A HISTORY OF THE LINCOLN SCHOOL

SIMPSONVILLE, KENTUCKY

1966 – 1970

ABSTRACT OF DISSERTATION

A dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Education at the University of Kentucky

By

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Lexington, Kentucky

1979

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The Lincoln School was a four-year, residential high school for academically gifted, but economically and culturally disadvantaged boys and girls. Located near Simpsonville, Kentucky, the school was fully funded by the state and operated by the University of Kentucky. The Lincoln School was created by the Kentucky Legislature in 1966 and abolished by the Legislature in 1970, as the result of a combination of several factors. A school program was operated for three years, 1967-1970.

The author used a model to provide a conceptual framework for organizing and discussing the factors involved in both establishing, and later abolishing the school. The model for examining the process of policy formation was developed by Roald F. Campbell and presented and discussed Campbell, John E. Corbally, Jr., and John A. Ramseyer in Introduction to Educational Administration, 2nd ed. (Boston: Allyn and Bacon, Inc., 1962), pp. 240-247. The most significant events concerning The Lincoln School, its creation and subsequent closing by the legislature, were policy decisions, and therefore, Campbell's model was an appropriate conceptual tool for the study.

Several basic social forces, segregation, interest in the gifted, and interest in the disadvantaged, contributed to the development of a social and political climate that was right to foster the development of an idea for a program like The Lincoln School. The opportunity occurred with the need to identify a program to occupy state-owned facilities, vacated when Lincoln

Institute, a black school, was forced to close because of desegregation laws. A committee, established to find a use for the former Lincoln Institute facilities, recommended a program for gifted but disadvantaged students and The Lincoln School was established by statute effective June 16, 1966. Problems associated with planning a new experimental program, plus extensive renovation work of the facilities, delayed the opening of the school until September 1967.

Many people of the county in which the school was located were opposed to the program from the beginning. They were angered by the closing of Lincoln Institute and the overcrowding of local schools which subsequently occurred. Additional hostility toward the new program developed when the county failed in an effort to secure a state community college to occupy the state-owned facilities instead of The Lincoln School.

Many problems were overcome the first year and the program developed. The school received considerable attention from the state news media and also from the national level. During the first year, the successful integration of the school received considerable attention. The most serious mistakes in the beginning were a failure to involve the local community in any aspect concerning the school and allowing too much freedom for the students.

The enrollment was nearly double the second year. The faculty began to take back some of the freedom allowed the students and provide more structure. The school was praised by the Governor and the local grand jury. The greatest problems were in the residential aspects of the program.

In the third and final year of operation, the faculty moved rapidly toward greater structure. Attempts to bring philosophy and program together were initiated. Greater public relations efforts were made; however, opposition by local residents remained strong. Less than midway through the school year, the program was termed too expensive and not necessary by the state legislature, which proceeded to cut off funds and abolish the school despite strong lobbying efforts. The legislative attack was led by local legislators. The most notable success of the school was obtaining full financial aid for all of the graduation students.

There were several basic forces involved in closing the school. Economic forces were a factor. Historically poor support of public education in Kentucky made likely an attack on a program that was comparatively expensive. Social forces such as racism and conservatism caused open hostility toward the school from the local community. Various political forces were probably the most significant factors in the closing of the school. For many reasons which cannot be conclusively determined, sufficient political force was generated to close the school.

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CHAPTER I

INTRODUCTION

Through the years, gifted children have been viewed with suspicion, envy, indifference, and even hostility. The result has been sporadic and usually feeble attempts to provide programs that would meet the unique needs of these special children. The failure to fully develop persons with high ability has resulted in tremendous talent waste. However John Gardner stated that a revolution in attitude toward the gifted has begun because, "as a result of far-reaching social and technological developments in our society we are forced to search for talent and use it effectively."[1]

The plight of gifted children attracted the concern of the Congress of the United States, which mandated that a study of the gifted and talented be done. The study was completed in 1971, and the findings demonstrated "ample evidence of the need for action by the U. S. Office of Education to eliminate the widespread neglect of gifted and talented children."[2] The summary of the report stated:

> There can be few, if any, exceptions to the observations threading throughout this study that the gifted and talented youth are a unique population, differing markedly from their age peers in abilities, talents, interests, and psychological maturity. The most versatile and complex of all human groups, they suffer the neglect that is typical of all groups with special educational needs. Their sensitivity to others and insight
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> into existing school conditions make them especially vulnerable; they frequently conceal their giftedness in standardized surroundings. The resultant waste in human terms and national resources is tragic.

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[1] John W. Gardner, Excellence. (New York: Harper & Brothers, Publishers, 1961). p. 33.

[2] U. S. Commissioner of Education, Education of the Gifted and Talented: Volume 1: Report to the Congress of the United States by the U. S. Commissioner of Education. (Washington: Department of Health, Education, and Welfare, 1971). p. vii.

> The relatively few gifted students who have had the advantage of special programs have show remarkable improvements in self-understanding and in ability to relate to others as well as in improved academic and creative performance. But many more young people go unnoticed. Very little identification has been carried on in depth, or with proper testing instruments. Many of the assumptions about giftedness and its incidence in various parts of American society are based on inadequate data, partial information, and group tests of limited value.
>
> According to the testimony and experience of professionals and parents of gifted and talented, our educational system has been inconsistent in seeking the gifted and talented, finding them early in their lives and individualizing their education. Our educational system mirrors society's ambivalence and inconsistency toward the gifted and talented. Special injustice has occurred through apathy toward certain minorities, although neglect of the gifted in this country is a universal and increasing problem.[3]

This report provided much of the impetus for both federal and state action to develop what appears to be the beginning of the most sustained effort in history to provide for the gifted and talented.

[3] Ibid.

The Proposed Study

In view of the past problems with sustaining gifted education and the very real concern about talent waste through not providing adequately for the gifted, particularly the gifted disadvantaged, it is vital for educational leaders to have knowledge of, and access to, information concerning gifted programs in order to make the best possible decisions for future program development. As a public school administrator who is involved in the current cycle of interest in the gifted, the writer believes that it is essential to document a highly specialized program for the gifted, of which there is presently no complete record.

It is unfortunate that a special school for gifted, disadvantaged students which was called "unique" and "a notable experiment" could have existed for three years and then closed, leaving no documentation of its existence and operation.[4] This is the case of The Lincoln School, which was located at Simpsonville, Kentucky, and operated from 1967-1970. The school was created by an act of the legislature, funded extensively for three years, and then abolished by an act of the legislature without any provision for documentation. In the belief that a record of what transpired from the beginning of The Lincoln School to its closing will be of considerable value to educational leaders, the writer proposes to document the history of The Lincoln School with the main focus on the factors which led to the opening of the school and those factors which later led to the closing of the school.

The writer was a member of the faculty at The Lincoln School during the entire time of its operation. Presently a public school administrator of a school district that is operating a pilot project for the gifted, the author has personally observed the cyclic phenomena associated with gifted education. It is, therefore,
essential to avoid past mistakes and to capitalize on past successes. An accurate and detailed record of The Lincoln School will provide valuable information for this purpose.

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[4] F. W. Woolsey. "Commencement and Epitaph." The Courier-Journal & Times Magazine, 31 May 1970, pp. 29-30.

The main objective of this study is to meet the need for a documented record of a school program for gifted that has particular significance for educators today with the resurgence of interest in the gifted. A secondary objective is to gain greater understanding of the circumstances that may have contributed to the closing of a special program. The lessons to be learned from such a study will be highly beneficial to a public school administrator, as many of the problems examined are inherent in the business of school administration.

Finally, the study should provide a documented record of those events which appear to be the most significant in the opening, the operation, and the closing of The Lincoln School. The author will seek to provide a meaningful historical presentation by identifying and describing the key events which affected the school in a logical chronological order and narrative format, answering the following and other related questions:

1. What were the key events that led to the opening of the school?
2. What were the chief characteristics of the program?
3. What were the key events during the operation of the school which later had a bearing on the closing of the school?
4. What were the notable successes of the program?
5. What were the main problems encountered in the program?
6. What were the key events associated with the closing of the school?
7. What tactics were used by opponents and proponents during the struggle to close the school?
8. What conclusions may be drawn from what transpired which might be of benefit to educators?

Methodology

Historical research seems to be the only appropriate method for this study. Borg has defined historical research as "The systematic and objective location, evaluation, and synthesis of evidence in order to establish facts and draw conclusions concerning past events."[5] Mouly pointed out the value of historical research when he said, "The foremost purpose of doing historical research is to gain a clear perspective of the present."[6] He added, "Historical research can provide us not only with hypotheses for the solution of current problems but also with a greater insight into our culture and the roles which education is to play in the progress of society."[7]

However, as Mouly points out, "Isolated facts have no meaning, and a mere listing of historical occurrences is not research. It is necessary that data be considered in relation to one another and synthesized into a generalization which places the overall significance in focus."[8]

The writer believes that a historical record is most useful when it provides data that will enable the reader not only to understand what transpired but also to be better prepared to deal with the present. This occurs when a study of significant past events will help one to better understand a present problem which may have similar factors involved. Therefore, the researcher believes that his responsibility is to carefully identify, locate, and review all relevant information concerning the past event to be studied. This data must then be evaluated, selected, and organized into a meaningful presentation.

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[5] Walter R. Borg, Educational Research: An Introduction. (New York: David McKay, Inc., 1963), p. 188.
[6] George J. Mouly, The Science of Educational Research. (New York: D. Van Nostrand Company, 1970), p. 211
[7] Ibid.
[8] Ibid.

Roald F. Campbell has developed a model for looking at policy formation in education that provides a conceptual framework that can be used for organizing and discussing the history of a policy.[9] Campbell uses the term policy as "the expression of broad goals or purposes of education."[10] Following Campbell's interpretation of his model, it is apparent that legislative actions are generally policy-making decisions. The most significant events concerning The Lincoln School, its establishment and subsequent abolishment by the legislature, were policy decisions and, therefore, Campbell's model is an appropriate conceptual tool for this study.

Campbell's model is illustrated by the following flow chart.

I	II	III	IV
Basic Forces	Antecedent Movements	Political Action	Formal Enactment
Social, economic, & technological forces, usually national & worldwide in scope	Usually national in scope such as the National Manpower Commission, Rockefeller Bros., studies, Conant studies, etc.	By organizations usually interrelated at local, state, & national levels such as U.S Chamber of Commerce, AFL-CIO, & NEA	May be at local, state, & national levels; & through legislative, judicial, & executive agencies

Figure 1. A Flow Chart on Policy Formation in Education[11]

[9] Roald F. Campbell, John E. Corbally, Jr., and John A. Ramseyer, Introduction to Educational Administration Second Edition. (Boston: Allyn and Bacon, Inc., 1962), pp. 240-247.
[10] Ibid., p. 240.
[11] Ibid., p. 247.

Campbell attempts to enlarge our concept of the policy-making process beyond the formal, legal expression of policy which is merely the culmination of a complex process. Campbell says that "Schools, like other institutions in our culture, are affected by basic social, economic, political, and technological developments. The amount of schooling of the adults of a community, for instance, is significantly related to the aspirations which that community holds for schools. Economic resources determine, in part, the level of program which a school may establish."[12] He goes on to point out, "These basic social forces are not local in character; they are national and worldwide in scope. Yet they impinge upon every local school community in the land."[13] As an example, Campbell cites the national reaction in 1957 over the Russian Sputnik that resulted in Congress becoming involved in national policy for education with the passage of the National Defense Education Act. Millions of dollars were appropriated to improve the quality of science and mathematics educations primarily. State agencies and local school districts did much to implement and augment the new law.

Campbell then discusses antecedent movements. "In response to basic social forces, movements designed to change educational policy are born. These may be non-official, such as the National Merit Scholarship Program, the Conant study of high schools, and the Rockefeller report on education; or they may be official, such as the White House Conference on Education, and the President's Committee on Education Beyond the High School."[14] Campbell also points out that it is significant how "the press, television, and other media reinforce the national impact."[15]

The next step in this evolution is political action. Campbell says, "The antecedents and resulting proposals provoke political activity in and out of government. One aspect of this activity is the debate which goes on among educators

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[12] Ibid., p. 241.
[13] Ibid.
[14] Ibid., p. 242.
[15] Ibid.

and among lay citizens and between the two groups."[16] He goes on to add, "As one might expect, debated and discussion, in the minds of some people, tend to crystallize positions. These people individually and through their organizations demand that local boards of education, state legislatures, and the Congress take action to rectify what they term weaknesses in our educational system. "[17]

Finally, as Campbell points out, "This process – change in basic social conditions, the organization of nationwide antecedent movements, and political activity in and out of government – often culminates in policy. Usually, policy requires some kind of legal formulation, an action which may be taken by local, state or national governments."[18]

Particularly pertinent to this study, Campbell asserts that policy formulation at the state level is most important. He says, "In the American scheme of things the state legislature is clearly the chief policy-making agency in education. Each state has formidable body of school law which sets the formal limits within which all agencies can act. Literally, hundreds of bills affecting education are introduced at each legislative session in most states and these bills reflect the temper of the times and the antecedent movements to which we have referred."[19]

This writer shared the assumption made by many historians, which is consistent with Campbell's model, that certain key events affect the course of history by significantly influencing future events. This writer wrote from that perspective using Campbell's model that provided sufficient focus to identify key events and place them in proper relationship. It was clear then that there were conclusions which could be inferred, as Mouly said, that "place the overall significance in focus."[20]

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[16]Ibid., p. 243.
[17] Ibid., p. 244
[18] Ibid., p. 245
[19] Ibid.
[20] Mouly, op. cit.

The writer did not try to establish exact cause and effect relationships, as that is not generally possible in historical research. However, the writer did suggest some conclusions that appear to be implied by the information that was presented.

There were a number of excellent sources of information relevant to this study. The writer was fortunate to have access to virtually every piece of information generated during the school's existence, as he was a member of the faculty during the entirety of the program. The author had in his possession former administrative file material that includes faculty and student handbooks, newsletters, correspondence, curriculum and program guides, and descriptive literature. Official records of the school, the principal's reports, student records, and minutes of the Board of Directors meetings are maintained by the Kentucky Department of Education and were available to the author. Memorandums and reports of the University of Kentucky and Kentucky State Government provided another source of information. Also, as the schools was experimental and attracted considerable attention, there was an unusually large number of newspaper reports which supplement other available documents quite well. Some of the key people involved in the school were still accessible for interviews. Several books and article on the gifted and disadvantaged helped provide the background data.

Overview

The investigator used a chronological format in presenting the narrative body of the study. In the first chapter the problem is stated and its significance discussed. The methodology is outlined and the limitations of the study are pointed out. The author discussed in Chapter II the factors that contributed to The Lincoln School's being opened. This includes a brief history of Lincoln Institute, the program which preceded The Lincoln School on the site which the school occupied. A knowledge of the Lincoln Institute program is crucial to understanding the attitudes of local residents who were influential in the closing of The Lincoln School. Chapter III deals

with the transition period between the time Lincoln Institute closed and the time that The Lincoln School opened. In this chapter the development of policies and procedures by which the school was to operate is discussed. Beginning with Chapter IV, the author outlined the organization and operation of The Lincoln School with Chapter IV devoted to the first year, Chapter V to the second year, and Chapter VI to the third year. A brief analysis of the year is given at the end of each chapter. In Chapter VII, the final chapter, the writer identified and analyzed the factors that led to the closing of The Lincoln School. The writer also suggested several conclusions and made recommendations for future studies.

Limitations

The primary problem affecting the study might also be considered an advantage. The author was directly involved with the program during the entire period of its actual operation and is, therefore, a participant-observer. This, of course, raises the question of the writer's bias and his lack of objectivity. However, despite the fact that objectivity is desirable, total objectivity is impossible. All historians exercise a certain amount of subjectivity as they select and present data. The writer's perceptions are filtered through his personal experience but it is that same personal experience in this case which also provides the author with additional insight into the problem. The opportunity to have observed first-hand most of the events to be recorded far outweighs the disadvantage related to not being completely objective. Of course, the investigator made every effort to present the facts as accurately as possible.

The scope of this study has been limited to documentation and analysis of those events and facts necessary to provide a clear and accurate history of the school, with particular emphasis on the opening and closing of the school. Some key events that occurred prior to the school opening are examined to help understand the climate in which the school operated. Although the operation of the school will be examined, it is beyond the scope of this study to go into complete detail concerning every facet of the program. An attempt will be made to focus on those events and activities that are necessary to developing an understanding of the nature of the program. In particular, the focus is on the events that were to be factors in the closing of the school.

Chapter II

FACTORS INVOLVED IN THE OPENING OF THE LINCOLN SCHOOL

The decisions to establish The Lincoln School and later to abolish the program were the two most important events concerning the school. These two events will be examined separately, and the most significant factors that led to these events will be discussed. The decision to abolish the school will be analyzed following a description of the program.

To understand some of the factors that were so instrumental in closing the school, it is necessary to understand the factors important to its opening. Several basic social forces were significant in the ultimate establishment of The Lincoln School. First, and most important, was segregation. Second was the interest in the gifted, and third was the interest in the disadvantaged. These will be discussed separately.

Segregation

The issue of segregation is a familiar one. Our country came into existence with slavery as an accepted policy. Despite the Civil War, and the 13th, 14th, and 15th amendments to the Constitution, equality of opportunity was not to be achieved for Black Americans for many years. As a result of segregation and the resulting inequalities in education, a chain of events began that were ultimately to contribute to the establishment of The Lincoln School and, likewise, contribute to the

abolishment of the school. As a direct result of segregation, Lincoln Institute, the program that occupied the facilities at Simpsonville prior to The Lincoln School, was founded. Lincoln Institute established the climate that The Lincoln School inherited, and the closing of Lincoln Institute was to play a crucial role in the lack of acceptance of the new program by the people of Shelby County.

The Founding of Lincoln Institute

George C. Wright has written an excellent account of the establishment of Lincoln Institute that is the source for much of what follows here unless otherwise noted.[21] It is necessary to go back to the founding of Berea College to understand why Lincoln Institute was established. In 1855, John Fee and Cassius M. Clay founded Berea College as a Christian school, primarily with the mountain whites of Eastern Kentucky in mind. Both men were opposed to slavery and had hopes that the Negro could be educated at Berea if slavery ever ended. At that time education for the Negro was illegal.

In 1863, two soldiers from the Union Army were the first blacks to be admitted to Berea. There was a lot of opposition to Berea until 1904. In 1903, Carl Day, state representative from Breathitt County, visited the campus and was shocked at whites and blacks being together. He was so angered that he introduced a bill in the state legislature to prohibit blacks from attending the same school as whites. The Day Law, as it was called, prohibited under heavy penalties the co-education of Negro and white students. It was passed by the Kentucky legislature in 1904.

The Berea trustees fought the bill all the way to the Supreme Court of the United States but they lost. However, the trustees still felt an obligation for the

[21] George C. Wright, "The Founding of Lincoln Institute," The Filson Club History Quarterly 49: (1975), pp. 57-70.

education of blacks in Kentucky and, subsequently, at their annual meeting in 1904, voted to help establish a school for blacks. Raising funds for such a school got a big boost from Andrew Carnegie, then a member of Berea's Board of Trustees, who pledged $200,000 contingent upon a similar amount being raised. Finally, in 1909, the money had been raised and the trustees' efforts turned toward finding a site.

Locating a suitable site for the school became a problem as no community they approached wanted a Negro school near residential areas. The first choice was Anchorage, Kentucky; however, opposition by whites was so strong that the Berea board dropped the area from consideration. The next site selected was Simpsonville, Kentucky, located in Shelby County, about 20 miles east of Louisville. This was considered an excellent location being close to Louisville, the center of the state's black population.[22] Again, white opposition was strong but this time the Berea board decided they had to take a stand. In 1909, the Berea board bought three farms totaling 444.4 acres to be the site for Lincoln Institute.

A meeting was called by some of the citizens of Shelby County who voted to use all legal means to remove the school. These citizens were convinced that a Negro school would ruin their community. Some of the local residents also feared what a large concentration of blacks might do. The following year a Shelbyville legislator introduced a bill which required three-fourths of the voters of a county to approve the location of any school in the county. Although the bill became law, it was declared unconstitutional by the state appellate court. This episode marked the beginning of opposition in Shelby County to the school, a pattern which was to continue through the closing of The Lincoln School.

With the leadership of many prominent blacks and whites who had shown concern for education of Negroes, a board of trustees was selected. The trustees

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[22] Barksdale Hamlett, History of Education in Kentucky, Bulletin of the Kentucky Department of Education VII (4): (July, 1914), pp. 326-327.

established the philosophy for the program to be offered. While they believed that vocational education was essential, they also believed that cultural values must be stressed. Thus, the course offerings were to consist primarily of fundamental vocational training in home economics, nursing, agriculture, building trades, maintenance engineering, and similar areas. Although they decided no one religion would prevail, the school would be religious in nature.

One of the many decisions made by the Lincoln Institute trustees was to secure the service of Olmstead Brothers of Brookline, Massachusetts, prominent landscape experts to prepare a campus plan that would allow for future growth. A firm of prominent Negro architects was selected to design the structures.

Construction began in 1911 and was finished in 1912. Largely through the efforts of two Lincoln Institute trustees, Dr. William Frost, president of Berea College, and Dr. A. E. Thompson, pastor at Berea College, the people of Kentucky began to show support for the new venture. Finally, on October 1, 1912, Lincoln Institute opened its door to eighty-five students and an era in Negro education in Kentucky began.

Although initially a college, through the years Lincoln Institute became a prominent secondary boarding school for Negro students, primarily from Kentucky, who could not get an education in their home school districts. Many smaller, rural school districts did not provide schools for blacks, who frequently represented only a small segment of the population. Even when provided, facilities and programs were often substantially inferior to those provided for whites. Through the years, Lincoln Institute educated many blacks who assumed responsible leadership positions throughout the state.

Becoming a State Agency

In 1935, a chain of events began that were to lead to Lincoln Institute becoming a state agency, which was to be a highly significant factor in the

Establishment of The Lincoln School. Lincoln Institute had operated largely on endowment funds but the Depression years were hard and "from 1927 to 1935 enrollment declined, donations fell off, and most of the endowment was spent."[23] Needing public funds desperately, Lincoln Institute contracted with Shelby County to educate the county's black high school children.[24] This proved to be one factor that subsequently generated considerable hostility from some of the people of Shelby County when Lincoln Institute was forced to close and the public schools of the county had to cope suddenly with absorbing the black students.[25]

The state government became directly involved with Lincoln Institute in1939 when the State Board of Education contracted with the school to provide a student teacher training center for Kentucky State College.[26] In 1946, an act of the state legislature established permissive authority for the state to acquire the Lincoln Institute.[27] Faced with continuing financial problems, the Lincoln Institute Corporation, the non-profit organization that owned and operated Lincoln Institute, decided in 1947 to deed the property to the state at no cost. The deed, however, contained several key provisions. One of these stated:

> Should the Commonwealth desire subsequently to devote the properties conveyed to other than educational purposes, it may do so upon the payment of two hundred fifty thousand ($250,000) dollars to the Lincoln Institute.[28]

This provision was to later influence the decision concerning use of the property after Lincoln Institute was closed.

