's statement when he said, "This is education! It was good for this educator to see human beings dealt with as human beings! It was an exciting feeling."

Besides concern with traditional and non-traditional academic areas, a very important part of the Lincoln educational program was concerned with changing, when necessary, youngsters' attitudes in a variety of areas. This of course could not always be done overtly, since attitudes, like many aspects of education, are learned more effectively than they are taught.

In order to assess the success of this aspect of the program a questionnaire was distributed to the students.

Some sample responses include that of a Jefferson County youngster who discussed his change of attitude toward education: "I see now...that education is something a person does for himself, not something he goes along with and lets happen to him."

A boy from Adair County, in describing how his attitudes towards his home community have changed, offered: "Before, I saw (my community) as a world. Events outside, say in Louisville, seemed so far away they couldn't affect me. Now I know there's a world out there and I plan to find it."

A change in feelings towards individuals of other races can be seen in this statement by a white boy: "I have learned to tolerate and even identify with members of other races much more than I did before Lincoln. I never considered myself a strong racist, however much racism has been ringed from me since Lincoln."

A black girl, on the same subject, declared: "I feel a little closer to whites, because before I hadn't been exposed to them."

Just as there was a variety of youngsters on the Lincoln campus, there was a variety of responses to the questions. On all questions concerning a change in attitudes there was a spectrum of answers, some less favorable than others. All in all, however, shifts were positive.

What about other signs of success? Outside evaluation of the program by other educational agencies in the form of scholarships to Lincoln students is one criterion that bears inspection.

As of this writing approximately 50 percent of the graduating seniors are in receipt of scholarships and financial aid packages varying from $750 to $4,100 per year (!) from institutions such as Antioch, Kentucky State College, Stanford, Tulane, The University of Chicago, and Washington University. Scholarship awards were also made by the Courier-Journal and the Shell Oil Company.

It is anticipated that there will be additional financial aid.

With such signs of success, why should the school have to close its doors?

As with most complex issues, simple answers cannot be identified.

Probably there is an element of truth in each of the following comments by Lincoln youngsters on Lincoln's closing:

"Because of racism, lack of knowledge or in other words just plain ignorance on the part of the legislators. Instead of solving the financial problem, they ran out on the problem. They are closing the school."

"Because the people in the Legislature think that The Lincoln School is going to turn out very intelligent radicals. It's not at all a question of money."

"Because politicians live for themselves ultimately and not for the 'people' and people live for themselves and not for the 'common good'."

"...fear of change."

Undoubtedly different reasons guided various politicians, including Governor Nunn, who was remarkably silent on this issue. (The Governor must be given credit for including a trimmed-down Lincoln School request in his budget; yet his office exerted no obvious support beyond this action.)

Not only were most politicians negative and/or silent, but the state's educational community maintained an almost universal aloofness.

True the Kentucky Education Association, President Singletary of The University of Kentucky, President Hill of Kentucky State College, and State Superintendent of Schools Wendell Butler all had educational problems of their own, yet none of them found time to take a public position on The Lincoln School.

On the other hand the faculty senate of The University of Louisville and the student government of The University of Kentucky were quick to indicate their support.

Friends of the school did their utmost to save the school. The foes, of course, attempted to scuttle it. The real destroyers of the dream, however, were those apathetic politicians, educators, and members of the general public that said and did nothing.

The Lincoln School as such is dead and will not be revived. Its concept, however, is very much alive and is waiting for an opportunity

to manifest itself once again.

With sentiments such as those expressed by a Jefferson County youngster, that manifestation must come real soon: "I have a lot of road in front of me before I've reached my own definition of adulthood. But the Lincoln Experience has at least shown me the road. I mean that's how I've used what's here. But the Lincoln Experience, like any other experience, is only what the individual makes of it. And Lincoln is something that oh so many people need, to make something of for themselves. It's sad, but for me personally it's been in the end, a blessing."