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[23] Budget Division, "Memorandum Report No. 70-003", Kentucky State Government, 1970. (Mimeographed).
[24] Budget Division, op. cit.
[25] "Editorial", The Shelby Sentinel, 19 October 1967.
[26] Budget Division, op. cit.
[27] Ibid.
[28] Ibid.

Thus, the contract with the state in 1939 and the deeding of the property in 1947 made Lincoln Institute as state agency. The state selected Kentucky State College to operate eh institution and to be the beneficial owner of the property and facilities.[29] This was formalized by law in 1952 when KRS 166.190 was passed.[30] Kentucky State College was only minimally involved in the administration of the school. All records and management were the responsibility of the president of Lincoln Institute, who reported to the president of Kentucky State College. However, there was not a day-to-day working relationship and reporting consisted primarily of an annual report presented to the Kentucky State College Board of Regents. With Lincoln Institute becoming a state agency, the state then was to assume the leadership role in determining the use of the property after Lincoln Institute was forced to close. The desire to retain the property for state use would motivate the state to identify another suitable program to occupy the facility.

Closing of Lincoln Institute and the Establishment of The Lincoln School

In1954, the U. S. Supreme Court ruled unanimously that segregation on black and white students in public education at any level was unconstitutional.[31] Several months later in another ruling the Supreme Court provided the implementing doctrine when it ordered states with dual school systems to begin dismantling them "with all deliberate speed."[32]

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[29] Betty Rothwell, "The Lincoln School: A Historical Perspective", Unpublished Paper, 10 January 1969. (Mimeographed)
[30] Budget Division, op. cit.
[31] Brown v. Board of Education, 347 U. S. 483 (1954).
[32] Brown v. Board of Education 349 U. S. 294, at 300 (1955).

With these rulings school districts throughout the state began to integrate their schools, which greatly diminished the need for Lincoln Institute. Over the next ten years Lincoln Institute continued to operate but enrollment steadily declined, and while the school was open to students of all races, only black students were enrolled in the full-time program. It was becoming increasingly evident that Lincoln Institute had outlived its usefulness. The state was finally prompted into action by Title VI of the 1964 Civil Rights Act which forbade federal aid to school districts operating segregated schools.[33] In March of 1965, 130 school districts in Kentucky, including Shelby County were warned that they were in danger of losing federal aid because of non-compliance with Title VI. [34] The State Commission on Economy and Efficiency had been discussing Lincoln Institute's status and "how its continued operation as a segregated institution might endanger federal aid to education in Kentucky."[35] The Commission Chairman, Shelby Kinkead of Lexinton, said "the entire state could conceivably lose federal aid because Lincoln is run by the Kentucky State College Board of Regents, a branch of the commonwealth."[36] Although proposals for future use had been made, including use as a prison or mental institution, the Commission reported they were not prepared to make recommendations about future use.[37]

On April 19, 1965, Governor Edward T. Breathitt appointed a five-member committee to study the future role of Lincoln Institute.[38]

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[33] "State Wants All-Negro School Desegregated," The Louisville Times, 5 March 1965.
[34] Ibid.
[35] "Future Use of Institute Site Studied," The Courier-Journal, 6 April 1965.
[36] Ibid.
[37] "Lincoln Institute May Be Closed," The Louisville Defender, 8 April 1965.
[38] "Editorial," The Shelby Sentinel, 21 April 1965.

The Reverend F. Ward Jackson, a minister in Frankfort and a friend of Governor Breathitt, was appointed as the committee chairman because Governor Breathitt knew of his interest and concern for the culturally deprived. Betty Rothwell in an unpublished paper, described how the idea of The Lincoln School originated:

> During the discussion of the problem, Reverend Ward Jackson suggested that the Institute be used to assist the intelligent, culturally deprived child. Governor Breathitt pointed out to his friend that summer classes for selected gifted students had been established in the Governor's School of North Carolina and that the Rockefeller Foundation had Sponsored summer programs for such students at Princeton and Dartmouth. They both agreed that one of the difficulties of these schools was that the children returned to their old environment for the regular school year, thus losing much of what had been gained during the summer. With the Lincoln Institute facilities, students could board during the entire regular school term. The other members of the committee, including Barry Bingham, the publisher of The Courier-Journal, Reached a decision to support such a school as proposed by Reverend Mr. Jackson.[39]

Rothwell credited her account of these events to a letter she received from former Governor Breathitt.

At commencement exercises for Lincoln Institute on June 2, 1965, Governor Breathitt announced the committee had recommended with his endorsement "a statewide school devoted to children who are intellectually gifted but whose exceptional talents are handicapped by their home life and poverty."[40] It is important to note here that this recommendation grew out of a need by the state

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[39] Rothwell, op. cit., pp. 6-7.

[40] "Lincoln Institute Has a Future," Editorial, The Louisville Times, 4 June 1965.

to determine some educational use for the Lincoln Institute site – not as a result of long-time planning to provide for the gifted. This recommendation was made after being considered for only slightly more than a month.

The committee's proposal was presented to the State Commission on Economy and Efficiency and to the Kentucky State College Board of Regents. The Courier-Journal, the state's largest newspaper, endorsed the proposal.[41] The Governor had hoped the new program could be started September 1, 1965; however, the State Commission on Economy and Efficiency said it was not feasible to make the change that quickly.[42] They added that they felt "any change would need legislative authorization."[43]

The Board of Regents of Kentucky State College favored the proposal and commissioned Spindletop Research, Incorporated of Lexington, Kentucky, to do a feasibility study on the proposed program. Dr. Lee E. Purlee of Spindletop was responsible for the preparation of the report, "A Prospectus for Lincoln Academy," which was completed in August 1965.[44] The study proposed the name "Lincoln Academy" for the new school and included in the prospectus were the following topics: philosophy; selection and identification of academically gifted children; criteria for qualification of deprived children; transition form Lincoln Institute to Lincoln Academy; description of proposed program; relationships to Kentucky State College and other agencies of the state; requirements for faculty and staff; requirements for facilities; budget requirements; and other sources of funds.[45]

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[41] "A Good Plan for Lincoln Institute," Editorial, The Courier Journal, 5 June 1965.
[42] "Lincoln Institute Change is Delayed," The Louisville Times, 12 June 1965.
[43] Ibid.
[44] Spindletop Research, "A Prospectus for Lincoln Academy," Board of Regents, Kentucky State College, 23 August 1965.
[45] Ibid.

It was recommended that Lincoln Institute close at the end of the 1965-66 school year and the Lincoln Academy begin with the 1966-67 school year.

The report was reviewed by the State Department of Education and endorsed by Harry M. Sparks, State Superintendent of Public Instruction and, subsequently, approved by the Kentucky State College Board of Regents on August 23, 1965.[46] The proposal was then submitted to the State Commission on Economy and Efficiency that was still investigating possible uses of Lincoln Institute's facilities. The Commission endorsed the proposal on September 24, 1965, but with several conditions, the most notable being that the new school would be operated by the University of Kentucky, not Kentucky State College. The Commission said that the university was better equipped to carry out the proposals for the proposed new school.[47] Other findings and recommendations of the Commission's report included:

> Findings:
>
> 1. Enrollment at Lincoln Institute has declined significantly, especially since implementation by Kentucky's school districts of the 1954 Supreme Court decision.
> 2. Total expenditures per student at the Institute have risen consistently and have been considerably higher than such expenditures in the school districts represented at the Institute. The state's percentage of the total expenditures also has risen.
> 3. Prior to 1954, Lincoln Institute was the only alternative for the education of Negro children from school districts unable to afford "separate but equal" secondary schools. Since 1954, its existence has enabled school districts to prepare for integration and has provided the sole alternative for students who could

[46] James Driscoll, "A School for Deprived." The Courier-Journal, 18 September 1965.
[47] Ibid.

> not adjust to an integrated situation. Finally, it has served as a teacher training facility for Kentucky State College. since all of Kentucky's school districts will be integrated in the fall of 1965, the Institute's first two purposes have served. The third can be met in other ways.
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> Recommendations:
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> 1. The present program at the Institute should be terminated at the end of the current fiscal year.
> 2. The facilities should be used as a secondary boarding school for the academically gifted but economically, culturally, and socially deprived youth of Kentucky. However, because such a project is basically experimental, the financial and administrative responsibility for its implementation should be spread as broadly as possible. the Board of Trustees of the University of Kentucky should develop the plan for its use, encompassing the following general guidelines: (a) the state would assign the present facilities of the Institute to the project and would make available no more than $250,000 for renovation and additional facilities. The state would also allocate operating funds on the same basis per student as for other public school education under the foundation program; (b) the federal government would provide the remaining necessary funds for a specific number of years, such costs to include both institutional and university expenditures; (c) the institution would receive a new name denoting its new functions.[48]

In the 1996 General Assembly of the State Legislature, State Senator John Y. Brown introduced legislation that would convert Lincoln Institute into a facility to teach the academically bright but economically deprived students.[49]

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[48] Commission on Economy and Efficiency, "General Report," (Frankfort, Kentucky: The Commission, November 1965, pp. 7-8.

[49] "Lincoln Bill is Presented," The Louisville Defender, 9 February 1966.

The bill that was introduced by Senator Brown followed the recommendation of the State Commission on Economy and Efficiency. The bill passed the House, where it had been introduced, by a vote of 71-3.[50] A few weeks later with 35 members voting, the State Senate approved the bill unanimously and sent it on to the Governor for signing.[51] One week later on March 16 1966, the Governor signed the bill into law.[52] The bill contained three sections and the first, KRS 166.191, actually established the school.

INSTITUTION FOR EDUCATION OF
ECONOMICALLY DEPRIVED TALENTED
CHILDREN

166.191 Former Lincoln Institute to be secondary school for economically deprived talented children.

The state institution formerly designated as Lincoln Institute, and located in Shelby County, Kentucky, Shall hereafter be established, utilized, and maintained as a secondary school for the education of exceptionally talented but culturally and economically deprived children of the Commonwealth of Kentucky (said school shall hereinafter be referred to as "the School"). All appropriations heretofore or hereafter made to Lincoln Institute and all records, facilities, and other properties, both real and personal, of every nature whatsoever which were held or owned or the use of which was otherwise enjoyed by Lincoln Institute are transferred to the governing body of the School.[53]

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[50] The Louisville Times, 16 February 1966.
[51] The Louisville Times, 10 March 1966.
[52] "Governor Signs Bill to Convert Lincoln," The Louisville Defender, 17 March 1966.
[53] Acts of the General Assembly of the Commonwealth of Kentucky, passed at the regular session of the General Assembly, begun in Frankfort, Kentucky January 4, 1966, and ended March 18, 1966 (Frankfort, Kentucky: Dunne Press, 1966) pp. 543-545.

The second section, KRS 166.195, provided for the government of the school, the board, and matters pertaining to the board members such as appointment, terms, vacancies, meeting, quorum, and compensation. It also provided that the governing board was to name the school as deemed appropriate subject to the approval of the Governor.[54]

The legislation provided for authority to be vested in a governing body to be called "the board," which would have seven members. Three of the members were to be appointed by the University of Kentucky Board of Trustees, three members by Kentucky State College Board of Regents, and one member by the State Board of Education. It was further provided that the chairmanship of the board would alternate each year between the members named by the University of Kentucky and those named by Kentucky State College, beginning with the University of Kentucky. The chairman was authorized to designate a meeting place. Meetings were to be held at least quarterly, otherwise as necessary. It was also stipulated that board members would receive no compensation but would be entitled to reimbursement for reasonable expenses. The first meeting of the new board was to be held within thirty days after the members were appointed.[55]

The final section, KRS 166.200, made three important stipulations:

(1) The board was to establish uniform qualifications for admission to the school and also all rules and regulations governing the operation of the school.
(2) The board was directed to ensure equal opportunity to attend the school be made available to all qualified children in the state.
(3) The board was directed to contract with the University of Kentucky for the operation of the school but was also authorized to contract with other educational institutions in the state to provide necessary services.[56]

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[54] Ibid.
[55] Ibid.
[56] Acts of the General Assembly, op. cit.

The era of Lincoln Institute finally came to a close with commencement exercises in June, 1966, graduating the fifty-second and final class. The school had served long and well as noted in the report to the Kentucky State College Board of Regents:

> Lincoln Institute, through its faculty, staff, administrators, and benefactors (including the Commonwealth of Kentucky) has meritoriously served Negro students during an era of great need. The Institute can point with pride to its many graduates who have been enabled to assume their responsibilities and to make contributions to our democratic society by virtue of the opportunities afforded them by Lincoln Institute. Many Lincoln graduates have moved forward to achieve high degrees of professional attainment and to assume high positions of leadership. The Commonwealth can be justly proud of the attainment of Lincoln graduates and our total society is all the richer for the existence of Lincoln Institute and its philosophy in action.[57]

It should be noted that at the time of its closing, fifty-six percent of Lincoln Institute students were from Shelby County so the Shelby County school system felt the impact of the closing more than any other school system.[58] Students who did not graduate were advised to return to their home districts the following school year. Whitney M. Young, Sr., President of Lincoln Institute, retired after thirty-one years of guiding the Institute. He was soon to be appointed by Kentucky State College to the Board of Directors for the new program, The Lincoln School.[59]

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[57] Spindletop Research, op. cit.
[58] Ibid.

[59] Martin K. Pedigo, "Lincoln Institute Gets Ready for New Role," The Courier Journal, 2 August 1967.

On June 16, 1966, the legislation became effective and The Lincoln School officially replaced Lincoln Institute.

Other Factors Contributing to Establishing The Lincoln School

Two other basic social forces significantly influenced the decision to establish The Lincoln School. These were interest in the gifted child and interest in the disadvantaged child.

Interest in the Gifted

Few groups of students during the past 50 or 60 years have been as in and out of favor as the gifted. This cycle probably began with the development of the intelligence test. Although the very brilliant and talented have usually been recognized because of their unusual and often precocious accomplishments, until the intelligence test was developed there was no consistent, standardized means of identifying intelligence.[60] As these standardized measures became accepted, many educators began to recognize both the opportunity and the responsibility to help develop the ability of the gifted child. About the time of World War I when IQ tests ere used to select prospects for Officers' Candidate School, the notion of identifying gifted by IQ became accepted.[61] Not only could gifted children be identified on the basis of what they had already done but also on the basis of what they had the potential to do.

Special classes for the gifted were offered from time to time in schools throughout the country. Although public schools had "gifted" programs for years

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[60] Robert L. Trezise, "Are the Gifted Coming Back?" Phi Delta Kappan 54 (10): (June 1973), pp. 687-688, 692.
[61] Ibid.

in some quite expensive areas (athletic programs, bands and orchestras, choral groups, and others), the notion of an academically talented group getting special attention was not universally popular. Many viewed any special treatment for the academically talented as elitist and undemocratic. Trezise pointed out, "The widespread ambivalence about gifted children in this country has its roots in our two conceptions of democracy ….. Jefferson's idea was that an intellectual elite should be encouraged …. Jackson thought that all men regardless of experience or educational background should share equally in the leadership function."[62] Trezise went on to say:

> ……..one main reason for the lack of programs at both the local and state levels remains a downright hostility toward the gifted students themselves. While the Jeffersonian in us admits that we need the talents of the gifted, the Jacksonian reacts negatively to giftedness itself.[63]

There have been other factors that have caused interest in the gifted to fluctuate. In this country economic expansion brought periods of high concern while the opposite has accompanied recession or retrenchments.[64] This probably reflects a practical and economic viewpoint in which interest in the gifted rises when industrial and scientific demands are high for increased numbers of the highly skilled and capable, and falls when the quota is met or exceeded.[65]

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[62] Trezise, "Are the Gifted Coming Back?"
[63] Ibid.
[64] Manfred Adler, "Cycles of Interest in the Gifted Student," The Clearing House, 41: (1967), pp. 476-478.
[65] Maurice F. Freehill, "Gifted Childrein" in The Gifted Case Studies, eds. Barbara B. Hauck and Maurice F. Freehill (Dubuque: Wm. C. Brown Publishers, 1972), p. 2.

Interest in the gifted has also increased in times of national crisis. The reaction to the Russian Sputnik brought great interest in the gifted, almost to the point of panic. There was suddenly widespread concern that the United States had fallen behind and was not giving enough emphasis to academic programs and the more talented students. The gifted were suddenly seen as some sort of secret defense weapon.[66]

In 1958, Congress passed the National Defense Education Act "in response to the dramatic appeal to catch up with the Soviet efforts in education and technology."[67] Financial assistance was provided for several purposes, including to strengthen science, mathematics, and modern foreign language instruction. This effort gave rise to many programs that emphasized the needs of the more academically talented.

About this same time and in response to the same concerns, the National Science Foundation began providing substantial financial support for curriculum improvement in the area of the sciences.[68] Although benefitting students of all ability levels, again the needs of the more academically talented generated particular interest.

In 1959, James B. Conant released his significant and controversial report on the American high school.[69] Conant concluded, "The academically talented student, as a rule, is not being sufficiently challenged, does not work hard enough, and his program of academic subjects is not of sufficient range."[70] Among his

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[66] Trezise, op. cit.

[67] Francis A. J. Ianni and Lois S. Josephs, "The Curriculum Research and Development Program of the U. S. Office of Education: Project English, Project Social Studies and Beyond." in New Curricula, ed. Robert W. Heath (New York: Harper and Row, Publishers, 1964), p. 163.

[68] Ibid., James R. killian, Jr. "The Return to Learning" p. 260.

[69] James B. Conant, The American High School Today. (New York: McGraw-Hill Book Company, Inc., 1959).

[70] Ibid.

recommendations for improving public secondary education, Conant urged the adoption of programs for the academically talented for, as he said, "It is in the national interest to have them (academically talented) develop their capacities to the full……"[71] Although opposed at first by many educators, the Conant report was to gain respect and endorsement by most education groups.

This growing concern on the needs of the academically talented students prompted the development of many programs. Two of the most notable and widely publicized efforts were in the early 1960's. The Governor's School of North Carolina and the Governor's Honors Program in Georgia were both summer residential programs for academically talented high school students.[72] In both of these programs, 400 of the state's gifted juniors and seniors attended a special residential summer program. Georgia's program was six weeks and North Carolina's was eight weeks. The basic aim of both programs was to provide a significant program of differentiated education for the gifted, bringing together at one time more gifted boys and girls than could be found in any single school district.

Interest in the Disadvantaged

About the same time of this resurgent interest in the gifted, there was growing concern over the plight of the disadvantaged child, primarily the economically and culturally disadvantaged. A nationwide effort to desegregate schools began in 1954 and intensified in 1955 with the Supreme Court decree for those states with dual school systems to dismantle them. This brought to the

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[71] Ibid., p. 60.

[72] Jerry P. Trammell, "Gifted Child Education: Program Continuity Needed," Research Report No. 115. (Frankfort: Legislative Research Commission, 1975), pp. 3-4.

public attention the serious plight of students who had been attending inferior racially segregated schools. School districts who suddenly had to contend with the problems created by segregation found the problem to be even broader in scope. Many of the problems that had to be addressed were associated with poverty, regardless of race. National attention was called to the problem by James B. Conant in his book, Slums and Suburbs.[73] Conant's book gave vivid descriptions of the drastic difference in facilities, programs, and opportunities for those students attending slum schools compared to those attending suburban schools.

Recognition of the extent of the problem of disadvantaged student culminated in what was called "the most significant commitment to education ever made by any national government," the passage by Congress in 1965 of the Elementary and Secondary Education Act (ESEA).[74] Although channeling federal funds into addressing many educational problems, this act directed a substantial portion of the funds toward improving educational opportunities for the disadvantaged poor.

A Link Between Gifted and Disadvantaged

Tying together these two basic forces of concern for the gifted and disadvantaged were a number of prominent educators and writers who pointed out the serious talent waste. One of the most notable of these was John W. Gardner, who deplored the large number of young people who never reach their potential due to a poverty environment.

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[73] James B. Conant, Slums and Suburbs. (New York: McGraw-Hill Book Company, Inc., 1961).
[74] Ben Brodinsky, "12 Major Events that Shaped America's Schools," Phi Delta Kappan, 58, No. 1 (September, 1976), p.75.

> In our society today, large numbers of young people never fulfill their potentialities. Their environment may not be such as to stimulate such fulfillment or it may actually be such as to stunt growth. The family trapped in poverty and ignorance can rarely provide the stimulus so necessary to individual growth ……..
>
> The fact that large numbers of American boys and Girls fail to attain their full development must weigh heavily on our national conscience. And it is not simply a loss to the individual. At a time when the nation must make the most of its human resources, it is unthinkable that we should resign ourselves to this waste of potentialities.[75]

Another significant publication was by Frank Reissman, who, in The Culturally Deprived Child, asserted that the actual numbers of intellectually gifted students in poor home is greater than those found in the relatively few homes of business and professional leaders.[76]

Summary and Analysis

This, then was the climate that produced The Lincoln School. Segregation had led to the establishment of a school, Lincoln Institute, with subsequent acquisition of property and development of facilities. Financial problems caused the school to become a state agency, giving the state ownership and determination over use of the facility. However, a penalty clause in the deed made it likely that the property would be used for education purposes. Desegregation laws forced the closing of Lincoln Institute and made it necessary for the state to determine a new use for the facilities. When the committee of educators appointed by Governor Breathitt met in April of 1965, it was a time when interest in providing for academically talented and the disadvantaged was running high. The committee

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[75] John W. Gardner, Excellence. (New York: Harper & Brothers, Publishers, 1961), pp. 137-138.

[76] Frank Reissman, The Culturally Deprived Child. (New York: Harper & Brothers, 1962), pp. 1-40.

had a relatively short time to develop a proposal to sue the facilities. In looking at the summer programs provided in other states for gifted students, there was agreement that one of the problems was that these youngsters had to return to their home environment for the regular school term, thus negating much of what was gained over the summer. The facilities at Lincoln Institute would make a year round program possible. In addition to the sincere concern for disadvantaged gifted, it seemed probable that federal funds might be available through the Elementary and Secondary Education Act of 1965 as well as other federal and private sources due to the type of program being considered.[77]

This writer believes that the social and political climate was right to foster an idea for a program like The Lincoln School due to the timing and meshing of the basic forces as discussed.

[77] "Editorial," The Louisville Times, 4 June 1965.

CHAPTER III

PERIOD OF TRANSITION
JUNE 16, 1966 – SEPTEMBER 5, 1967

New Board Starts to Work

The period of transition between the closing of Lincoln Institute and the opening of The Lincoln School was a time of meetings and planning for the actual operation of the school. Appointments to The Lincoln School Board of Directors had been made by the representative agencies, and the new board met for the first time on June 27, 1966, at Kentucky State College, Frankfort, Kentucky.[78] The board was comprised of the following educators:

A. D. Albright	University of Kentucky
Stephen Diachun	University of Kentucky
William J. Tisdall	University of Kentucky
David H. Bradford	Kentucky State College
Adolphus P. Thompson	Kentucky State College
Whitney M. Young	Kentucky State Colege
Don C. Bale	Kentucky Department of Education

The first item of business called for the election of officers. In accordance with the provision of House Bill 89 which called for the University of Kentucky Board of Trustees to designate one of its three appointees to serve as the first Chairman of the Board for a twelve month period beginning on January 1, 1966, Stephen Diachun was appointed chairman.[79] David Bradford was elected vice-chairman and Don Bale was elected secretary.

[78] The Lincoln School Board of Directors, Official Minutes, 27 June 1966.
[79] Ibid.

Following the election of officers, A. D. Albright presented an analysis of the statutes under House Bill 89 that outlined the powers and duties of the board.[80] Three of the most important functions of the board were: (1) to prescribe uniform admission requirements and make available the opportunity to attend on a uniform basis to all children of the state; (2) to prescribe the rules and regulations for operating the school; and, (3) to contract with the University of Kentucky for the operation of the school. The board agreed that the University of Kentucky should be informed the board was ready to receive a proposal for operating the school and also, recommendations for an administrator.

In other actin the board agreed to support the continued tenure of Whitney Young as the administrator of Lincoln Institute under the authority of the Board of Regents of Kentucky State College until such time as the board would be able to assume all powers and functions under House Bill 89.[81]

Naming the School

Discussion on what to name the new school began at the first meeting of The Lincoln School Board of Directors, but it was to be almost a year before a name was approved. At that first meeting, several name possibilities were discussed. A motion was made and approved that Kentucky Lincoln School for the Gifted be tentatively accepted with a final vote to be taken at the next meeting.

The board met again on September 27, 1966, at which time it was approved that the name proposed at the first meeting be accepted subject to approval by the Governor, in accordance with House Bill 89.[82] This title, Kentucky Lincoln School for

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[80] Acts of the General Assembly of the Commonwealth of Kentucky, op. cit., pp. 543-545.
[81] The Lincoln School Board of Directors, Official Minutes, 27 June 1966.
[82] The Lincoln School Board of Directors, Official Minutes, 27 September 1966.

the Gifted, was presented to the Governor and he asked that the board reconsider the name and submit several possibilities from which he would make a choice. The board agreed to submit suggestions to Tisdall, who would send them to the Governor.[83] Finally, at the suggestion of the Governor, the board approved "The Lincoln School" as the official name on June 14, 1967.[84]

Developing Plans

The second meeting of the Board of Directors, September 27, 1966, was held of the campus of The Lincoln School. Following a tour of the facilities, the board heard a tentative draft of a proposal from the University of Kentucky concerning plans for operation of the school. This proposal was developed by William Tisdall and several other University of Kentucky staff members.[85] It provided a general plan for operating the school and addressed such concerns as "the nature of the school, the kinds of pupil populations it would serve, and the desired outcomes of such a unique educational enterprise."[86] The board did accept the proposal in its tentative form and asked the university to proceed with the preparation of appropriate contracts including the recommendations in the proposal. Although the ideas contained in this proposal were discussed at length during this meeting and at subsequent meetings, it was not until the board met on February 13, 1967, that the proposal was presented in final form.[87]

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[83] Ibid., 21 December 1966.
[84] Ibid., 14 June 1967.
[85] Ibid., 27 September 1966.
[86] "Policies for the Operation of Kentucky Lincoln School for Gifted Children," University of Kentucky, 1967. (Mimeographed).
[87] The Lincoln School Board of Directors, Official Minutes, 13 February 1967.

It should be noted that in the Foreword to the proposal, the university stated that in devising a general plan it was necessary for the university to make some decisions; however, "the decisions which were reached do not imply that they represent the only possible alternatives. They do, however, represent viewpoints which are thought to be the most suitable for the Commonwealth and the most beneficial to the children who will be served by the school."[88] It was pointed out that the proposal did not attempt to include detailed, final planning as the university believed that the persons who would be responsible for the administration of the school program should be included in developing the more detailed final plans.

This proposal, which provided general guidelines, was thus identified as Phase One (of two phases) to develop actual operational plans for the school. It was further noted that the proposal was intended to be flexible in order for the university to maintain latitude in the implementation of policies established by the board. This was believed to be necessary for efficient operation in the early stages due to the unique program of the school.[89]

The proposal was divided into eight sections:

1. Objectives
2. Definition of Pupil Population
3. Program of Studies
4. Pupil Recruitment
5. Staffing
6. Kentucky Lincoln School as a Demonstration
7. Evaluation and Accreditation
8. Physical Plant

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[88] "Policies for the Operation of Kentucky Lincoln School for Gifted Children," op. cit.
[89] Ibid.

Each of these sections will be discussed briefly since these initial plans established much of the framework within which the school operated.

1. Objectives

The University of Kentucky pointed out that the mandate from the Kentucky Legislature provided: (1) an opportunity to the children who would realize the advantages they might otherwise not received; (2) an opportunity to establish a unique academic program that could serve as a demonstration to educators everywhere.[90] To implement the mandate the university proposed the development and operation of a four-year high school with the following major objectives:

1. That pupils of the Kentucky Lincoln School may complete a high school program with academic standings sufficient for admission to an accredited four –year college. This does not imply that all graduates would choose to go on to college upon completion of this program. Some might choose the trades or technical fields. The School would, nevertheless, allow students to avail themselves of the opportunity to become prepared for college.

2. That a program of academic excellence will be offered which would be consistent with the admission standards of the most selective colleges and universities. Adherence to this objective would serve to assure that the graduates of the Kentucky Lincoln School would have had the opportunity to become prepared for admission to the best colleges and universities. Perhaps not all pupils would attain such levels of achievement but a distinguished academic program would be offered to all.

[90] Ibid.

3. That intellectually gifted children who are not achieving at levels commensurate with their observed abilities may receive remedial instruction which could eradicate their academic deficiencies.

4. That the Kentucky Lincoln School would serve as a demonstration to educators throughout the nation of a particular method of providing educational opportunities for gifted but deprived youth.

5. That the Kentucky Lincoln School would serve as a source of new knowledge about the gifted child, his environment his education, the modification of his behaviors and attitudes and his preparation for membership in adult society.[91]

When the tentative draft of this proposal was first discussed by the Board of Directors, the question was raised if all types of gifted students, not only underachievers would be considered. William Tisdall responded in the affirmative, but added that the chief function of the school would be to serve the underachiever.[92]

2. Definition of Pupil Population

The University of Kentucky stated, "The general character of the Kentucky Lincoln School may be best described by a delineation of the population of pupils it would serve."[93] It was noted that although the law which established the school referred to secondary school children who were "talented but culturally and economically deprived," there still remained many parameters of the pupil

[91] Ibid.
[92] The Lincoln School Board of Directors, Official Minutes, 27 September 1966.
[93] "Policies for the Operation of Kentucky Lincoln School for Gifted Children," op. cit.

population to describe before a student body can be developed.[94]

The first parameter cited, size of the student body, called for a total of 240 pupils to be enrolled: 180 Freshmen, Sophomores, and Juniors the first year; 60 more Freshmen admitted at the beginning of the second year. This was to make it possible to allow two full years to prepare the first graduates for college. Several advantages of starting with three-fourths of the total anticipated student body were listed:

1. It would facilitate staffing. It would be easier to recruit teachers of high ability when they can make use of a fully operational program and when they can interact with, and be stimulated by, as many qualified colleagues as possible.

2. It would allow a wider range of pupil activities. By having more Pupils in attendance from the start, it would be possible to offer a broader program. Thus, more flexibility could be exercised by the staff in assigning students to the appropriate offerings. In addition, it would be possible to offer a broader range of extra-curricular and supplementary activities.

3. Greater use of the physical plant would be possible with the larger (180) starting group. In this way facilities and equipment would not remain idle but would be used for the benefit of more pupils.[95]

However, by the time the Board of Directors met in December,1966, Tisdall reported that the original plans to open with a large number of students did not appear feasible. Prospective students needed to be identified by May in order for school to open the following September and time was not sufficient to identify a large number of students. A. D. Albright suggested that the school begin with 50 or 60 students and increase enrollment gradually. Whitney Young pointed out that this was in line with the original Spindletop Research report recommendations.[96]

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[94] Ibid.
[95] Ibid.
[96] Spindletop Research, "A Prospectus for Lincoln Academy," op. cit.

Sex and age distribution were also discussed as parameters for the pupil population. It was suggested that an even distribution of boys and girls be maintained as much as possible in order to allow for a normal range of co-educational learning and social activities.[97] Because the students attending Kentucky Lincoln School would be above average intelligence, it was decided to allow for flexibility in age range but to establish 12 as a minimum age since 14 was the normal average chronological age of ninth graders.

Since "culturally and economically deprived" was part of the mandate from the legislature, socio-economic background was another of the parameters. The University of Kentucky recommended that the cultural and economic criteria for eligibility for admission to the school be those suggested in the Spindletop Research report.[98] The major factor in determining the degree of deprivation would be family income.

The report, "A Prospectus for Lincoln Academy," defines qualifying family income as follows:

> Qualifying family income is that value of family income obtained by subtracting the number of dependent children, multiplied by $600.00, from the total family income. Dependent children are to be defined by the Kentucky Department of Revenue for Kentucky State Income Tax purposes.
>
> For the admission of pupils from families residing in urban places (incorporated and unincorporated places of population of 2500 or more), the qualifying family income is recommended to be not greater than $3400.00 per year.
>
> For admission of pupils from families residing in rural or non-urban places, the qualifying family income is recommended to be not greater than $2400.00 per year.[99]

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[97] "Policies for the Operation of Kentucky Lincoln School for Gifted Children," op. cit.
[98] Spindletop Research, "A Prospectus for Lincoln Academy," op. cit.
[99] Ibid.

Another major parameter for establishing the pupil population was the potential for achievement. Generally, academically talented are those who have high potential for achievement in school; however, the University of Kentucky asserted that many academically talented children do not achieve according to their ability. The university recommended that selection of students and curriculum at Kentucky Lincoln School be "directed toward high potential pupils regardless of their achievement levels although an effort on behalf of the low achieving gifted child should be encouraged."[100] The following reasons for special consideration by the low achiever were cited:

1. The traditional program of the public school is geared generally toward the achieving child and not toward the child in need of remedial education. By selecting some pupils of high potential but low achievement, the Kentucky Lincoln School would be rendering a service that schools of the state are not typically in a position to provide.

2. By working with some low achievers, the School would be in a position to retrieve individuals whose talents might otherwise be lost to them and to society. By exposing such pupils to a program of remedial education leading toward admission to college, they would receive an opportunity which most likely would not be available in the regular school.

3. A number of schools have been established recently for the purpose of helping the underachieving gifted child. These are, however, either sort term residential or day schools. The Kentucky Lincoln School could make a significant contribution to American education by working with such pupils on a concentrated residential basis and by sharing the experience and information thus gained with educators throughout the nation.[101]

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[100] "Policies for the Operation of Kentucky Lincoln School for Gifted Children," op. cit.
[101] Ibid.

Several other factors were also listed as parameters for establishing the pupil population. One was to give high consideration to a pupil who was recommended by his teacher as having high potential for learning. Another was to consider pupils who have reasonably good deportment records. It was also recommended that "a reasonable balance be maintained among the pupil population on such variables as sex, race, color, and rural-urban home location."[102] It was noted that this was consistent with the provisions of House Bill 89. Finally, it was suggested that recommendations be sought from responsible school officials.[103]

3. Program of Studies

Although it was expected that detailed curriculum planning would be done by the staff of the school, the following four general areas of study were recommended:

A. Academic Fields
   Social Sciences
   Communication
   Fine Arts
   Mathematics
   Life Sciences
   Physical Sciences
B. Health and Physical Education
C. Guidance and Counseling
D. Social and Citizenship Development[104]

The proposal went on to note that "areas C and D above would, in

[102]Ibid.
[103]Ibid.
[104] "Policies for the Operation of Kentucky Lincoln School for Gifted Children," op.cit.

conjunction with areas A and B, serve as planned change factors in the attempt to remedy academic and social problems which have accrued to pupils as a result of economic and cultural deprivation and subsequent underachievement in school."[105]

The University of Kentucky also strongly recommended that the school program continue year round. It was feared that a prolonged return to the "old" environment would have a negative effect on progress. Shorter but more frequent vacations during holiday periods were to provide periodic home visits. Suggested summer programs represented a mixture of learning and recreation activities.[106]

It was further recommended that promotion through the school program be flexible and based on individual achievement. Readiness for college was suggested as the ultimate criterion for regulation of promotion rate.[107]

4. Pupil Recruitment

The recruitment of pupils was recommended as a two-phase process. The first phase would consist in identifying a pool of eligible candidates, and the second phase would be the selection of the desired number for admission. The following four suggested, tentative aspects were listed:

1. Geographic-Demographic Spread. It might be desirable to select on the basis of total school populations within given regions of the state. Still another consideration might be selection on the basis of low socio-cultural areas. If the selection by county system is used, provision should be made for selecting substitutes from other areas when a county does not recommend a child.

[105] Ibid.
[106] Ibid.
[107] Ibid.

2. Male-Female Ratio. Those responsible for selection should adhere to the principle of equal representation of boys and girls within the school population. If selections are made on the basis of counties they might consider selecting one boy and one girl from each.

3. Nominations. County and independent school district superintendents should be requested to nominate students for admission to the School. Probably more nominations than can be facilitated should be requested in order to guard against unforeseen causes of attrition.

4. Individual Examinations and Observations. In order to obtain first-year school population of 180 pupils, it may be necessary to examine 400 to 500 members of the pool of candidates. The individual examinations might include the following:

   A. Standardized school achievement tests.
   B. An individual intelligence test such as the Wechsler Intelligence Scale for Children.
   C. Family Background Information.
   D. Health and physical status histories and tests.
   E. Recommendations from local school officials, teachers, and counselors.
   F. Individual interviews with the candidates.[108]

A priority list was to established based on the greatest talent and educational, social, and economic need. It was further recommended that selections would be made by a selection committee. Eventually this committee would consist of the director and faculty members of the school. It was recognized that during the first few years it might be necessary to supplement the committee with faculty members from Kentucky State College and the University of Kentucky. It was advised to enlist the support of local school administrators in the selection process and also for the operation of the school.[109]

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[108] "Policies for the Operation of Kentucky Lincoln School for Gifted Children," op. cit.
[109] Ibid.

5. Staffing

The proposal by the University of Kentucky recommended employing a director and several other key staff members as soon as possible. This included a principal, business manager, school psychologist, and clerical staff. Major categories of personnel that would be needed eventually were identified as:

a. Teaching staff
b. Pupil personnel staff (including guidance counselors, school psychologists, school social workers, nurses, etc.)
c. Recreation staff
d. Cottage life staff
e. House staff (cooks, maintenance, etc.)[110]

It was also proposed that the cottage life staff would supervise the residential aspects of student activities to fee teachers from night duties.

6. Kentucky Lincoln School as a Demonstration

It was noted by meeting the objectives for the school over a long period of time, the school could put itself out of business by accomplishing the following:

a. Identify children with talent and specific academic needs.
b. Meet the needs of children who are presently in that situation.
c. Learn in the process more about the causes of these needs and problems and their amelioration.
d. Make available what has been learned to other educators who might apply this knowledge to younger children as a program of prevention.[111]

The University of Kentucky took the position that the new school had an "obligation to demonstrate how underprivileged gifted children may be taught effectively, as well as to gather new knowledge about the process of teaching them and preventing

[110] Ibid.
[111] Ibid.

their academic failure."[112] This could be done through conducting related workshops and disseminating information through newsletters and publications in professional journals.

7. Evaluation and Accreditation

It was recommended that two different methods of evaluation be utilized:

a. Adherence to the standards of accrediting agencies.

b. A committee of visitors or advisors should be established as permanent body to periodically evaluate the total operation of the School and to make recommendations for its improvement. Such a committee might be made up of professional educators and scholars of national stature and reputation as well as selected members of the University of Kentucky and Kentucky State College faculties plus representatives of the Kentucky Department of Education. Annual or semi-annual meetings could be held at the School for the purpose of convening this committee.[113]

8. Physical Plant

The proposal by the University of Kentucky recommended that the school staff should study the needs of The Lincoln School as related to the physical plant and make specific recommendations. It was noted that funding could be sought after priorities were established and that the work might be done in several phases.[114]

Not all of the recommendations made by the University of Kentucky in the proposed policies were implemented; however, this document established the

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[112] Ibid.
[113] "Policies for the Operation of the Kentucky Lincoln School for Gifted Children," op. cit.
[114] Ibid.

broad parameters that defined much of the new shape and direction The Lincoln School program was to take.

Other Concerns of the Board of Directors

Budget

At the same meeting of The Lincoln School Board of Directors in September, 1966, that the University of Kentucky proposal was discussed, several other concerns were raised. One of these was that the legislature had not appropriated enough money to operate the program properly. It was the consensus of the board that it would take about $500,000 to operate a good school.[115] The appropriation by the legislature was for $500,000 for the biennium or $250,000 per year. This did not include $175,000 that was appropriated separately for the renovation of the school's facilities.[116]

After some discussion about the budget, the board agreed that they would need to meet with the Governor and discuss the budget problem. It was agreed that if no additional money was appropriate, the program would have to be tailored somehow to fit the budget. Whitney Young told the board there was a great need for additional equipment and modernization at the school.[117] He pointed out that Lincoln Institute had operated many years on a very inadequate budget and also, since it was anticipated the school might close, many things were left undone. It was the opinion of the board that the state should take care of the basic operation

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[115] The Lincoln School Board of Directors, Official Minutes, 27 September 1966.
[116] Legislative Audit Committee, "Audit Report No. 62 on The Lincoln School," Commonwealth of Kentucky, 21 January 1971.
[117] The Lincoln School Board of Directors, Official Minutes, 27 September 1966.

of the school, and federal grants, if available, should be used for enrichment.

It was to be several months before the budget question was resolved. At the board meeting in December, 1966, Tisdall reported on a meeting with the Governor at which they discussed the inadequate funding for the school. In February, 1967, the board appointed a sub-committee to meet with the Governor to explain to him that there was not enough money to have a top-level program.[118]

Tisdall reported to the board in June, 1967, that he had been advised by the Budget Division, Commonwealth of Kentucky to have John Oswald, President of the University of Kentucky, write a letter to Governor Breathitt explaining that the cost of operating the school was expected to exceed $400,000.[119] Finally, in December, 1967, Oswald, Diachun, Tisdall, and Albright met with Governor Breathitt concerning the budget problem. Recognizing the need to fund the school adequately if it was to be successful, the Governor appropriated an additional $207,000 from the Governor's contingency fund, making a total operating budget of $457,000 for the 1967-68 fiscal year.[120]

It should be noted that the legislature had also appropriated $67,100 for 1966-67, which combined with farm income, provided operating funds for a skeleton maintenance and farm crew during the period after Lincoln Institute closed and before The Lincoln School program actually began.

Contracts and Bylaws

Following a repot by the Bylaws Committee, The Lincoln School Board of

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[118] Ibid., 13 February 1967.
[119] Ibid., 14 June 1967.
[120] Legislative Audit Committee, op. cit.

Directors adopted By-Laws as recommended at a meeting on December 21, 1966.[121] In February, 1967, the board approved resolutions, prepared in accordance with the statutes establishing the school, which provided for the transfer of responsibility for records, facilities, funds, and other properties formerly belonging to Lincoln Institute from Kentucky State College Board of Regents to the Board of Directors of The Lincoln School. The contract with the University of Kentucky to operate the school was also approved at this meeting of the Board.

On March 18, 1967, the University of Kentucky Board of Trustees approved the signing of the contract to operate The Lincoln School.[122] Also during March, the Kentucky State College Board of Regents approved the contracts and resolutions. By mutual agreement, Kentucky State College was asked to continue operating the campus of The Lincoln School until the Governor issued an executive order making the transfer official.[123]

A Director is Named

Following the first meeting of the Board of Directors for The Lincoln School in June, 1966, the board asked the University of Kentucky to recommend an administrator for the school.[124] At the second meeting of the Board of Directors in September, 1966, Tisdall had recommended that several things, including the naming of a director, needed to be done by the next spring.

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[121] The Lincoln School Board of Directors, Official Minutes, 21 December 1966.
[122] Douglas Kane, "Prestonburg, Southeast Colleges Slated for Improvement Programs," The Courier-Journal, 18 March 1967.
[123] The Lincoln School Board of Directors, Official Minutes, 27 March 1967.
[124] The Lincoln School Board of Directors, Official Minutes, 21 December 1966.

Tisdall reported progress toward finding a director at the December, 1966, board meeting and indicated that he had hopes of a person being identified by the first of the year. A discussion followed concerning the University of Kentucky's role in selecting a director. It was pointed out that the contract between the university and the board to operate the school which was being prepared must provide for the University of Kentucky to select the director or the contract would not be acceptable to the university.[125] The University of Kentucky wanted the director named as a faculty member of the University of Kentucky to provide better liaison between the university and The Lincoln School.; therefore, the university was not willing for anyone else to select the director.

The University of Kentucky made a strong effort to locate a well-qualified person for the director's position but without success. Efforts centered on bringing in a new person to the university. Finally, Tisdall was persuaded to take the position on an interim basis due to the serious problems developing without a director. On March 17, 1967, the University of Kentucky Board of Trustees named William J. Tisdall as the interim director.[126]

At that time, Tisdall, an associate professor of education, was serving as Director of the Special Education Instructional Materials Center for the University of Kentucky. His background was very strong in special education. He had earned his B.S., M.S., and Ph.D degrees from the University of Illinois with majors in Special Education. He had served as an associate professor of Special Education at Pennsylvania State University prior to coming to Kentucky. He was also a licensed School Psychologist.[127]

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[125]Ibid.

[126] Kane, op. cit.

[127] "Dr. William Tisdall Heads Lincoln School, " The Shelby Sentinel, 17 August 1967.

Recruitment of Staff

Prior to his official appointment as Director of The Lincoln School, Tisdall had been unofficially performing in that capacity for several months as he had coordinated much of the planning and other administrative work that had to be done in order to open the school. Among other things, Tisdall had been working hard to identify prospects for the teaching and other professional staff positions. Following his official appointment as director, Tisdall reported that he had interviewed several candidates in various positions and offered recommendations for the following positions: director of research, principal, English, languages, social studies, mathematics, science, physical education and health, home economics, and girl's dormitory counselor, nurse, school business manager, superintendent of buildings and grounds, and school relations expert. He also recommended retaining 16 of the present non-professional employees, mainly farm worker, cooks, and custodians.[128]

One of Tisdall's key recommendations was Samuel Robinson as principal. Robinson had served as a teacher and administrator with the Lincoln Institute program and, thus, was experienced in residential programs. Furthermore, he was quite knowledgeable about the campus and community. It is also important to note that Robinson was black and this was the beginning of an effort to develop a completely integrated professional staff.

Tisdall worked hard to find the kind of teaching staff he felt was needed. He did not hesitate to tell anyone who would listen, including the press, his feelings about the faculty.

[128] The Lincoln School Board of Directors, Official Minutes, 27 March 1967.

> The challenge of teaching gifted children at The Lincoln School, near here, (Simpsonville, Kentucky), has drawn a group of talented and dedicated young teachers.
>
> Dr. Wiliam J. Tisdall, director of the scool for gifted but economically and culturally disadvantaged youngsters, said skill and competence in a teaching field was the first qualification in picking teachers from the flood of applications.
>
> "Then we looked for a willingness to innovate….a flexibility and an attitude toward teaching the youngsters….you might call it a Peace Corps attitude," he added.
>
> The flexibility idea made it necessary to stick with younger teachers, Dr. Tisdall said, because "the older ones are usually too set in their ways, and in a school like this things are going to change a lot as we learn."[129]

Other articles which described the school and the staff generally got their information from Tisdall. A local newspaper, just prior to the opening of the school, commented, "The staff, as well as the student body, has been selected according to excellence. Six of the seven teachers who comprise the faculty have at least their master's degree and the other one will receive his master's degree by January."[130]

This initial group of full-time teachers were from Kentucky except for one from Iowa and one from California. Five of the seven teachers were men and two were women and only three had prior public school teaching experience. All of the seven full-time teachers were white; however, of the complete professional staff of fifteen, five were black and two part-time teachers were also black.[131] Both of the initial dorm counselors were white and both were also certified teachers who taught part-time. (The teaching staff changed slightly in composition after the first six

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[129] Martin K. Pedigo, "Challenge Draws Young Teachers," The Courier-Journal, 26 February 1968.

[130] "Lincoln School Will Open in September for Academically Gifted," The Shelby Sentinel, 17 August 1967.

[131] Faculty List. Administrative file materials of The Lincoln School now in possession of the author. All future references to materials of this type will be made as "Author's Files."

weeks of school when the male foreign languages teacher resigned for personal reasons.[132] A young woman just completing her student teaching was employed to replace him. Otherwise, this group of teachers remained the first two years and only one left the third year.)

Identification of Pupils

At a meeting in March, 1967, Tisdall advised The Lincoln School Board of Directors of the planning which had been done regarding the identification of pupils.[133] In addition to newspaper publicity, Harry Sparks, then State Superintendent of Public Instruction, notified all local school district superintendents about the program. The University of Kentucky was printing brochures to be mailed out with nomination forms and a letter explaining the program. It was hoped this information would be sent to every school district in the state by April 3.

It was at this same board meeting that the question was raised about accepting day students. After some discussion, the board adopted a policy that the pupils of the school must be in residence.[134]

Although recent plans had called for admitting only ninth grade pupils the first year, Tisdall asked the board for permission to admit some tenth grades students the first year. He pointed out this would probably be necessary to obtain an adequate number of students who more closely met the criteria established for admission due to the short time available to identify and screen prospects. The board concurred with Tisdall.[135]

Darrell Brown, who had been employed as the school psychologist, was in

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[132] The Lincoln School Board of Directors, Official Minutes, 4 October 1967.
[133] The Lincoln School Board of Directors, Official Minutes, 27 March 1967.
[134] Ibid.
[135] Ibid.

charge of the pupil identification and testing program. He reported to the board in June, 1967, that approximately 800 to 1,000 forms had been sent to the 200 school districts and three dioceses in the state. To date, 142 nominations had been received from 26 school districts, which included one parochial. Of the 142 nominated, 69 were boys and 73 were girls, and 64 were rural and 78 were urban; Louisville nominated 74.[136]

Darrell Brown went on to explain to the board that three forms were completed for each nominee that provided detailed information on school history, achievement, and family data pertaining to income and various social characteristics of the family. A team of examiners visited the school the child attended, tested every child, and questioned the child concerning his interests. Each child was asked how he or she felt about going to a residential school.[137]

Basically, the nomination form listed the following criteria that should apply to any pupil being nominated:

1. Ready for admission to either the ninth or tenth grade in September, 1967.
2. Economically or culturally disadvantaged (a checklist was provided as a guideline for establishing this fact. Provision was made for additional supporting evidence to be provided in essay form.)
3. Of high intellectual ability.
4. From a family you believe will give permission for the child's attendance at this residential school for the academic year.[138]

The process somewhat rushed the first year due to the short time available to make the final selections. However, it was the consensus of the board that the actual final selection be done by a committee. Tisdall recommended the following

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[136] The Lincoln School Board of Directors, Official Minutes, 14 June 1967.
[137] Ibid.
[138] Pupil Nomination Form for The Lincoln School, Author's Files.

composition for the committee: one each from The Lincoln School staff, State Department of Education, Kentucky State College, the University of Kentucky, and three local school district superintendents.[139] Eventually, the committee was appointed as follows:

> Roy Eversole, Superintendent, Hazard Independent
> Gene Farley, Superintendent, Hopkinsville Independent
> Samuel Noe, Superintendent, Louisville Independent.
> Eugene Lincoln, Professor, Kentucky State College
> James Kincheloe, Professor, University of Kentucky
> Martha Ellison, Kentucky Department of Education
> Samuel Robinson, Principal, The Lincoln School[140]

Tisdall also asked the board at the June, 1967 meeting if he could enroll 65 students with eight or ten alternates.[141] He said the budget could handle this, and it would take care of last minute withdrawals. Tisdall further advised the board that as soon as each child was selected, the school social worker would visit the parents ask for parental consent on matters of the child's welfare. The board approved Tisdall's request concerning enrollment.

Renovation of the Plant

The facilities of The Lincoln School were generally in poor condition at the time the program became official. Lincoln Institute had always operated on a very limited budget and upkeep had been minimal through financial necessity. During the last few years of Lincoln Institute when it became apparent the school would be closed, even minimal repairs were often not done.[142] Separate funds had been

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[139] The Lincoln School Board of Directors, Official Minutes, 14 June 1967.
[140] Don Bliss, "Carefully Chosen, 64 Gifted Pupils Offered Fulfillment," The Louisville Times, " 31 August 1967.
[141] The Lincoln School Board of Directors, Official Minutes, 14 June 1967.
[142] Interview with Samuel Robinson, Former Principal of The Lincoln School, 2 March 1979.

allocated for the renovation of the school's facilities, but no one anticipated the cost and amount of work that had to be done. Duet to a lack of time, an emergency was declared which allowed for the bidding process to be waived and work was begun in June, 1967.

As renovation work began in earnest, what initially appeared to be cleanup and patch-up work turned into major repair work of electrical wiring, plumbing, heating, roofs, walls, windows, and just about every other item on the campus. The work fell steadily behind schedule and cost far more than had originally been expected.[143] Despite heroic efforts, which included many faculty members working to prepare rooms over the Labor Day weekend, not all of the renovation work was completed when the school opened on September 6, 1967. Some of the work on the aged buildings was not to be completed for several months.

A Hectic Period

The months of transition between the closing of the old Lincoln Institute program and the opening of The Lincoln School were filled with planning and action. So much had to be done in order to be ready to open in September of 1967. Many things had been underestimated in time and/or cost required such as the renovation work, an operating budget, and identifying prospective students. But enthusiasm was high and the excitement of the new venture seemed to be infectious. The press coverage was good and articles like the one in a local paper, "The Lincoln School Embarks on an Exciting Course This Fall," were typical.[144]

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[143] Interview with Marian Bowman, former Business Manager, The Lincoln School, 1 March 1979.

[144] "The Lincoln School Embarks on an Exciting Course This Fall," The Shelby Sentinel, 17 August 1967.

This climate of excitement about a new school did not affect everyone the same way. Many people in Shelby County were hopeful that the new school would not materialize as they still had hopes of a community college on the old Lincoln Institute campus. In January, 1967, promoting the idea of obtaining a community college on the old Lincoln Institute property was discussed and endorsed by the Shelby County Chamber of Commerce and the Shelbyville Board of Realtors.[145] Although it was acknowledged that plans had been set in motion to develop a special school for underprivileged gifted, these groups decide "to pursue the idea of a community college in the event the state does not carry through its announced plans."[146]

A newspaper article in March, 1967, that was subtitled "Junior College Out," reported the signing of a contract by the University of Kentucky Board of Trustees to operate the school for gifted children at the old Lincoln Institute campus.[147] The article went on to state, "This action apparently kills hopes of some to have Lincoln converted into a junior college."[148] Obviously, not all hopes were killed, however, for at the July 10, 1967 meeting of the Shelby County Chamber of Commerce, it was disclosed that continuing efforts to obtain a community college were being made.[149]

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[145] "Community College at Lincoln Viewed," The Shelby Sentinel, 26 January 1967.
[146] Ibid.
[147] "State Takes Action to Convert Lincoln to Special School," The Shelby News, 23 March 1967.
[148] Ibid.
[149] "Chamber Takes Action to Obtain College and New Recreation Lake," The Shelby News, 23 March 1967.

It was also reported that:

> The next meeting, Monday, August 7, will deal with the college proposal entirely. Dr. William J. Tisdall, University of Kentucky, head of the state's community college programs, will give a detailed talk on the present plans for Lincoln Institute, and answer questions as to how it might eventually become a regional junior college.[150]

(It should be noted that William Tisdall was not then, or ever, connected with the community college system.) Tisdall did speak to the Chamber of Commerce on August 14, 1967 and attempted not only to describe accurately the new school but to also convey the excitement he felt. The newspaper account described Tisdall as "highly optimistic about the future of the school" and "highly enthusiastic about Lincoln."[151] Tisdall predicted that the new school would become "a focal point of dynamic education in Kentucky" and "a big credit to Shelby County."[152] The only reference by Tisdall that might relate to the community college issue was that he informed the group concerning plans for University of Kentucky extension courses to be taught at the new school.

There had been prior discussion by the Board of Directors of The Lincoln School that the University of Kentucky, and possibly even Kentucky State College and the University of Louisville, would want to offer some extension courses at the new school.[153] Whitney Young expressed the opinion that this would be a good idea as several community members had talked with him about a community college and he felt this would help satisfy their needs.

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[150] Ibid

[151] "New Lincoln School Called 'Exciting' Asset for Shelby County Area," The Shelby News, 17 August 1967.

[152] Ibid.

[153] The Lincoln School Board of Directors, Official Minutes, 27 March 1966.

Although the board members agreed, David Bradford pointe out that he thought the regular program should be well established first. Apparently, the board never believed the regular program was sufficiently established as this is the last mention by the board of offering any extension classes.

Preparing to Open

During the last few weeks before opening day, much attention was devoted to getting the physical plant ready. However, on August 13, 1967, the focus shifted to a group of enthusiastic and excited teacher who began a three week in-service workshop with the purpose of designing the program for the new school; the Board of Directors had approved a general framework prepared by the University of Kentucky; but it remained for the faculty to define what the program was to be.

Analysis

The analysis by the writer of the events in this chapter and succeeding chapters will be focused on the factors that the writer believes to have had some influence on the ultimate closing of the school. These factors will be identified and briefly discussed at the end o f each chapter; however, the writer will show interrelationships and offer a more complete analysis in Chapter 7.

One factor that became obvious very early after the closing of Lincoln Institute was the lack of interest by the local county people in the proposed new school. This lack of interest was to develop into lack of support and open opposition. Many community leaders had hopes of getting a community college located on the campus, although the University of Kentucky never expressed any interest in the locations. The county's preoccupation with the idea of a community college was so strong that when William Tisdall was scheduled to speak to a local group concerning the new school, he was incorrectly identified as head of the state community college system. Despite no encouragement, and despite the publicity

about the new school, many Shelby County leaders continued their efforts to obtain a community college on the Lincoln campus long after the school opened.

The critical thing that should be noted is that there was virtually no communication between the local leaders and those involved with the planning of The Lincoln School. The local leaders proceeded to seek a program other than the ones being planned without involving those legally responsible for the Lincoln campus. Likewise, the legislators, researchers, board of directors, and administrators involved with designing and planning The Lincoln School did not involve local leadership in the planning process. It is no surprise that local leaders did not feel any commitment or obligation to the new school.

Another factor that possibly had some influence on the new school's inability to gain support from the local area was the failure to create a new image. Lincoln Institute had, of course, been well identified as an all Black school, respected by some but victim of racial prejudices as well. The similar name adopted for the new school did not clearly signify a change to many people who were, at best, casual observers of the events that transpired. Both schools were frequently referred to as just "Lincoln." Reinforcing this perception was the quite logical retention of many former Lincoln Institute employees. It is possible this similarity allowed for ready transfer of old prejudices also.

One factor that was to become a key issue when the school cam under attack was the high cost per pupil. Of course, this related in part to the small number of students who were admitted. Serious underestimates of the operating costs involved, inadequate facilities, limited time, and difficulty in identifying and screening prospective students all seem to account for the substantially smaller student population than what was originally anticipated. When cost became an issue, quality of the pupils was not questioned, only quantity.

Finally, the selection of a faculty that had, as Tisdall described it, a "Peace Corps attitude," contributed to the development of a liberal program that later came into conflict with community values. This was also to be a factor in the final chain of events that led to the closing of the school.

CHAPTER IV

THE FIRST YEAR
1967-68

Organization

The Students

As with any school program, the students were the focal point, the heart, the very essence of the program. From the beginning, these students were special. Few students have ever gotten the attention that this group received. As the first class in a new school, which was the only one of its kind in the entire country, the students received substantial attention including extensive newspaper publicity. The students were referred to as "gifted," "bright," "deprived," and as having "high potential."[154] This notoriety was a dramatic change for most of these students who had been little noticed in their home schools, as many of them were actually achieving far below their capability.

The initial group of 64 students selected were from 18 counties with 21 school districts represented.[155] There were 27 girls and 37 boys, of whom 43 were white and 21 were black. Thirty-four came from Louisville and five from other urban areas for a total of 39 urban and 25 rural students.[156] By the time the

[154]"Carefully Chosen, 64 Gifted Pupils Offered Fulfillment," The Louisville Times, 31 August 1967.
[155] "Students Come From 18 Counties," The Louisville Times
[156] Student Data Sheets for 1967, Author's Files. (Mimeographed)

Students reported on September 5, 1967, two had declined, and one did not report. Soon after, one mother came for her child. During the first semester, five others left due to homesickness, one left due to illness, two were withdrawn by their parents after the school decided they were uncontrollable, two left by their own accord because they felt unable to keep up with the academic program, and one new student was admitted after Christmas for an enrollment of 51 students beginning the second semester.[157] Before the end of the year, two more students left of their own accord, leaving an enrollment of 49 at the end of the first year.[158] Of the students who left or failed to report during the first year, 11 were boys and five were girls, 11 were rural and five were urban, and only one was black.[159]

The initial group of students were selected from 144 nominees. One-half of the group were ninth graders and the other half were tenth graders. At the time they were admitted two students were 13 years old, 29 were 14, 28 were 15, two were 16, and one was 17 years of age. The mean full –scale (Wechsler) IQ score was 121 with a range of 101-144.[160] William Tisdall commented as follows concerning the intelligence test scores:

> It should be noted that the intelligence test score was not considered as a prime index of ability since several students were known to be achieving at levels higher than might be expected on the basis of measured intelligence. This circumstance was anticipated and the data obtained were generally consistent with

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[157] The Lincoln School Board of Directors, Official Minutes, 5 February 1968.
[158] Official Student Records, State Department of Education, Frankfort, Kentucky.
[159] Ibid.
[160] William J. Tisdall, "A High School for Disadvantaged Students of High Academic Potential," The High School Journal, November 1968, pp. 51-61.

> the known fact that disadvantaged children tend to do less well on intelligence tests than do children from non-disadvantaged backgrounds.[161]

There were three basic criteria that had to be met for a child to be eligible for admission to The Lincoln School. Two of the three, that he or she be disadvantaged and intellectually gifted, were established by the state law. The third criterion was simply that both the child and the parent be in agreement about the child attending school away from home.[162] Due to wide variance in the nature of cultural disadvantage and giftedness, these criteria were not rigidly defined. In general, local school officials were simply asked to "nominate children, who in their judgment, possess the ability to graduate eventually from college but who, because of environmental circumstances, may never realize such a goal."[163]

Extensive social work interviews and data gathering from the home, local school, and welfare agencies provided information from which a number of factors were identified that describe the first class in terms of social characteristics. Some of the more significant of these are listed in Figure 2. (A complete list is contained in Appendix A.)

It should be noted that most of the students had more than one deprivation factor present in the environment. The most common deprivation factors were: absent parent in the home, limited income, and crowded or substandard living conditions. Other frequently occurring factors included: limited intellectual stimulation in the home, an identifiable maladjusted adult in the home, and poorly adjusted adults in the household.

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[161] Ibid.
[162] Ibid.
[163] Ibid.

Factor	No. of Families	Percentage
Absent parent	34	55
Absent fathers	26	42
Both parents absent	5	8
A physically disabled household member	12	19
Limited income	32	52
Crowded and/or substandard living conditions	35	56
Unusually isolated living location	13	21
Limited intellectual stimulation in the home	26	42
One identifiable maladjusted adult in the home	24	39
Poorly educated adults in charge of household	22	35
Deteriorating neighborhood	20	32
Excessive adult restriction and confinement of child	12	19

Figure 2. Cultural and Economic Deprivation Factors Present in the Environment[164]

The negative influence of the cultural disadvantages soon became apparent to the faculty members who literally expected a group of students who would perform up to their high potential. Tisdall commented that in one sense, "The Lincoln School might be viewed as a rehabilitation or readjustment enterprise." He went on to say:

> The students at Lincoln, in general, enter the School with a long history of the ravages that cultural disadvantages can impose upon their performances in school. Their high intellectual capabilities are usually suppressed as a result of the overwhelming effects of poor environment. Often, if they are told that they are capable of performing at a high level in school, they refuse to believe it. They tend to scoff at the notion they can graduate from college if they so desire. In other words, they behave more like disadvantaged than gifted children.[165]

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[164] Student Data Sheets for 1967, Author's Files. (Mimeographed.)
[165] Tisdall, op. cit.

Another characteristic of the first class worth noting was the educational achievement of the natural parents of the students. Of the fathers, 39 per cent had less than an eighth grade education and of the mothers, 32 per cent had less than an eighth grade education. Only 11 per cent of the fathers and 21 percent of the mothers were high school graduates.[166] This possibly accounted for Tisdall's assertion that "Probably no more than 10 to 15 per cent of the students in an entering class are motivated learners with stable interest patterns, planned general life goals, and positive ideas concerning the long-range advantages of education."[167]

The characteristics exhibited by this first class of students were found to be typical for the other two groups of students who were admitted to The Lincoln School over the next two years.

The Faculty Plans the Program

As they were described in the preceding chapter, the members of the faculty were generally young, relatively inexperienced, and very idealistic. The atmosphere that surrounded the opening of the school was highly conducive to enthusiasm and idealism. After all, the school was being called "a dramatic departure in state education."[168] Everyone was keenly aware that there were only two other programs in the country that were even similar, and they were operated only in the summer. The Governor of Kentucky was hailing this as a "pioneer project" for the entire nation and referred to "the first students, the first faculty of the first class of the first school of its kind in the nation."[169]

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[166] Student Data Sheets for 1967, Author's Files. (Mimeographed.)
[167] Tisdall, op. cit.
[168] "Carefully Chosen, 64 Gifted Pupils Offered Fulfillment," The Louisville Times, 31 August 1967.
[169] "Breathitt Hails Lincoln School, 'Pioneer Project'," The Courier-Journal, 5 October 1967.

The seven members of the teaching faculty, initially six men and one woman, the principal, the director, the psychologist, the social worker, and the dormitory counselors assembled at The Lincoln School on August 14, 1967, to begin a three week planning and training session. This was an excited group, inspired by the challenge they faced. These three weeks were to be very important, for they provided an opportunity for the faculty to get to know each other, to plan the program, and to take care of many things necessary to be done before the school could open.

The awesomeness and the challenge of the task soon became apparent. Few teachers ever have the opportunity to completely design a new school program; fewer still have the opportunity to design a program that covers 24 hours a day, seven days a week. It was both humorous and frightening to have the responsibility to decide even what time the students would need to get up in the morning and go to bed at night and how that could be accomplished without being dictatorial. The faculty heard presentations on gifted and disadvantaged and shared in discussion about the reading each had done concerning these areas. Detailed profiles of the incoming students were presented and discussed. Needs of the students were identified, discussed, debated, and argued.

Throughout this crucial period, which was to determine much of what the school was to be, there were several influences that likely affected the faculty. One of these was Summerhill.[170] The author recalls the fascination of a young and idealistic faculty with the story of a school experiment which allowed students tremendous freedom.[171] Another influence was that of John F. Kennedy and the idealism of the 1960's. Kennedy had inspired young Americans to want to change

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[170] Alexander Sutherland Neill, Summerhill. (New York: Hart Publishing Company, 1960).

[171] The reader should note that the author was a teacher and an administrator at The Lincoln School. Observations by the author will be made as appropriate and noted as such.

what was wrong with the world. The young teachers who came to The Lincoln School saw it as the fulfillment of the impossible dream. The teachers were filled with the good intentions of the times; they thought they could change the world.

The teachers anticipated a group of bright youngsters who would immediately become enthused with learning once the obstacles from their former environments were removed. In general it was expected that the students would exhibit characteristics more typical of gifted rather than of disadvantaged children.[172] With this in mind, the faculty designed a modular schedule than incorporated a lot of independent study time into each student's schedule. It was believed that the students would be highly self-motivated and self-directed and that they would benefit from having plenty of time to work at their own pace. This initial schedule divided the day into 17 half-hour modules.

One unique dimension to the school's academic program the first year was that each subject area was taught by just one teacher. Although subject to approval by the principal and the director, the teacher otherwise had complete autonomy within the law to develop his or her particular program. The teachers discussed plans with each other for their program and often traded ideas, but each teacher has freedom to be creative in approach. This led to the development of some innovative programs and resulted in dedicated and enthusiastic teaching, as each teacher felt highly committed to making his or her program successful.[173]

The subject offerings for the first year were: Introduction to Science, Biology, and Chemistry; Social Studies – An Anthropological Approach to World Problems; English, including theater arts; French and Russian (after the change of teachers in October, Russian was dropped and German added); mathematics; art; music; home economics; and health and physical education. Art and music were

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[172] Interview with Samuel Robinson, 5 December 1978.
[173] Ibid.

taught by part-time instructors on an alternate basis during the week from 5:30 to 7:30 p.m.

Student were initially assigned to classes according to grade, ninth or tenth, with an average class size of 12. Each teacher was to meet with five classes and have the equivalent of one hour of planning time daily.

Requirements for graduation were also established as follows:

> Eighteen units are required for graduation from high school. Twenty-two units are required for an Honors Diploma upon graduation from The Lincoln School.
>
> The course requirements for graduation are:
>
Science	Two Units
Mathematics	Two Units
Social Studies (U.S. History Required)	Three Units
Health and Physical Education	Two Units
Languages	One Unit
English	Four Units
>
> The Honors Diploma in Science-Mathematics will require ten units in each one of the two areas.
>
> Each year students will have the opportunity to take some courses of special interest to them. Elective courses offered at the present time are: Choral Music and Art.
>
> There are also some electives in the areas of science, Mathematics, social studies, health and physical education, languages, and English.[174]

Most students were expected to take science, mathematics, English, social studies, foreign language, health and physical education, and many were also expected to take are and/ or music. Some would have home economics. All students would have an hour and a half of independent study time.

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[174] Student Handbook for 1967, Author's Files. (Mimeographed.)

Another major dimension of the school program that required considerable discussion and planning was the student life area, the residential and recreational parts of the program. Although some of the students from Louisville and the nearby counties did go home fairly often on the weekend, most of the Lincoln students were at the school seven days a week, 24 hours a day except for occasional visits home. A Student Life Committee consisting of both dormitory counselors, the psychologist, the social worker, the physical education teacher, and later, after school began, three students, was established to be specifically responsible for the planning and coordinating of all dimensions of student life. This was essentially all parts of the program except the academic area.[175] However, during the initial phase, the entire staff was involved in discussing and planning the total program.

The multitude of decisions to be made seemed overwhelming at times to the faculty and staff as they tried to plan for a student's entire day. Decisions had to be made about when to serve meals, when to have bedtime or lights out or to have a set time at all, how much freedom to allow on campus, how to handle visitors, expectations about housekeeping responsibilities, use of recreational areas, boy and girl social relationships, general rules for behavior, and many other items. Without any precedents to fall back on, the faculty and staff were especially fortunate to have the leadership of Samuel Robinson as principal, since he had residential school experience with the Lincoln Institute program.

From the beginning it was agree that a strong recreational program was essential not only for the enjoyment of the students but also to broaden their experiences for sound social development. A wide range of recreational activities was to be planned and coordinated where appropriate with the academic program.

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[175] Information Sheet on Student Life Committee, Author's Files, 1967. (Mimeographed.)

Many of the students had never experienced common social activities before. Some of the rural students had never been swimming in a swimming pool, to a bowling alley, ice skating, or to a pizza parlor. Some of the urban students had never been on a hayride, to a square dance, or fishing. Few of the students had ever attended a play, a concert, an opera, or been to a museum. The Student Life Committee was charged with the specific responsibility to develop a calendar of activities to provide a variety of experiences. All faculty and staff members agreed to chaperone the activities, as it was believed this would provide a means to get to know the students better in addition to meeting the need for supervision.

Many of the specific rules and policies concerning much of the day to day life at Lincoln were to evolve as a result of recognized needs during the course of the first year. Some things were not anticipated while time also became a factor as the three weeks of initial planning did not allow sufficient time to discuss and resolve everything. There was some disagreement over how much freedom to allow the students. Some believed the students should have very few restrictions in order to develop their capabilities. Others argued that they were like any other children and would need restraints. This was to become a continuing point of debate throughout the three years of The Lincoln School's operation.

In general, the decisions made during those first three weeks of intensive planning tended to allow greater freedom and place considerable responsibility on the students for their own behavior. This was evident in early reports from the Student Life Committee which stated, "Rules and regulations will be presented to students in a way that will emphasize the students' rights and responsibilities rather than the authority of the rules."[176] The report also stated, "Dormitory organizations

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[176] Memorandum from Student Life Committee, Author's Files, 18 August 1967. (Mimeographed.)

will be formed by the students to govern their own dorm activities and behavior."[177]

In addition to clarifying student responsibilities, the faculty, staff, and administration were also attempting to define faculty and staff duties and responsibilities. As was to be the case with the students, considerable freedom was allowed at first with many areas not clearly defined due primarily to uncertainty. Also, Tisdall and Robinson believed that the staff was highly competent and would perform more effectively if allowed greater autonomy. There was a clear expectation that everyone was to be kept informed and that decisions could be fully justified.

Dormitory counselors were not allowed quite as much autonomy as the teachers and many of their responsibilities were more specifically defined. These covered a broad spectrum of duties and included among other things: issuing clean linen, room inspections, care of vending machines, accounting for students at night, getting students out of dormitories in time for class, and counseling students with problems. The need and importance of counseling was probably underestimated at first. The role of the dormitory counselor in the total program was to become recognized as more crucial than first thought as time passed.[178]

Operation

Getting Ready for the Students

The last few weeks of August when the teachers and staff were meeting was a hectic period. Many of the classrooms were not going to be ready and even the dormitories were not ready. As reported in the newspaper, "At midweek, before the

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[177] Ibid.

[178] Interview with Samuel Robinson, 2 March 1979.

Labor Day weekend, there were still wires to be installed, ceilings to be hung, floors to be laid, and walls to be painted."[179] However, enthusiasm was high and there was a spirit of cooperativeness that seemed to bring everyone closer together. The Labor Day weekend found most of the faculty and staff working in the dormitories, helping to hang curtains, make beds, sweep floors, and do whatever else necessary to get ready for the students.

The Students Arrive

Finally, on September 5, 1967, the students arrived. All of the faculty and staff were on hand to greet the students and talk with their parents. Reporters and photographers were there to record the historical event. The author recalls that teachers were so enthusiastic it was not uncommon to see them helping the students carry their belongings to their rooms.

There was some anxiety evident among the students. Many of them had never been away from home before. The school had brought together an unusual mixture of urban and rural, black and white. One student failed to report and another student's mother took her back home. However, 62 students moved in and, at least openly, expressed not reservation about living in totally integrated circumstances.[180] Roommates had been arbitrarily assigned, although students were later given an opportunity to make changes.

A factor that seemed to have positive influence on the students and the program the first year was the closeness that developed between the faculty and the students. Several things contributed to developing the close relationship.

Although workmen were continuing their work and classes had to meet in

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[179] "Carefully Chosen….." The Louisville Times, op. cit.
[180] "Lincoln School Opens for 64 Bright Children," The Courier-Journal, 6 September 1967.

make-shift quarters, like the bleachers in the gymnasium, everyone cooperated. Much of the disruption continued for several weeks and the hardships seemed to bring faculty and students closer together.

Students and faculty also studied together, played together, ate together, and in some instances, lived together as some of the dormitory counselors also were teachers.

The first weekend the students were on campus there was a student-faculty picnic. This seemed to make quite an impression on many of the students as they met the teachers and their families and interacted with teachers in an informal manner that few of them had ever experienced. For the most part, the relationship between teachers and students was informal and most of the teachers became counselors and advisors as well as teachers to the students.

Working Out Problems

The modular schedule that had been devised was dropped in just a few weeks and also a standard five hour schedule was tried and dropped. Many students were not performing as well as had been expected. Many of them could not handle large amounts of unstructured time. Finally, the faculty adopted a plan that kept an independent study period and provided some flexibility during the day. All students were regrouped on the basis of their performance, primarily in mathematics and foreign language. In English and foreign language, the best students were all put in one class. As a result the students all began performing much better, or as a faculty member described to the Board of Directors, "performing like gifted children."[181]

A fairly typical student school day is shown in Figure 3.

[181] The Lincoln School Board of Directors, Official Minutes, 5 February 1968.

Time	Activity
7:00 – 7:45	Breakfast
8:15 – 10:15	Classes (2 – one hour periods)
10:15 – 10:45	Break
10:45 - 12:45	Classes (2 – one hour periods)
12:45 - 1:15	Lunch
1:15 - 2:15	Class
2:15 - 3:45	Independent Study and/or Student Jobs
3:45 - 4:45	Physical Education
5:00 - 5:45	Dinner
5:45 - 7:30	Art/Music
5:45 - 8:30	Co-ed Lounge Recreation Library (students may remain in library until 9:00)
8:30	In dorm

Figure 3. A Typical School Day[182]

The first year, particularly the first few months, was a period of learning for both the students and the faculty. There was recognition that, in many instances, the effects of cultural deprivation had to be overcome before students could learn. motivation was a problem with most of the students. William Tisdall described the problems as follows:

> Upon entering Lincoln School as ninth or tenth graders, most students are under-motivated or indifferent toward learning. They do not know how to study or how to organize their work. They are much oriented toward short-range goals. There is a high degree of disregard for the fine arts. Authority figures are viewed with grave suspicion at first. There is a great deal of irregularity in the academic and intellectual profiles of most students. They tend to show a desire for concrete, rather than abstract learning experiences, and teachers view this as more of a habit than an inability. They usually want school activities, both academic and non-academic, to be structured in order that they know where they

[182] Student Handbook for 1967, Author's Files. (Mimeographed.)

> presently stand and what the next steps are going to be. Probably no more than 10 to 15 per cent of the students in an entering class are motivated learners with stable interest patterns, planned general life goals, and positive ideas concerning the long-range advantages of education.[183]

Because of these characteristics, most of the students found the freedom and responsibility given to them by the teachers to be more than they could handle. As faculty members recognized this problem, they provided more and more structure in the program. The major task still remained, however, according to Tisdall, as "one of teaching an appreciation for learning" before the student could "become motivated and perform at a level consistent with his intellectual capabilities."[184]

The teachers found their role to be stimulating and directing the students rather than just teaching them. One of the teachers said, "I'm not a teacher. I'm a coordinator of learning. I rarely lecture. Generally, I act as a direction guide and a motivating factor."[185]

The instructional program was designed for the individual child to progress at his own rate. Some of the teachers, as in mathematics, worked with students almost on an individual basis. Others used small groups and individual projects extensively. Team teaching was frequently used.

It was decided early to not give letter grades; however, it was agreed that students would achieve at least B level in courses they were credited with.[186] The method of student evaluation was described in the Student Handbook as follows:

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[183] Tisdall, op. cit.
[184] Ibid.
[185] Bob Lynn, "Kentucky's New School Project
[186] Ibid.

> Students, on an individual basis, study a particular chapter in the classroom text or a problem until the teacher is certain that a solid understanding of the information has been acquired. In other words, no student is advanced until he can demonstrate a thorough command of the subject matter.[187]

The form that was used to provide evaluation and communication to the student and the parent is shown in Figure 4.

The evaluation form, referred to as ADEPT, A Descriptive Evaluation for Prescriptive Teaching, was developed with the assistance of The Lincoln School faculty. These reports were prepared at the end of each nine-week period or more often if the teacher desired. Some teachers used them at the end of each unit, chapter, or other appropriate division. The student or the teacher could request an evaluation anytime either wanted to know how the student was progressing.

The form was designed to communicate in a pictorial or graphic manner the strengths and weaknesses of a student in any subject area. Each teacher listed the concepts or skills on the form that were pertinent to the subject area. This form was compared to a medical check-up where the teacher checked the student's progress toward acceptable educational "health" and then suggested a "prescription" to remedy any weaknesses.

It was later decided to assign letter grades at the end of each course that was completed at an acceptable level. The author recalls that a check with a large number of universities and colleges indicated the students would be required to have letter grades for admission.

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[187] Student Handbook for 1967, Author's Files. (Mimeographed.)

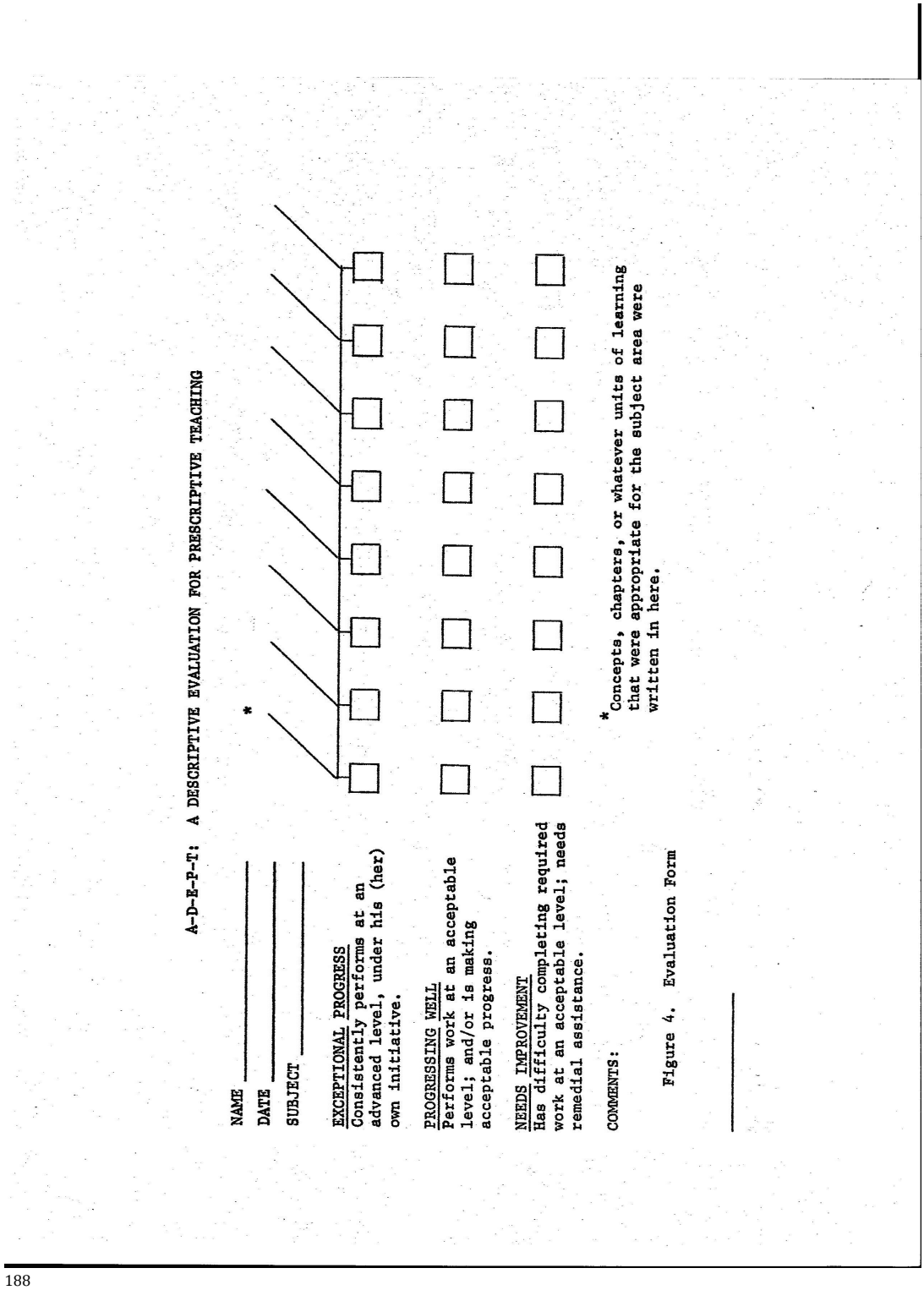

Figure 4. Evaluation Form

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[188] Evaluation Forms, Author's Files, 1967. (Mimeographed.)

With increased structure and guidance in the classroom most of the students performed better. This was not the case, at first, in the dormitories.

> Most of the students displayed different forms of personal behavior when in class than they did when out of class. In general, they more closely adhered to middle-class rules, which are typically expected of students in the classroom. But this willingness to abide by regulations tended to fall away in out-of-class situations. In the dormitories, for example, attempts to challenge authority and to "see what we can get away with" were commonplace.[189]

The importance of dormitory life and the role of the dormitory counselor was becoming more apparent. The following excerpt is from a memorandum which offered suggestions for improving dormitory life.[190]

> During a recent meeting between dormitory counselors, the psychologist, and the social worker, the long-standing topic of improving dormitory life was discussed. It was agreed that some positive, constructive proposals need to be restated, clarified, and presented in order to promote an atmosphere in the dormitory conducive to improved attitudes toward authority, self-government, academic study, and interpersonal relations.

The following observations by this group illustrates the importance of the problem.

1. The dormitory counselors are responsible to several jobs Including counseling, student life, extra-curricular activities, and teaching. Being solely responsible in the dorms, they work late hours at night, primarily to control behavior, and they spend their days in meetings and teaching. Thus, their efficiency is decreased and much of their attempts to influence behavior are negative.

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[189] Ibid.

[190] "Suggestions for Improving Dormitory Life During Remaining Academic Year," Memorandum, 8 December 1967. (Mimeographed.)

2. Many of the students' most all-pervasive problems arising from their cultural background show up in the relaxed, homelike atmosphere in the dormitories (including: resistance to authority, inability or unwillingness to study, crude language and manners, peer conflicts, and problems in boy-girl relations).

3. Mr. Gander has observed that many students are not self-starters, but can begin studying only with the assistance of fellow students or a teacher.

4. The "study hall" for basketball players and tutoring by Mr. Gander have resulted in more studying at those times.

5. Greater exposure to adult models in dormitory living is a more positive (and perhaps more effective) method for influencing attitudes and behavior than are the rules, monitoring, and discipline which result from one or two adults trying to control groups of teenagers.

A number of suggestions had been made concerning how to remedy the dormitory problems. In general, the recommendations were that additional personnel, both full and part-time were needed in the dormitories. This was accomplished gradually.

An approach for working with the academic and personal problems of students was developed that involved the entire faculty and staff. The entire group would meet and discuss particular students who were having difficulty. As much as two to three hours might be devoted to one student. The meeting would be tape recorded and the psychologist would summarize the results and recommendations. Each faculty and staff member would receive a copy that listed specific recommendations for helping the student. The recommendations included both the academic and student life program and provided mutual reinforcement wherever appropriate. As Tisdall pointed out, this approach enhanced "communication, planning, and the probability that some solutions would be provided."[191]

[191] Tisdall, op. cit.

The recreational part of the student life program was found to be a very important dimension of the total program. Tisdall's analysis was that "The residential setting allows for maximum exposure of students to learning experiences and the recreation program proved to be an effective vehicle for social learning in particular."[192] Also, with many of these students away from home for the first time, a wide variety of activities were provided to fight boredom and homesickness.

Maximum exposure was indeed provided. The isolation of the school that restricted students to campus, the many hours of free time, particularly on weekends, and the desire to provide a broad exposure to many activities resulted in the development of an extensive student recreational program. The Student Life Committee planned a variety of special event activities for Friday evening, Saturday, and Sunday. Most of the time at least one of the activities was off-campus to help reduce the feeling of isolation. A list of one month's activities that was fairly representative is contained in Figure 5.

Friday	Campus hike and wiener roast
Saturday	Swimming at YMCA
Sunday	Central Kentucky Youth Orchestra Concert on campus
Friday	Stunt night in campus gym
Saturday	College football game and tour of campus
Sunday	Movie on campus
Friday	Dance on campus
Saturday	Actor's Theater Production
Sunday	Movie on campus
Friday	Night games – "Capture the Flag"
Saturday	Hayride and Halloween Party
Sunday	Movie on campus

Figure 5. One Month's Activities[193]

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[192] Ibid.

[193] Monthly List of Student Activities for 1967-68, Author's Files. (Mimeographed.)

Other activities that were provided during the year included the Kentucky Opera Association productions (tickets were donated as they were for many events), college and professional basketball games, other musical concerts on and off campus, tours of museums, visits to college campuses, field trips to several cities and Fort Knox, visit to the zoo, bowling, ice skating, tours of radio and t-v stations, the State Capitol and legislative sessions, and other recreational and educational events. Once each month there was a birthday party to celebrate everyone's birthday for that month. Perhaps the highlight of the year was a trip to Washington, D. C., in the spring. This seemed to be particularly inspiring to many of the students.

A need was recognized to develop and identity and school spirit. A basketball team was formed and played an interscholastic schedule. This helped the students feel like they were attending a "real" school and developed a cohesiveness that had been lacking as familiar traditions came to Lincoln.

> Athletics has arrived and the basketball team – The Lincoln School Chargers, colors white, light blue, and gold – has just played its first game. The team lost but spirit is high and posters all over the school proclaim the team members' talents.[194]

Interestingly enough, the team had a winning season.

As the year progressed, a genuine closeness developed between the faculty and the students. It was much like one big family. This probably resulted from interacting together so often and on a one-on-one basis. Everyone learned together, lived together, and played together. Almost everyone went together on one school bus to off –campus activities.

In the beginning of the year, there was very little structure and students were allowed, what was to be termed, "too much freedom." Although this was gradually replaced with more structure and less freedom, the informality, friendliness, and humanistic approach remained.

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[194]Martin K. Pedigo, "Students at Lincoln find Life is Busy but Flexible," The Courier-Journal, 24 November 1967.

Under Scrutiny

The entire time the school was in operation it was under close scrutiny. As pointed out in an article that appeared in a newspaper with national distribution:

> State schools for the handicapped are one thing. But a state School for the gifted is quite another. And Kentucky, unused to acclaim as a leader in education, is pioneering an idea which may set a pattern for the rest of the United States.[195]

The idea was fascinating and exciting to many, while to others it represented yet another waste of taxpayer's money.

> This school has just been an "Alice in Wonderland" project, The brainchild of Edward Breathitt and some fanatical advisers. There was nothing practical about the project from the start – 52 super bright students, so called, who could have done just as well in the high schools in their respective counties.[196]

The value of the school was debated. Some argued in favor of the school.

> Only Kentucky, however, has had the inspiration to provide from its own resources the full opportunities of a special boarding school for such worthy young citizens. Governor Breathitt is making no idle boast in calling Lincoln School "the most exciting thing in education in the nation."[197]

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[195] Lucia Mouat, "Flexibility Stressed by Kentucky School for Gifted Teens," The Christian Science Monitor, 7 May 1968.
[196] William A. Barnett, "Readers' Views," The Courier-Journal, 12 January 1968.
[197] "Simpsonville, Kentucky Will Be Eyed By the Nation," Editorial, The Courier-Journal, 10 October 1967.

Others were vocal in their opposition.

> Now that the hoop-la about the new Lincoln School near Simpsonville has subsided, it might be of some interest to place this "exciting new adventure" in proper perspective.
>
> The public's reaction to the new Lincoln School points up again that most of us are either so gullible or unconcerned that we never bother to take that second look to see what wrong has been perpetrated upon us and, for which, in this instance, the children and the taxpayers will eventually pay dearly.[198]

The last comment was disheartening to the school administration and their efforts to achieve harmony with the local community as it appeared in a local newspaper only six weeks after the school had opened.

Budget

Finances were somewhat of an issue from the beginning and later became one of the reasons that was cited for closing the school.

The original appropriation by the legislature was for $250,000. After appeals from The Lincoln School Board of Directors, Governor Breathitt was convinced that the appropriation was inadequate and added $207,000 from his contingency fund. The primary reason for underestimating the cost of the program initially appeared to be that the legislature based the appropriation on what had been appropriated to operate Lincoln Institute. However, they apparently did not take into consideration the following:

1. Personnel costs would be high for The Lincoln School as additional Services would be necessary such as a psychologist, social worker, and research personnel. Program needs also required almost as many teachers for fewer students than Lincoln Institute had.

[198] "Editorial," The Shelby Sentinel, 19 October 1967.

2. Lincoln Institute had operated on a very meager and inadequate Budget. Instructional materials and equipment for a gifted program would require a substantially larger budget.
3. There were other costs in the new program for pupil recruitment and an extensive student life program that Lincoln Institute did not have.
4. Initial costs of equipping any new program are greater.

In short, the original appropriation was made prior to knowing the actual needs of the program. Another reason for the inadequate appropriation was a miscalculation by the budget officials.

> Budget officials in Frankfort told school officials that the appropriation figure also was made assuming that the school would get grants from foundation and other private sources, although such grants are unlikely for the first two or three years of the school's existence.[199]

This appropriation did not include the costs of the major renovation of the campus facilities. The poor condition of the facilities required far more work than was expected and over $150,000 was spent on renovation work. Most of these funds were appropriated and administered through the State Department of Finance as part of the state's responsibility for maintenance of state facilities. However, some $34,000 fro the appropriation for operating expenses went into paying for this work.[200] Much of the work was necessary for health and safety reasons and included extensive electrical re-wiring, furnace repair, plumbing repair, and general cleanup necessitated by the facility sitting idle for over a year.

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[199] Martin K. Pedigo, "Lincoln School May be Facing Financial Crisis," The Courier-Journal, 4 January 1968.
[200] Ibid.

Figure 6 shows the expenditures by major category.

Category	Amount
Personal Services	$270, 096
Current Expenses	136, 904
Capital Outlay	50, 000
	$457, 000

Figure 6. The Lincoln School 1967-68 Budget Expenditures[201]

Some of the more significant expenditures are listed in Figure 7.

	Category	Amount
I.	Personnel Services	
	Administration	$42,459
	Faculty	64,846
	Student Services	23,500
	Maintenance Staff	47,683
	Food Service	16,929
	Clerical	23,524
	Farm	18,500
II.	Current Expenses	
	Food	33,000
	Utilities	20,000
	General Maintenance	10,000
	Classroom Supplies	10,000
	Field Trips	9,552
III.	Capital Outlay	
	Furniture, equipment	24,209
	Instruments, apparatus	14,043
	Library Books	3,800
	Athletic Equipment	2,303

Figure 7. Selected Expenditures for The Lincoln School 1967-68[202]

[201] Budget Summary for 1967, Author's Files. (Mimeographed.)
[202] Ibid.

A potential financial crisis occurred midway through the school year when a change in the governorship led to the suspension of the $207,000 emergency grant that Governor Breathitt had made to the school to supplement the original legislative appropriation. The new Governor, Louie Nunn, suspended all emergency grants on January 2, 1968, made by his predecessor, Edward Breathitt, on his last day in office. Governor Nunn asked each recipient agency to show that an emergency existed that would justify the grant.[203]

Fortunately, the following day Governor Nunn restored the grant to The Lincoln School.[204] This move was praised by The Courier-Journal in editorial.

> Governor Louie B. Nunn is to be heartily commended for his action in regard to The Lincoln School…….Denial of the emergency funds would have dealt a fatal blow to the school, which is just getting into its stride after spending considerable sums to remodel the old Lincoln Institute for its special purposes. Those purposes are indeed so special, so important and so fresh in conception that most Kentuckians have not yet had a chance to judge them.[205]

It should be noted that the school officials mad a concerted effort to obtain supplementary funding from federal and private sources. The program was not eligible for many federal programs, and Tisdall had found that large corporations do not often give funds to state agencies.[206] The school did obtain $20,000 on a

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[203]Pedigo, "Lincoln School May Be Facing Financial Crisis," op. cit.
[204] Kenneth Loomis, "Nunn Restores Lincoln School's $207,000 Grant," The Courier-Journal, 5 January 1968.
[205] "The Lincoln School Gets Chance to Prove Itself," Editorial, The Courier-Journal, 5 January 1968.
[206] The Lincoln School Board of Directors, Official Minutes, 4 October 1967.

matching basis from the National Defense Education Act, $2,500 from the School Lunch Program, and $1,500 from the Kentucky Fine Arts Commission.[207]

High Points During the Year

Although many exciting things happened that first year, several events were particularly high points. One was the first convocation of the school on October 4, 1967, when Governor Breathitt delivered an inspiring talk to the faculty and students, calling them "charter members of a pioneer project."[208] Another high point was the visit of Whitney M. Young, Jr., Executive Secretary of the national Urban League to the campus. Young, son of Whitney M. Young, Sr. and a former Lincoln Institute student, told the students, "I can think of no better change that Lincoln could have made than to a school for the gifted – though sometimes economically deprived."[209] Young also called The Lincoln School "the great symbol of racial teamwork in Kentucky."[210]

The school psychologist, Darrell Brown, recalled the field trip to Washington, D.C., as another high point.[211] Considering that many of the students had never been outside of Kentucky, the visit to the nation's capitol made a tremendous impression of the students. It was an event that the students recalled later as one of the best experiences of the year.

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[207] Ibid.
[208] Lester Pope, "Lincoln Convocation Hears Governor Edward T. Breathitt," Louisville Defender, 16 November 1967.
[209] Lester Pope, "Whitney Young Praises Local Voters on Housing Interest," Louisville Defender, 16 November 1967.
[210] "Young Says Shelby Can be 'Model', " The Shelby News, 16 November 1967.
[211] Darrell Brown, Letter to the Author, 15 January 1979.

Successes

There were a number of notable successes for The Lincoln School during the first year of operation. Perhaps the most noteworthy success might be one which Darrell Brown identified as the fact that the school ever came into fruition. It took hard work and commitment by many people to bring this unique school into existence. There were many difficulties such as inadequate funding, poor condition of facilities, unhappiness of local community, and others that had to be overcome. This was even more amazing when one considers that Kentucky took the unaccustomed role of leader in education.

The most acclaimed success was the successful integration of the school. It must be remembered that this was at a time when racial tension was much higher than today. Integration of schools was not well accepted and was viewed with suspicion and concern by many. Bringing together black and white children from rural and urban backgrounds in a situation where they would not only go to school together but would also live together, eat together, and play together in a relatively restricted environment was a challenging undertaking.

The integration of the school was complete and successful, particularly the first year. Tisdall was quick to report this as one of the school's major accomplishments: "we have the first totally successful integrated school ..... it was started that way ..... and now the dorm rooms are integrated and even the tables at lunch ..... and it all happened naturally and easily."[212] Tisdall had this explanation for what happened:

> It is interesting to note that very few social problems were Caused by racial, religious, or ethnic differences during the first year of the program. The immediate initial integration of dormitories, classes, and recreational activities is believed to be the chief reason

[212] Martin K. Pedigo, "Challenge Draws Young Teachers," The Courier-Journal, 26 February 1968.

> for this salutary outcome. That is, pupils not only had the opportunity to be in classes with peers of other racial, religious and ethnic backgrounds, but they also lived, worked, and played together. This total exposure led to levels of understanding about others which may rarely be possible in a typical day school situation.[213]

The author recalls an example of this "total exposure" that occurred on January 5, 1968, and how it made possible a greater degree of understanding about others. As part of the weekend activity program, the students were taken to a roller skating rink in a nearby small town. Despite having a reservation, the owner refused to admit the students because of the blacks in the group. Although the black students understood what happened, the white students were at first bewildered and then angered by what happened. At first some of the black students were embarrassed, but an open discussion ensured on the bus returning to campus. This was discussed the following class day in social studies and, after exploring possibilities, the students asked for a representative of the Human Rights Commission to meet with them. Subsequently, one of the students filed a complaint, which was investigated, and sometime later a letter of apology and invitation to return to the skating rink was received from the owner. This episode made it possible for the white students to understand discrimination and its effects far better than studying it in the abstract.

One of the most important successes was in the personal growth and development of the individual students. As pointed out earlier, one of the major problems with the students had been in the area of motivation. Although they had the ability, many of the students were simply not achieving. Tisdall indicated a significant change at the end of the year:

> It was stated earlier that approximately 10 to 15 per cent of the students who entered the school in September were achievers, i. e., students who knew how to learn and were motivated to do so.

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[213] Tisdall, op.cit.

> Appraisals by the faculty at the end of the school year indicate that the number of achieving students had grown to between 40 and 50 per cent of the student body. In other words, roughly one-third of students at The Lincoln School made the transition of accepting an appreciation for learning into their own personal sets of values. In most cases, it was felt that these were permanent changes. The faculty has also come to believe that most of the remaining 50 to 60 per cent will follow, or at least give evidenced of beginning in this direction over the next few years.[214]

For the most part the students believed it was a good year and this was reflected in a student editorial which appeared in the last edition of the school year of the student newspaper:

> The school year is over. A year that started with some sixty-five students is ending with nearly fifty. That is an impressive batting average for a school such as this, in its first year.
>
> Because Lincoln, with all its uniqueness, has had problems. Nothing else could really have been expected with circumstances such as these are. But most of the problems have been met – in this experiment of unknowns, if they haven't been dealt with, have at least been found. To solve these problems will required next year and future years. The students who have stuck it out deserve respect for laying the groundwork.
>
> But all has not been as gloomy as this may sound. It has been a happy year. The trips were, for the most part, excellent, and lasting friendships have been built. The campus has seen a lot of laughter in the past nine months. More important even than this, it has been a fruitful year. A year of learning and maturing. A year of growth. A solid relationship between student and teacher has been established. No one can truthfully doubt but that we have the best faculty to be found in the state. Because the faculty, as well as the students, is a cumulative effort. A bringing together of ideas

[214] Ibid.

> and experience – and challenge – to work as one cohesive whole.
>
> The Lincoln School has proved a success. The threshold has been crossed. On to even better things and even better years.[215]

In the same edition of this student publication were opinion statements by various students. Most of them also reflected the students' positive feeling about the school year. Some of these follow:[216]

> This year has truly been challenging. No other experience could have been greater.
>
> A most rewarding experience, both in academic skills and in life. A hard but rewarding year.
>
> The school year has been a most wonderful experience in the year. It has opened new horizons for me. I've crossed into worlds I've never dreamed existed. I've gotten the chance to learn, the chance to live, and the chance to go to college. I've set more goals for myself and now these goals can be reached.
>
> This year was a hard and challenging year. I didn't regret it, though.
>
> This school is truly a great experience. It has allowed us to mature mentally and physically in an academic community.

Also worth noting was the small but significant beginning that was made in the collection of valuable research data. The efforts during the first year were directed at the collection of baseline data. Information was gathered regarding intellectual abilities, social and personal values, personality, attitudes toward school and society, aptitudes, and achievement.[217]

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[215] "Editorial," Limen, The Lincoln School Student Newspaper, 1967. (Mimeographed.)
[216] Ibid.
[217] Tisdall, op. cit.

Tisdall expressed considerable optimism after the first year and summed up the feelings of many who worked with the program.

> The experience of the past year gives strong indications that the objectives of The Lincoln School are being met . With expanded program, student body, and faculty, the years ahead should yield new knowledge about disadvantaged gifted students and, from a nationwide frame of reference, it should have made a significant positive impact upon the lives of all too few of these children.[218]

Problems and Analysis

The year was not without its problems. This was not unexpected in a new program and many of the difficulties were overcome. Some of the problems, however, were to ultimately contribute to the closing of the school.

As previously mentioned, the faculty was influenced by what some would call a Summerhill kind of philosophy in the beginning.[219] This, plus some uncertainty in the beginning led to allowing the students considerable freedom at first. Although much of this was corrected very soon, some felt that irreparable damage was done. Don Bale, the State Department of Education representative to the Board of Directors, stated that "The greatest failure was probably allowing the students too much freedom the first year."[220] Some of the students took advantage of their freedom to behave in ways that were unacceptable to the local community. Bale stated that the local community was "quite critical of the students actions on and off the campus."[221] To the conservative local community, the students

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[218] Ibid.
[219] Neill, op. cit.
[220] Don Bale, former member of The Lincoln School Board of Directors, Letter to Author, 13 November 1978.
[221] Ibid.

appeared to be what was commonly referred to then as "long-haired hippies." The author is not attempting to establish whether the students' behavior was right or wrong, only to point out that it was frequently in conflict with prevailing community values. Some of the observable behaviors that established or confirmed various prejudices about the school included boys wit long hair, liberal dress style, public display of affection between couples, and interracial dating.

Late in the school year, the Board of Directors asked Tisdall if the students could handle the degree of freedom they had been given. Tisdall responded that "visitors may think there is more freedom than there actually is."[222] He stated that the school was steadily moving toward a more structured system. However, many faculty members agreed that too much freedom had been allowed at first and that it was difficult to recover from the effects.[223]

Another problem which continued to be evident during the first year was the lack of support from the local community. This was probably due to several reasons. One was continued irritation over the loss of Lincoln Institute to the community. An editorial in the local newspaper, soon after the school year began addressed this concern.

> On balance, it would appear that Shelby County, its educational system, and, very specifically, its Negroes have lost more than they've gained from the establishment of The Lincoln School.
>
> The county has lost the use of some very outstanding facilities and an outstanding faculty which had been assembled to educate principally Shelby County children, and, as a result our systems have had to absorb into already overcrowded schools the several hundred youngsters who were being and would have been educated at Lincoln. Despite heroic efforts,

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[222] The Lincoln School Board of Directors, Official Minutes, 17 May 1968.

[223] Personal notes taken by the author at a faculty de-briefing session, Author's Files, 4 June 1970. (Handwritten.)

> the city school board in particular is still struggling with the nightmarish after-effects of Lincoln's closing (federal closing of the High Street school with little notice compounded the agony.)
> The crisis of education today concerns the masses, how to educate millions of children as well as possible without bankrupting the taxpayers. It thus seems an ill-advised luxury that, in the face of this increasingly critical problem, hundreds of acres of land and many well-equipped buildings could be given over to the education, at state and federal expense, of a relatively few hand-picked students by a highly trained faculty. All that money and high-powered faculty for the new Lincoln School while just a few miles away our city and county school Administrators struggle with the tortuous problems of not enough money, too few teachers, and not enough classrooms.
>
> It is one thing for the Washington-Frankfort axis to decree an end to a wonderful institution with many blue-ribbon graduates such as Lincoln Institute represented. It is quite another for this axis to conveniently rid itself of all the problems which its closing has presented, and then to tell us via the big city press and television what a wondrous thing has been wrought in its place.[224]

Another reason for lack of support was the continuing hopes of many Shelby County residents to obtain a community college for the county. One of the reasons cited by the Shelby County Chamber of Commerce for locating a community college in Shelby County was the Lincoln School site. It was pointed out that since the state already owned the property, this would represent considerable savings.[225] The proposal by the Chamber of Commerce did not suggest eliminating The Lincoln School. In the discussion, one of the members stressed that both programs could

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[224] "Editorial," The Shelby Sentinel, 19 October 1967.
[225] Richard Dalton, "Shelby Seeks 2-Year College," The Shelby Sentinel, 16 December 1967.

share the campus.

> ……..and added that a community college would not adversely affect the Lincoln program. Rather, he argued, the two schools would complement each other. He noted that some of Lincoln's present buildings might seem as a temporary facility for a college until permanent buildings could be constructed.[226]

However, there is no record that this was ever discussed with The Lincoln School officials, and, as the facilities were inadequate for The Lincoln School, the proposal was not very sound in proposing to share existing facilities.

Another problem that ultimately was to have serious effects was the continuing failure by The Lincoln School to involve the local community in the program. This was evident in the community college issue just discussed. Part of the Chamber of Commerce argument was that the two programs would complement each other. This same basic idea had even been considered by The Lincoln School Board of Directors. However, there was apparently no discussion between The Lincoln School and the community about planning together.

It is not possible to pinpoint fault in why the local community was not more involved. The community apparently felt alienated by decisions pertaining to the closing of Lincoln Institute and the subsequent opening of The Lincoln School. On the other hand, The Lincoln School extended many invitations to the local community to attend special events and programs at Lincoln and few people ever came. It appears that neither side attempted to really initiate any substantive involvement.

There was one other factor that was to contribute to the closing of The Lincoln School. Although considered by school officials and the liberal part of society to be one of the major successes, the total integration of the school was not well-perceived by the conservative local community.

From the beginning the complete integration of the school was stressed by the news media. Articles in the newspaper about the school's first class listed racial

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[226] "Shelby Chamber Urges State to Locate New College Here," The Shelby News, 21 December 1967.

composition and stressed that "None of the youngsters expressed any reservation about living in integrated circumstances."[227] Most of the pictures carried n area newspapers underscored the integration of the school by picturing black and white students together. One picture carried a caption referring to two students, one black, one white, in a picture which said: "both of Louisville, didn't know each other before going to Lincoln. But they chose each other as roommates. All aspects of the life at the school are integrated."[228] The accompanying article was subtitled "Equal Opportunity Idea" and quoted the principal, Samuel Robinson, as saying:

> The school is based strictly on the idea of equal opportunity….. When the committee that picked these first student made its final selection, it did not know the race of the individual candidates.[229]

Tisdall was quoted frequently about the successful integration of the school. An article in a national publication said:

> This year the student body is one-third Negro and one-third rural. Giving due credit to the live-in factor, Dr. Tisdall calls it the most successfully integrated school he has seen. There is even some interracial dating.[230]

The pictures, the articles, the praise for the successful integration of the school – - all of these were well received by those who favored integration. To those who were opposed, this was a constant reminder that must have made them very uncomfortable. Again, it must be remembered that this was a time when court-ordered integration of schools was occurring and represented a threat to many people. Governor Breathitt apparently anticipated some of the anxieties which might arise when he told the press that desire to promote quality education – and not to achieve racial integration – was the purpose for the creation of The Lincoln School.[231]

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[227] Martin K. Pedigo, "Lincoln School Opens for 64 Bright Children," The Courier-Journal, 6 September 1967.
[228] Bob Lynn, op. cit.
[229] Ibid.
[230] Lucia Mouat, op. cit.

There is no question that successful integration was a significant accomplishment of the school. It is unfortunate that the high degree of publicity given the integration of the school may have made integration a focal point to the extent that more relevant questions concerning the program were obscured.

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[231] Clarence Matthews, "Quality Education is Goal at Lincoln, Breathitt Says," The Louisville Times, 4 October 1967.

CHAPTER V

THE SECOND YEAR
1968-69

Organization

Much of the planning for the second year started soon after the first school year began. The Board of Directors met on the school campus on September 6, 1967, which was actually the first day of school, and discussed among other things the 1968-69 budget request and long-range plans for campus development.[232] The pupil identification program actually began in December, 19676, to identify prospective students for the 1968-69 school term.[233] Throughout the remainder of the 1967-68 school year, the faculty worked on curriculum plans for the next year, faculty recruitment began, and discussion of a long-range development plan continued. Reference to this planning will be made as the various areas are discussed.

The Students

In March, 1968, William Tisdall reported to the Board of Directors that 136 applications for the 1968-69 school year had been received to date and 80 per cent of those had visited the campus.[234] He also reported that there were several

[232] The Lincoln School Board of Directors, Official Minutes, 6 September 1967.
[233] Ibid., 5 February 1968.
[234] Ibid., 20 March 1958.

students from Louisville who were already in the ninth grade who wanted to be considered. The board discussed admitting tenth graders for the 1968-69 school year and also admitting students during the school year. The board subsequently approved the following:

1. 75 new students to be admitted for 1968-69
2. Pupils may be accepted during the school year
3. Pupils other than ninth graders may be admitted when acceptable to officials of the school
4. Approval to make irregular nominations was to be given to all local school superintendents.[235]

The same selection committee was asked to serve again and remained intact with two exceptions: Martin Carr, Superintendent of Harrison County, and Goebel Ritter, Principal of Letcher Consolidated School, were added to the committee replacing Roy Eversole, Superintendent of Hazard Independent Schools, and Gene Farley, Superintendent of Hopkinsville Independent Schools. The committee met on May 27, 1968, with Darrell Brown, school psychologist, and Clara Bynum, school social worker, present as resource persons to present the nominees.[236]

The entire pupil identification and selection process appeared to be better organized the second year. This was to be expected as the staff had more time to prepare and also had experience from the first year. Figure 8 shows the process used. The procedures were essentially the same as the first year; however, an effort was made to have the data better organized for the Selection Committee. Each school district making a nomination was asked to identify the culturally limiting factors from a checklist and describe the child in an essay in order to better establish the cultural or economic disadvantage criteria prior to the Selection Committee meeting. Also, the school social worker visited many nominees before the committee met.[237]

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[235] Ibid.

[236] "Proceedings of the 1968-69 Selection Committee," Memorandum, Author's Files.

[237] "Proceedings of the 1968-69 Selection Committee, op. cit.

Figure 8. The Lincoln School Pupil Identification Program

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238 Ibid.

To assist the Selection Committee, a Faculty Screening Committed reviewed every application at least once to determine each nominee's eligibility. The applicants considered eligible were ranked according to the number of academic factors on which they demonstrated superior performance. The ranking was determined by assigning weights to each factor and then added to arrive at an index of academic potential as shown:

INDEX OF ACADEMIC POTENTIAL

Individual Intelligence	Group Intelligence
4=130 IQ or above	3=130 IQ or above
3=115 IQ or above	2=115 IQ or above
2=Verbal IQ only above 115	0=Average or below average
Grades	**Achievement Tests**
2=Majority A's	2=2 years or more above grade placement
1=Majority B's	1=1 year above grade placement
0=Grades generally average or below	6 points maximum in reading, math, and language

Interests: One bonus point was assigned if teacher observations or student interviews indicated aspirations for training beyond high school.

Example: A student who achieved two standard deviations above the mean (130 IQ) or the 95th percentile on intelligence and achievement tests, receive a majority of "A" grades, and aspires to continue education or training beyond high school would have received the maximum index of 16.[239]

After the Selection Committee reviewed all of the academic and socio-economic data that had been summarized for the nominees who were still interested in being considered for the 1968-69 school year, it approved that 52 ninth grade and 17 tenth grade, or a total of 69 students, be issued letters of acceptance. It was noted that five of the 69 recommendations were tentative

[239] Ibid.

pending further investigation by the social worker. Figure 9 is a statistical summary of the 69 students who were recommended.[240]

The members of the Selection Committee made several recommendations for improving the selection process, the most important being:

1. To develop an index similar to the Index of Academic of Academic Potential for weighting the culturally limiting factors.
2. To publish the entire proceedings of the Selection Committee and distributed to every superintendent, principal, and counselor in the state.
3. Suggest that districts may want to identify potential nominees when they are in the seventh grade in order to have more time to gather complete and accurate data for the application.[241]

By September 1, 1968, just prior to school opening on September 3, only 62 new students were expected. This, combined with the 48 students expected to return out of49 who completed the previous school year, made an anticipated enrollment of 108 students for the second year.[242] Official records show that 108 students did enroll on September 3, 1968. Enrolling were 43 ninth graders, 40 tenth graders, and 25 eleventh graders. During the course of the school year, there were 14 withdrawals and three re-entries for a total membership at the close of the year of 97 students, which included 38 ninth graders, 35 tenth graders, and 24 eleventh graders.[243]

Almost all of the attrition occurred early in the school year and by November 1, 1968, there were 98 students enrolled at The Lincoln School representing 41 schools from 25 school districts throughout Kentucky. Figure 10 profiles the students as of that date.

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[240] Ibid.
[241] Ibid.
[242] Martin K. Pedigo, "14 Staff Members, 62 Students Added at Lincoln School," The Courier-Journal, 1 September 1968.
[243] Official Student Records, State Department of Education, Frankfort, Kentucky.

Pupil Identification

	This Year	Last Year
No. Pupils Nominated	182	144
8th	134	74
9th	48	70
No. Districts Responding	30	27
No. Schools Responding	49	50

No. Pupils Recommended by Faculty Screening Committee: 69
Eighth Grade: 52
Ninth Grade: 17

Summary of the Sixty-Nine Recommended Students

		8th	9th	Total
Location:	Louisville	26 or 50%	9	35 or 51%
	Statewide	26 or 50%	8	34 or 49%
		52	17	69
Race:	Non-White	19 or 34%	6	25 or 36%
	White	33 or 66%	11	44 or 64%
		52	17	69
Sex:	Girls	26 or 50%	9	35 or 51%
	Boys	26 or 50%	8	34 or 49%
		52	17	69
Mean WISC IQ		117	120	
Mean Group IQ		123	125	

Area of State	1968-69	1967-68
Louisville	35	34
Central	11	8
North Central	1	3
North East	6	5
South Central	6	7
South East	6	6
West	4	2
	69	65

Figure 9. Pupil Identification Program Summary: 1968-69 Nominees[244]

The following statistics pertain to the 98 students enrolled in The Lincoln School as of November 1, 1968, representing 41 schools in 25 districts throughout the state of Kentucky.

CATEGORY	NEW STUDENTS	2ND YEAR STUDENTS	TOTAL
Grade Placement			
9th Grade	39 (75%)		39 (40%)
10th Grade	13 (25%)	21 (46%)	34 (34%)
11th Grade		25 (54%)	25 (26%)
Sex Distribution			
Male	26 (50%)	24 (52%)	50 (51%)
Female	26 (50%)	22 (48%)	48 (49%)
Race Distribution			
Negro	23 (44%)	18 (39%)	41 (42%)
White	29 (56%)	28 (61%)	57 (58%)
Urban-Rural			
Urban (Louisville, Covington, Lexington, Winchester, Hopkinsville, Hazard, Frankfort)	32 (62%)	33 (72%)	65 (66%)
Rural or Small Town	20 (38%)	13 (28%)	33 (34%)
Intelligence			
Mean (WISC) IQ Score	117	123	
Range	100-132	101-139	
Mean (Group) IQ Score	122	121	
Range	111-136	104-147	

Figure 10. Characteristics of Students[245]

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[244] "Proceedings of the 1968-69 Selection Committee," op. cit.

[245] Student Data Sheets for 1968-69, Author's Files. (Mimeographed.)

The cultural and economic deprivation factors that were present in the environment were very much the same as those for the first group of students. The students also exhibited the same general lack of motivation and definite goals as the first group.

The Faculty

When asked for an evaluation of the success of the school's first year, Principal Samuel Robinson said, "The best barometer is that all of our faculty have returned – with even more enthusiasm – and all but one of the students who finished the year are returning."[246] The returning, experienced faculty was bolstered by the addition of 14 new staff positions, ten full-time and four part-time. The additions included a full-time person to each academic area, two full-time persons in physical education, a full-time guidance counselor, and two full-time assistant dormitory counselors. In addition, new part-time positions were added in instrumental music, business education, driver education, and reading. Thus, the staff for the second year was as follows:[247]

Administration and Support Staff

Director _ 1
Principal - 1
Director of Pupil Personnel - 1
Guidance Counselor -1
Business Manager - 1
Social Worker -1
Librarian - 1

Teaching Staff
Mathematics – 2
English - 2
Science – 2
Social Studies – 2
Physical Education – 2.5
Foreign Languages – 2

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[246] Pedigo, "14 Staff Members……..," op. cit.
[247] "The Lincoln School," The Lincoln School, 1968. (Booklet)

Student Life
Head Dormitory Counselor – 2
Assistant Dormitory Counselor – 2
School Nurse – 1
Coordinator of Student Activities - .5

Full-time personnel – 25
(This did not include cooks, custodians, maintenance, security, and clerical personnel.)

Part-Time Staff
Choral Music – 1
Instrumental Music – 1
Art – 1
Chaplain – 1
Weekend Relief Counselors – 4
Reading Specialist – 1
Business Education – 1
Driver's Education – 1
Recreation Specialist – 1

Part-time personnel – 12

The Coordinator of Student Activities position was created after the first year with the realization of the time required in this area. The person serving in this position was half-time instructor in physical education and half-time Coordinator of Student Activities. This consisted primarily of planning and coordinating the student recreational activities on week nights and all weekend.

The new faculty members came from New Jersey, Florida, California, and Germany, as well as Kentucky.[248] This group added greatly to the diverse backgrounds represented on the teaching faculty. Only one of the new teaching faculty was black. Overall, of the full-time staff, six were black and 19 were white, and of the part-time staff, three were black and nine were white.

The most significant change concerning the faculty was the resignation of the director, William Tisdall, in the summer of 1968, to become Chairman of the Special Education Department at the University of Kentucky. Tisdall had provided

[248] Martin K. Pedigo, "14 Staff Members……," op. cit.

a dynamic leadership to the school from the very beginning of the University of Kentucky's involvement in the program. He had functioned very much like a director during the early planning stages and had consented to serve officially in that capacity after efforts were unsuccessful in locating a person suitable to the university for the position. Tisdall's enthusiasm was unsurpassed. The faculty had grown to love and respect him, as had the student of The Lincoln School. It was not uncommon for him to meet with the administrators of the school in the morning, visit some classes, walk the campus, inspect the buildings, sit and talk with faculty and students, eat dinner with some students, play ping-pong with students after dinner, and still take time for anyone who had a problem before departing. His tireless leadership was a significant factor in the school's opening in spite of many problems.

A search for a new director was begun immediately, but George Denemark, a member of the Board of Directors and Dean of the University of Kentucky College of Education, said that finding a new director was difficult, as "It is hard to find one person with all the qualifications. Many who have had experience with gifted youngsters, haven't had it with disadvantaged ones……..and the ones with research experience don't have the teaching background."[249]

In the interim, Samuel Robinson was asked to assume the full leadership role of the school, in effect, serving as both principal and director. Denemark was to be the contact person between the University of Kentucky and the school. However, Tisdall had agreed to remain on the Board of Directors and would serve as Denemark's consultant on school matters.[250]

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[249] Ibid.

[250] The Lincoln School Board of Directors, Official Minutes, 30 October 1968.

The Program

The school's program underwent considerable change during the first year. Various scheduling approaches were tried until the modified modular approach was tried and seemed the best suited for The Lincoln School students. Throughout the first year, many faculty meetings were concerned with curriculum development. The faculty worked on developing scope and sequence of course offerings and also objectives for the courses.[251] Many teachers made changes in their teaching methods during the year and "the changes were usually the result of student feedback. "[252] For the most part, these changes concerned moving to a more individualized program.

Offerings in most subject areas were increased with the addition of a second faculty member in each area. Also, instrumental music, business education, and driver's education were added to the curriculum.

For the most part, other than the program changes which occurred during the first year, the program was not very different at the beginning of the second year. However, as during the first year, some program changes were made as the year progressed.

Operation

Increased Enrollment

One of the most immediately obvious differences in the second year program was simply that there were about twice as many people involved, both student and staff. There was a change in certain areas as a result which was almost

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[251] Ibid.

[252] Martin K. Pedigo, "14 Staff Members……", op. cit.

too subtle to see at first but gradually became more obvious. First of all, everyone did not know everyone else as well as the first year. The entire student body traveled together on one bus many times to student activities the first year. This created as "family" type of closeness and was probably in part responsible for the successful integration of the students. The second year, as the author recalls, two buses were required when the entire group was going someplace and this resulted in some students choosing to segregate themselves.

Within the faculty, more departmental identity began to emerge. Planning was frequently done by departments. Interaction in faculty meetings remained open and spirited but increased numbers resulted in less total faculty discussion of most issues. However, the faculty continued to spend more time than most school faculties in discussion of issues and long sessions on topics such as philosophy and objectives of the school, curriculum improvement and development, student evaluation, student life program, total school improvement, and in general, "gripe sessions."[253]

Academic Programs

In the foreword of a mimeographed booklet that described the curriculum, the statement was made that "Innovation is part of the on-going program of The Lincoln School."[254] The Board of Directors had endorsed and encouraged an innovative approach to the curriculum. Most of the teachers took full advantage of the administrative support, the financial resources, and the excellent teaching conditions to explore creative approaches to their respective areas.[255]

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[253] The Lincoln School Board of Directors, Official Minutes, 11 March 1969.
[254] "Let's Innovate," Author's Files, March, 1969. (Mimeographed.)
[255] Interview with Samuel Robinson, 2 March 1979.

In virtually all instances, the curriculum was highly individualized to meet the needs of each student.

The faculty also developed course requirements for achieving Honors recognition in every subject area.[256] This was hoped to provide incentive for students to excel in a chosen area or areas.

The area of underachievement and remediation also received more attention. Tutorial assistance was provided four nights a week in each dormitory by school teachers or college students from nearby communities. Each tutor was recruited on the basis of competence in at least one area and most were capable of assisting student in several areas. As Darrell Brown, school psychologist commented:

> Faculty and dormitory counselors at Lincoln have observed that students vary greatly in their motivation and approach to self-study. While some student pride themselves on their ability to study independently, others have difficulty with organization or find that they need assistance at times when no teacher is available. Likewise, teachers and administrators noted that much valuable remediation and practice could be accomplished outside the classroom, thus economizing on the teacher's time and efforts, if competent aides or tutors were available to carry out the recommendations or "prescriptions" of the teacher.[257]

During the first semester, a faculty committee developed a statement of philosophy for The Lincoln School. (Appendix B)[258]

Multi-Talented Students

The Lincoln School students excelled in the academic areas. Some were exceptional in all areas while others were exceptional in only one or two areas.

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[256] "Honors in Academic Areas," Memorandum, Author's Files, 1 March 1969. (Mimeographed.)
[257] "Let's Innovate," op. cit.
[258] Statement of Philosophy for The Lincoln School, Author's Files, 19 December 1968.

The flexible, individualized curriculum provided the opportunity for each student to reach his or her potential.

An example of this was a first year student who was drifting along in mathematics until something sparked his interest about mid-year. His teacher, Walter Gander, recalled that the student had finished Algebra I about the end of January and Algebra II sometime in April, scoring very high on proficiency tests. Gander started him in Trigonometry to keep him working, and to Gander's amazement, the student also completed Trigonometry before the school year was finished in early June. Gander gave him a standardized examination in Trigonometry and the student scored in the 99th percentile.[259] It is interesting to note that the next school year, this same student retried and took Geometry, doing well but without the avid interest in mathematics he had the previous year. That next year, this student became interested in instrumental music and devoted most of his time to learning to play various musical instruments. It is noteworthy that because of the flexibility of The Lincoln School program and staff, this student's interests and needs could be met, and he could be challenged to reach his potential.

Some students won recognition in creative writing.[260] Others were exceptional in areas besides academics. Interscholastic teams in basketball and gymnastics were competing and doing quite well. One student won a fourth place trophy in the State Gymnastics Meet.[261] A popular singing group was formed and performed at other schools. Toward the end of the school year, one of The Lincoln School students won the highly competitive WHAS Crusade Talent King and Queen contest with her exceptional singing talent.[262]

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[259] Telephone Interview with Walter Gander, former teacher at The Lincoln School, 9 March 1979.
[260] "Lincoln Student Wins Contest," The Shelby Sentinel, 6 March 1969.
[261] "Link In," Student Handbook for 1968, Author's Files. (Mimeographed.)
[262] "Hoosier Boy, Kentucky Girl WHAS Royalty," The Courier-Journal, 20 May 1969.

Student Life

Recognition of the importance of the student life area had led to an effort to improve the quality of this part of the program the latter part of the first year. One of the main suggestions for improving the program was the need for additional dormitory counselors. This was accomplished to some degree the second year with the doubling of the dormitory staff; however, the student enrollment had also doubled.

Problems were still present and these surfaced early in the second year when the dormitory counselors presented a letter expressing their concerns to The Lincoln School Board of Directors at a meeting on October 30, 1968. The counselors stated that they needed guidance in "how to present to the children the residential life they should have."[263] They went on to state that they believed the students needed more training in the fundamentals of home life so that they would be well-rounded socially as well as mentally. They further stated that it appeared to them that the entire emphasis was on the academic program and the residential program being offered was not adequate to replace home.

The counselors listed the following problems:

1. Needs of a residential program were not fully investigated before the school was opened.
2. Dormitory counselors were not readily available for counseling due to demands in operating the facility.
3. Budget was inadequate to provide for other than bare necessities in residence halls. Some extras were needed to make dorms a better place to live.
4. There was a conflict between residential program rules and academic program rules.

[263]The Lincoln School Board of Directors, Official Minutes, 30 October 1968.

5. The weekend activities were too oriented in keeping students busy in a large group.
6. Individual student were not being nourished emotionally and culturally – only intellectually.[264]

The counselors said they believed they could do a better job if the board could give them direction as to the goals for the school other than the academic goals. Samuel Robinson reported that the faculty and staff were in agreement that the present objectives of the school did not cover the residential aspects of the program.[265]

William Tisdall responded to the report by the counselors and stated that he agreed the initial emphasis had been on the academic program but that toward the end of the first year efforts were begun to strengthen the dormitory program.[266] He also state that he believed the academics and the values systems of the students must be worked out together. He expressed his view that the responsibility of carrying out the residential programs belonged to the counselors.

The counselors asked for a thorough study of the residence program. The board agreed and appointed a committee. There is no record of the committee reporting back to the board. The author recalls that friction existed much of the year between the teachers and the dormitory counselors. It was as though they were separate staffs. Counselors seldom attended faculty meetings and teacher were accused of being uninterested in the dormitory problems.

It was evident that the problems had not been resolved by the end of the school year when portions of a final report by Darrell Brown, school psychologist and director of pupil personnel, are examined.

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[264] Ibid.
[265] Ibid.
[266] Ibid.

> During the past year (1968), The Lincoln School has expanded its program in many ways to meet its goal of providing a "concentrated learning environment" for students with high academic potential. However, since the school is residential and since the students have also experienced cultural or economic disadvantages, the learning environment can, does, and must extend beyond the walls and the time limitations of the school. In fact, social and personal development has been identified as the prime need of the student population by professional faculty. Yet, since the initial, rather limited renovation of the buildings before the school opened, few improvements have been made which actually have contributed to making the living environment a learning environment.[267]

Some of the improvements that Brown went on to identify included:

1. A slight increase in the number of dormitory counselors.
2. The addition of a licensed practical nurse.
3. Improvement in recreational facilities.
4. The addition of a recreational specialist and vast improvement In the educational-recreational activities program.
5. The addition of tutoring services in each dormitory four nights a week.

He went on to ask the question: "Why provide room and board at great expense if the aim is only to hold the students overnight so they can be educated the next day?"[268]

Brown proceeded to make several recommendations, some of which were as follows:

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[267] Darrell Brown, "A Summary Report and Projections for Plant, Programs, and Personnel," Author's Files, 1968. (Mimeorgraphed.)
[268] Ibid.

1. Addition of small unit transportation (mini-buses) that would allow greater flexibility in transporting student groups and greater interaction of counselors with students by utilizing the vehicles for special interest activities.

2. Provide unified sex education and personal problems instruction.

3. Establish discretionary fund for counselors to take care of emergency student needs, etc.

4. Include training for new students to help them "increase self-awareness and acceptance of the terms 'cultural disadvantage' and 'high academic potential' as pertaining to themselves."

5. Reduce the work hours of counselors to a work load equal that of a classroom teacher.

6. Increase the number of counselors to one for every 15 students.[269]

Student Activities

The student activities program continues in much the same fashion as it was initiated the first year. There were a few changes, however, including the appointment of a staff member with responsibility for the program. The Coordinator of Student Activities was a half-time position, combined with half-time teaching duties. A separate Student Activities Committee was formed consisting of several student representatives who met with the coordinator to plan the program.

Although many of the activities were planned for the entire student body, there was movement later in the year toward offering two or more activities at one time to provide alternative and accommodate a wider range of interests. The type of activities provided was much the same as the first year except that greater variety was provided each weekend. A greatly improved recreation program was provided in the evening during the week.

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[269] Ibid.

Two separate end of year trips were planned. The second-year students visited St. Louis and were guests of Washington University while the first-year students took a trip to Nashville, Tennessee.

Religious Program

During the first year, a religious program was begun on a voluntary basis and continue the second year. Transportation was provided for those who wished to attend worship services of a particular religious faith. Occasionally, a large group would attend church together. A non-denominational service, held on the campus, was generally well-attended.

The chaplain was on campus each Sunday and also on Wednesday evenings. On Wednesdays, the chaplain established a Faith and Life discussion group, open to all students, and announce that "the structure and content of the group will be determined by the ones who come."[270]

Student Behavior

The faculty and staff continued their efforts to regain the structure that was lost during the first few months of the school's existence. A more detailed and stricter set of behavior standards were developed and published in the student handbook that was given to every student. The following statement prefaced the list of expectations:

> The standards set forth, behavior-wise are for the maximum protection and happiness of each student. Student government will have opportunity to formulate standards which are not included in the list below but are essential to a group living situation.[271]

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[270] "Newsletter," The Lincoln School, Author's Files, 18 September 1968. (Mimeographed.)
[271] "Student Handbook," op. cit.

The regulations covered a wide variety of expectations including:

1. Quiet hours and dormitory hours will be adhered to by all students.

2. Class attendance will be expected except in cases of illness or emergency.

3. All students will adhere to the direction of the campus Constable, faculty, staff, and supervisory personnel.

4. No fighting.

5. No girls allowed in boys' dormitory except by special Permission and vice-versa.

6. Violation of state laws or repeated infraction of rules will be cause for suspension or expulsion.[272]

The rules were enforced and, in October two students were suspended, one of whom was not re-admitted at the recommendation of the faculty. George Denemark stated that, as the primary focus of the school was not behavioral or emotional problems, the board should support the faculty.[273]

Another area of behavior that prompted considerable discussion by the faculty and staff was in the area of boy-girl relations. The following is taken from a summary of a faculty discussion:

> The faculty discussed with concern the lack of self-control and respect for others in boy-girl relations around campus. Reaffirmed was the belief that degree of emotional involvement and of dating practices varied widely , especially according to the emotional and physical maturity of each student. However, it was also reaffirmed that self-respect and morality imply respect for the rights of others at all ages, such that the public display of affection should be limited by students, especially in the areas of the campus frequented by many other students and/or visitors.

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[272] Ibid.

[273] The Lincoln School Board of Directors, Official Minutes, 30 October 1968.

> Faculty discussed ways to help students deal with their conflicts and emotions as they mature through an integrated program of sex education. Likewise, they reaffirmed the guidelines which students were asked to follow last year in showing respect for the rights of others which could save student from the embarrassment of involving others in their personal life.[274]

Other efforts aimed at providing more effective discipline and improved behavior included the use of restriction to the dormitory after class hours which included restriction from attendance at any special activity, assignment to work details, parental conference, and suspension.[275]

Facilities Planning

From the time The Lincoln School Board of Directors first met, the limitations of the facilities were obvious. In fact, the Spindletop Research report which provided much of the initial basis for the school program had spoken to the need for new facilities. As the program developed, the limitations became even more apparent. In September, 1967, the Board of Directors requested the Kentucky Division of Finance assist in the development of a long range plan for campus development.[276]

In May of 1968, a report was presented to the board by an architect and representative of the State Division of Finance that called for new classroom facilities and additional renovation of existing facilities as the first priority.[277]

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[274] Memorandum to the Faculty, Author's Files, 1969.
[275] Memorandum to the Students, Author's Files, 1969.
[276] The Lincoln School Board of Directors, Official Minutes, 6 September 1967.
[277] Ibid., 17 May 1968.

New dormitory space and student center facilities were listed as the next priority. William Tisdall reported to the board at this meeting that an assessment of the facilities indicated that the present dormitory space would be adequate through the 1969-70 school year with a capacity of 165 students, however, all usable classroom space would be filled by 1968-69 even with the use of lounges, shops, the firehouse, and storage space.

At a meeting of the Board of Directors in October, 1968, the board asked Tisdall to discuss the critical building needs with the Governor and the Commissioner of Finance. At the following November meeting, Tisdall reported that the Division of Finance could make $100,000 to $150,000 available for building needs; more than that would required inclusion in the next several biennial budgets. The board decided to assess the most critical needs and ask an architect to supply cost estimates.[278]

Finally, after considerable discussion, it was decided that a building which would provide office space and work areas for teachers, small conference rooms, and a large multi-purpose room that could be divided into two classrooms would meet the most critical needs for 1969-70. Some critical repair work was also needed, including roof repair on dormitories, replacement of the boiler in the boys' dormitory, and other miscellaneous repairs, so the board included this in the proposal.[279] In May, 1969, an architectural firm submitted plans for the proposed work with an estimated cost of $90,000.[280]

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[278] The Lincoln School Board of Directors, Official Minutes, 22 November 1968.
[279] Ibid.
[280] The Lincoln School Board of Directors, Official Minutes, 13 May 1969.

Successes

Again, like the first year, there were many worthwhile things which occurred that could be considered successes for The Lincoln School program. Praise for the innovative school continued. The Governor of Kentucky in 1968, Louie B. Nunn, spoke at the school's fall convocation on November 14, 1968. He praised The Lincoln School for "pioneering an idea that may set a pattern for the rest of the United States."[281] The Governor also made the following comments:

> He said the school for bright but disadvantaged youths has placed Kentucky in an unaccustomed position – that of being a leader in education. Such strides, he added, will insure continuation of the program.
>
> Governor Nunn said there has ben no full evaluation of the school's accomplishments yet. "We'll have to wait until some of the students have been out and in college for two or three years before we can really evaluate the program," he said after talking to some students at a reception.[282]

Praise came from other sources. A group of teachers and students from seven European countries visited the school and state that they were highly impressed.[283] Samuel Robinson reported to the board in March, 1968, that an inspector from the Department of Finance rated the school "excellent."[284] Perhaps the most significant praise, however, was published in a local newspaper.

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[281] "Lincoln School Praised as 'Pioneer" by Nunn," The Courier-Journal, 15 November 1968.
[282] Ibid.
[283] "Foreign Students School Guests," The Shelby Sentinel, 19 September 1968.
[284] The Lincoln School Board of Directors, Official Minutes, 13 March 1969.

LINCOLN SCHOOL OK

> The Lincoln School in Shelby County, also the recipient of an "unannounced visit" by the latest grand jury, was highly praised in the jury's report.
>
> Praising the "excellent condition" of the school and its program, the jury report states it "is delighted to report to the Circuit Court and citizens of Shelby County that the Lincoln School is being administered in an excellent manner and the curriculum, was observed by the grand jury, was found to be of the highest standard."
>
> The report "commends the officials of the State and County, as well as The Lincoln School for this excellent asset to Shelby County."[285]

Other individual successes were recorded during the 1968-69 school year by The Lincoln School students. Some of those accomplishments have already been mentioned. The most significant individual success was also an historic one. The first student was graduated from The Lincoln School. Sharon Bryant, who entered The Lincoln School the first year as a tenth grader, was able to complete her last three years of work in two years by carrying a heavy load and taking summer school courses.[286] It was the recommendation of the school faculty that she be allowed to graduate early after completing graduation requirements.[287] She was accepted by the Kentucky Baptist Hospital School of Nursing and assured full financial aid.[288] Sharon Bryant was from a rural area in the western part of the state. Commenting about her time at The Lincoln School, she remarked that the highlight had been meeting people. "I was glad to get to come here so I could meet a variety of people from different backgrounds…….everyone is pretty much alike at home."[289]

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[285] "Lincoln School OK," The Shelby News, 13 February 1969.
[286] Martin K. Pedigo, "Lincoln School to Award Its First Diploma June 5," The Courier-Journal & Times, 25 May 1969.
[287] "First Student to Graduate From Lincoln," The Shelby Sentinel, 10 April 1969.
[288] Ibid.
[289] Martin K. Pedigo, "Lincoln School to Award……," op. cit.

In response to a question posed by a teacher at The Lincoln School asking what was the most important discovery you have made about yourself this year, one student's response was probably typical for many of the students.

> This year I have discovered many things about myself. The most important is the simple fact that I am a human being.
>
> I used to think I was a thing, to be made fun of. People wouldn't let me function as I wanted to. I was restrained in a class-room with thirty other people who turned in an assignment and were pleased, but I wasn't. I wasn't happy, at home or at school.
>
> At home I wasn't understood. My family had a lot of disagreements.
>
> I was very mixed up. Not happy at home or my school, and then a letter from Lincoln that changed my whole life! The only thing I could think of was "could I be able to function here as they have promised?"
>
> Now, I can gladly say yes! I have been happy at Lincoln. I am around people who have something in common (doing their thing), and I feel as if I am one of the crowd yet I am able to be recognized, accepted, and use my differences.[290]

Another student's response was more succinct. "The Lincoln School has given me three precious gifts: a place to think, the time to think, and people to think with. My own thinking has taught me to love myself and the world, but that thinking might have been impossible without Lincoln."[291]

Finally, the University of Kentucky was successful in finding a well-qualified director, although it was not until June 1, 1968, that the new director was named. He was not to be on campus fulltime until August, 1968, but his appointment

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[290] Student Questionnaire, Author's Files, 1969. (Mimeographed.)
[291] Ibid.

relieved the anxiety that had developed among the faculty. The new director will be discussed in the next chapter.

Problems and Analysis

One problem during the second year of operation was not having a fulltime director. Samuel Robinson did an excellent job of holding things together while trying to function in two jobs, principal and director.[292] The author recalls that the faculty developed great respect for Robinson and his leadership. Unfortunately, there was an attitude of "we had better not decide some things until we have a new director." This was natural as the general expectation was that the situation was only temporary and a new director would soon be hired. As time went by and a director had not been employed, the faculty became more concerned about it and possible effects on the program.[293] With Robinson having a fulltime job of operating the school and trying to perform the essential tasks that belonged to the director, it was difficult to maintain a close link with the University of Kentucky. Also, Robinson was placed in the position of having the responsibility but without all of the authority he needed.[294]

Another problem that becomes apparent when looking for information about the school is a lack of publicity during the second year of operation. At the end of the first year, Tisdall had reported to the board his decision to abolish the position of Director of School Relations, stating that it was not essential to the program. Tisdall handled much of the public relations, and he was quite competent in this area. However, without a director the second year, the public relations

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[292] Marvin Gold, "The Lincoln School: Its Rise and Demise," n.d. (Mimeographed.)
[293] The Lincoln School Board of Directors, Official Minutes, 13 March 1969.
[294] Interview with Marian Bowman, 1 March 1979.

activities diminished greatly. To some extent, it was to be expected that the newspaper coverage would not be as great since the school was no longer new. However, Samuel Robinson did not have the time while he was required to carry dual responsibilities to visit the university, and, in other ways, conduct public relations activities.

These two problems, not having a director and the resulting drop in public relations efforts, were serious problems for a program that was still trying to establish itself. There was a need to keep links throughout the state educational and governmental systems.

Finally, despite the efforts of the faculty and staff to develop more structure and improved behavior, some of the results of too much freedom were still evident to others. A parent questionnaire that was sent to all parents who had children enrolled at The Lincoln School that year. Under a category of negative observations, the following comments were made:[295]

> Insufficient rules. Children are there for the first time and not ready to be responsible for setting rules for themselves.
>
> Open necking on campus.
>
> Too few rules about appearance.
>
> Too much personal expression of rebellion permitted.

When one stops to consider that if these things were obvious to parents, then they were also obvious to other, more hostile visitors to the campus. A one-time visitor may have gotten negative perceptions about the entire program. Certainly, someone who was looking to find fault with the program was likely to capitalize on any negative observations.

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[295] "Summary of Questionnaires," Author's Files, 1969. (Mimeographed.)

CHAPTER VI

THE THIRD YEAR
1969-70

Organization

The Students

At the March 13, 1969 meeting of The Lincoln School Board of Directors, Darrell Brown reported that 101 nominees for the 1969-70 school year had been received.[296] The nominees represented 24 school districts compared with 30 districts in 1968-69 and 27 districts in 1967-68 who made nominations. Some districts that had made nominations in the past did not nominate any students for 1969-70. Brown stated that he was surveying those districts as to why they did not participate. Characteristics of the nominees as compared with the past two school years are shown in Figure 11.

One observation that Brown made to the board was that in previous years the University of Kentucky had sent out a notice asking for nominees while this year the notice was sent by The Lincoln School. He commented that this may have made a difference with some local school administrators.[297] Brown also announced other plans for improving pupil recruitment that included a full page advertisement in the Kentucky Education Association journal, a filmstrip on the school program, and greater involvement of school counselors.

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[296] The Lincoln School Board of Directors, Official Minutes, 13 March 1969.
[297] Ibid.

Category	1969-70	1968-69	1967-68
Urban-Rural			
Urban	66%	51%	58%
Rural or Small Town	34%	49%	42%
Race			
Negro	45%	40%	37%
White	55%	60%	63%
Sex			
Boys	52%	51%	49%
Girls	48%	49%	51%
Grade Placement			
9th Grade	61%	85%	51%
10th Grade	39%	15%	49%

Figure 11. Characteristics of Nominees[298]

Letters requesting nominees had been sent to all superintendents and principals in the state.

Many of the nominees did not meet the criteria and as a result only 36 new students were recommended, 27 ninth grade students and nine tenth grade students.[299] This made a projected enrollment of 126 at the beginning of school. Distribution of the enrollment by grades, withdrawals during the year, and membership at the close of the school year are shown in Figure 12.[300] Other characteristics of the 1969-70 student population are shown in Figure 13.[301]

In other respects, cultural and economic deprivation, lack of motivation, and academic ability, the new group of students were similar to the students recommended the first year. This was a lower enrollment than was desired, but

[298] Ibid.
[299] List of Nominees, Author's Files, 1969. (Mimeographed.)
[300] Official Student Records, State Department of Education, Frankfort, Kentucky.
[301] Student Data Sheets, Author's Files, 1969. (Mimeographed.)

school officials did not want to take students who did not meet the criteria.

	GRADES				
	9	10	11	12	TOTAL
Number of Students (Original Entries)	28	42	32	24	126
Withdrawals	2	4	4	1	11
Membership at close of year	26	38	28	23	115

Figure 12. Enrollment 1969-70

The low number of nominees caused concern particularly about those districts who had nominated students the first two years but did not nominate anyone the third year. A survey form was sent to the superintendent and principal of 40 schools in the 18 districts who did not nominate anyone the third year and yielded responses that included the following:[302]

Response	Number
1. Little or no information about Lincoln	3
2. Do not wish to participate	2
3. Tried but could not find students because:	
a. District trying to be very selective	2
b. Lincoln criteria too restrictive	1
c. No students met all the criteria	8
d. Parents (or students) were not interested	6
4. Last year's nominee was not selected	3
5. Miscellaneous	5
6. No response	28

All but three of the fulltime teaching staff returned. Those three were replaced and seven additional fulltime teachers were hired. The teacher who divided his duties between teaching and coordinating student activities was moved to assistant principal, retaining the responsibility for the student activities program.

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[302] "Summary Report of Questionnaires Sent to School Districts," Author's Files, 1969. (Mimeographed.)

Category	9th	10th	11th	12th	Total
Grade Placement	26 (23%)	38 (33%)	28 (24%)	23 (20%)	115 (100%)
Sex					
Male	13 (50%)	20 (53%)	16 (57%)	12 (52%)	61 (53%)
Female	13 (50%)	18 (47%)	12 (43%)	11 (48%)	54 (47%)
Race					
Negro	10 (38%)	16 (42%)	13 (46%)	11 (48%)	50 (43.5%)
White	16 (62%)	22 (58%)	15 (54%)	12 (52%)	65 (56.5%)
Urban-Rural					
Urban	16 (62%)	24 (63%)	18 (64%)	18 (78%)	76 (66%)
Rural or Small Town	10 (38%)	14 (37%)	10 (36%)	5 (22%)	39 (34%)

Figure 13. Other Characteristics of Student Body 1969-70[303]

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[303] Student Data Sheets for 1969-70, Author's Files. (Mimeographed.)

The other part-time teaching positions were retained and two positions were added, a Spanish teacher and an additional reading specialist. Also added were co-directors of research. Thus, in 1969-70, the professional faculty and staff were as follows:[304]

Administration and Support Personnel

Director – 1
Principal – 1
Asst. Principal – 1
Business Manager – 1
Librarian – 1
Co-Directors of Research – 2
(Part-time)
Social Worker – 1
Guidance Counselor – 1
Director of Pupil Personnel
and School Psychologist – 1
Supt. Of Buildings & Grounds – 1

Teaching Personnel

Fulltime
English – 3
Mathematics – 3
Science - 3
Social Studies – 3
Foreign Languages - 2
Health & PE – 3
Instrumental Music – 1

Part-time
Spanish - 1
Art - 1
Choral Music - 1
Typing - 1
Driver's Education - 1
Reading Specialists – 2

The most significant addition to the faculty was the new director, Marvin Gold. The school had been without a director for a full school term and the faculty was anxiously looking forward to having leadership in that position. Samuel Robinson desperately needed relief from the dual load he had carried for a year.

The University of Kentucky had a difficult time finding persons qualified for the director's position. Gold's background made him a natural choice for the position.

> He has enough degrees to satisfy anyone: a B.S. from Columbia in dramatic arts; another B.S., this one in elementary education from New Haven State Teachers College; an M.A. in administration from New York University; and a Ph.D. in special education and psychology from Peabody College awarded in 1963.

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[304] "Faculty Handbook," Author's Files, 1969. (Mimeographed.)

> Although he is only 42, Gold has had a wide variety of experience in education. He was a grade school teacher in Florida and an assistant professor in special education and rehabilitation at Syracuse University.
>
> In 1965, he served as director of the Georgia Governor's Honors Program, a summer school for bright kids. Later he worked again in Florida, this time with migrant workers and ghetto children.[305]

Gold was enthusiastic about The Lincoln School, stating that "the opportunities here are fantastic; they are limitless."[306] He was not hesitant about speaking out and letting people know that he had some definite ideas about the possibilities for The Lincoln School, however, he was quick to say that he planned to spend the first three months just observing what was happening. He also stated that he was public relations minded and hoped to let people throughout the state know more about The Lincoln School.[307]

The Program

With an even larger faculty and a new director, there was an air of optimism surrounding the teachers as they planned for another school year. There was a feeling that everything was finally under control. With the leadership of Robinson during the 1968-69 school term, the faculty had wrestled with many problems and believed they had found some answers. An addenda to the student handbook had been prepared that defined for students the new limitations and guidelines for behavior.[308] Such topics as dating procedures, detention, and personal-social development were included.

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[305] David Hollander, "Migrant Worker," The Louisville Times, 30 August 1969.
[306] Martin K. Pedigo, "Lincoln School: Potential 'Limitless', " The Courier-Journal & Times, 8 June 1969.
[307] Ibid.
[308] "Addenda to Student Handbook," Author's Files, September 1969. (Mimeographed.)

The faculty had discussed and established definite guidelines for behavior in boy-girl relationships. More definite expectations for students in just about every area were to be in effect for the new school year. Some of the teachers did not agree with the move toward more structure, fearing that it would stifle the creativeness of the gifted students. But the author recalls that many of the teachers believed freedom within well-defined limitations was necessary after the experiences of the first two years. Marvin Gold believed the students could become involved with the faculty in formulating academic plans and rules for dress and behavior.[309]

Other areas were to be more structured also. Guidelines for participation in student activities had been developed with the assistance of the Student Advisory Committee.[310] Required study halls would be in effect for the ninth grade students. Also, certain areas of the campus had been declared off-limits.

The faculty hoped to provide sufficient structure so as to foster development of appropriate behavior by the student and also to make clear the actual limitations and corresponding punishment for violating the limitations. There was also general feeling that many of the students were still not working to their potential and that stricter expectations of the students were needed.[311]

Overall, the program had expanded greatly. Staff expansion was based partly on anticipated student enrollment, but also on the need to greatly expand program offerings, as, for the first time, The Lincoln School would have a full range of students in grades 9-12. The student enrollment was not as large as originally anticipated, but the program offerings were broad in scope. For example, twelve mathematics courses were offered, ranging from Algebra I to Advanced Placement Calculus. Science courses ranged from an integrated general science to advanced placement courses in

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[309] Hollander, op. cit.
[310] Notes from Student Advisory Committee, Author's Files, 1969.
[311] Interview with Samuel Robinson, 2 March 1979.

chemistry, biology, and physics. English courses emphasized basic skill development through drama, writing, and paperback reading with the first-year students, selected American literature for tenth graders, and a broad range of one semester courses for the upper grade students, including dramatics and speech workshops, film criticism, British literature, journalism workshops, and writing laboratories. Social studies placed considerable emphasis on current events in all courses. A thematic approach was generally used in United States History and History of Western Civilization. In foreign languages, four years of French, three years of German, and one year of Spanish were offered. Three years of health and physical education were offered. In virtually all areas of the curriculum, special "honors" sections of many courses were offered that were more advanced.[312]

The student activities program was re-organized and expanded. For the first time each student would be required to participate in a certain number of a variety of experiences; only seniors would be exempt. The program was designed to be more flexible than in the past by accommodating a wider range of student interests. Each weekend there were several activities for students to choose from; some were large group events, something with appeal to large numbers while other activities were those that might appeal to a smaller group of students. This was made possible by the acquisition of two, small 12-passenger vans. The activities program was a two-phase program, structured and unstructured. The structured part included planned activities while the unstructured part consisted of providing facilities, equipment, and supervision for the students to have recreation during leisure time.

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[312] "Curriculum Guide fo 1969-70," Author's Files, 1969. (Mimeographed.)

Operation

Facilities Problems

The opening of school in 1969-70 was somewhat like the first year as once again the facilities were not ready. The building program that was approved by The Lincoln School Board of Directors to build office space for teachers, conference rooms, additional classrooms, and various repair and renovation work, was behind schedule. Part of the delay was a result of the bid for the project being more than $40,000 over what was projected. The architect indicated that most of the increase was in the area of renovations to be done.[313]

The State Finance Department advised The Lincoln School officials that the additional funds would have to come out of the existing budget. School officials decided that by making cutbacks the needed funds could come out of the budget and not seriously affect the existing program.[314] The new building and renovation work were ultimately to cost $150,000 and the building was not ready for occupancy until late January 1970.

Budget

After the inadequate appropriation by the 1966 Legislature that had to be supplemented by an appropriation form the Governor's Contingency Fund, The Lincoln School Board of Directors, with assistance from the University of Kentucky and the State Finance Department, were able to secure adequate appropriations from the 1968 Legislature. A summary of the school's budget as approved by the 1968 Legislature is contained in Figure 14.

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[313] Personal notes taken by the author at an administrative staff meeting on 25 July 1969. (Handwritten.)
[314] Ibid.

The school appears to have been adequately funded, although a disproportionate share of the funds had to go into renovation and general maintenance of the facilities that were in poor condition. The academic program was expensive, also. The broad program required a large variety of materials and equipment. Setting up a new program was expensive and, in many cases, required as much for a few students as it would have for more.

A New Approach

The faculty was optimistic about the new year but many of the returning staff were a little apprehensive about what to expect from their new director. Marvin Gold had stated soon after he was hired that "I'll make no sweeping changes."[315] He indicated that he would spend about three months just observing. Gold did say that he planned to use the students as a valuable resource for planning.[316]

For the first few months, Gold did exactly as he said. He visited classrooms, talked to teachers and students, and planned. He also promoted public relations activities. Contacts were made around the state and advised that groups of The Lincoln School teachers and administrators were available for in-service programs. Several school districts invited the staff to make presentations about The Lincoln School. After a few months, presentations had been made to seven school districts and several professional associations, several hundred persons in all.[317]

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[315] Pedigo, "Lincoln School: Potential 'Limitless', " op. cit.
[316] Ibid.
[317] List of Presentations, Author's Files, 1969. (Mimeographed.)

	1968-69	1969-70
SOURCE OF FUNDS:		
General Fund		
Regular Appropriation	612,400	760,100
Federal Funds	50,000	50,000
Balance Brought Forward		3,000
Current Receipts	5,000	2,000
Total	5,000	5,000
TOTAL FUNDS	667,400	815,100
EXPENDITURES BY OBJECT:		
Personnel Costs	333,950	443,450
Operating Expenses	182,650	198,550
Equipment Outlay	52,000	75,000
Building Maintenance	95,800	98,100
TOTAL EXPENDITURES	664,400	815,100
EXPENDITURES BY PROGRAM:		
Instruction	259,500	365,800
General Administration	128,600	136,850
Organized Research	40,500	43,700
Student Services	140,000	170,650
Building & Grounds	95,800	98,100
TOTAL EXPENDITURES	664,400	815,100

Figure 14. The Lincoln School Budget 1968-70

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318 Budget Summary for The Lincoln School. Author's Files, n.d.

A week of visitor's days was scheduled in November in order to better acquaint the general public with The Lincoln School.[319] Parents, teachers, and anyone else who was interested was invited. Over 200 teachers alone visited the school that week.[320]

After a few months of observing, Gold instituted in October, 1969, an extensive self-evaluation of the school by students and faculty. Gold utilized a committee approach with committees formed to examine every phase of The Lincoln School. Every committee was comprised of both students and faculty. Gold's expectation was that the extensive involvement of students and faculty would yield suggestions for changes.[321]

There was a lot of enthusiasm about the committees at first. A student comment about the Philosophy and Goals Committee appeared in a student publication. "There is no limit to the exciting plans this committee can put into effect. They have been given the authority to start from scratch and change whatever they like."[322] In general, the student response to the committee approach was good; solving problems together was viewed as a community effort. However, the interest did not last. During a faculty debriefing session at the end of the year, a faculty member commented:

> Early in the year the committees were good.....the kids responded. It was a community effort But they said what they thought and we didn't act so they turned off.[323]

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[319] "Visitor's Day Scheduled at Lincoln School," Ashland Daily Independent, 2 November 1969.
[320] Martin K. Pedigo, "Teachers Are 'Courted' at School Open House," The Courier-Journal, 7 November 1969.
[321] Ibid.
[322] The Crank, Student Publication, The Lincoln School, 1969-70. (Mimeographed.)
[323] Personal notes taken by the author at a faculty debriefing, 4 June 1970. (Handwritten.)

Dissention and Speaking Out

The author recalls the early months of the third year of Lincoln as a time of restlessness. The faculty had moved toward more structure in just about every phase of the program. The students were resisting what they saw as taking away their right to freedom. The students had support from some members of the faculty as there was a split between conservative and liberal philosophies within the faculty.[324] Also, the students were very much influenced by the activist climate of the 1960s and the student rebellion that was occurring across the country.[325]

During the first two years of the school, some of the students frequently disagreed with the faculty, but they were not particularly vocal about it. In the third year, they became vocal and in no place was this more evident than in the student publication, The Crank. Earlier student publications provided general news, humor, and student writings in a rather traditional manner. The difference in The Crank was immediately obvious; topics were controversial, the language was frank, and students said what they felt about issues. The student editors described the publication in this manner:

> This is a paper with an open format. Our primary purpose is to provide a medium for public discussion of ideas. It is our opinion that the stimulation and dissemination of thought is one of the most important goals any student at The Lincoln School could achieve. We are going to try. We will never deliberately stir controversy, but we will always believe controversy is to be desired over stagnation.[326]

The first issue had articles which: (1) blasted the dormitory counseling staff for a disciplinary action; (2) strongly criticized the cafeteria; (3) presented use of marijuana in a favorable light; and (4) warned the administration that placing the

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[324] Darrell Brown, Letter to the Author, 15 January 1979.
[325] Telephone Interview with Stuart Forth, former member of The Lincoln School Board of Directors, 21 December 1978.
[326] The Crank, op. cit.

wooded areas of the campus off-limits could result in rebellion. There was also an in-depth interview with Marvin Gold. One article was written by a student to his fellow students and proved later to be a very perceptive analysis.

> Each time you eat at school the state of Kentucky picks up the check. Each night you sleep (if you sleep) Gov. Nunn tucks you in.
>
> Whenever you engage in a little PDA in Berea Hall the entire Kentucky Legislature is sitting on the same couch with you.
>
> All of which leads us to conclude that the state controls the money – and therefore the state controls us. And whether we like it or not that's just the way it is, baby, there's no getting around it – not yet.
>
> Let's suppose, for example, that Representative I. M. Nobody thinks it's time to investigate the campus. With elections always on his mind he figures he might be able to get a few votes if he takes a big Lincoln School expose back to his constituents. During his visit Representative Nobody notices me talking to Earl while we eat lunch. Of course, Mr. Nobody is horrified; he immediately concludes our school is a drug haven for desperate Hippies, and the next morning all of our students wake up on some street in Simpsonville and find that the space once occupied by Berea Hall is now an extension of the corn field.
>
> With the 1970 legislative session coming up we're living in our most dangerous year. We may have to try to cool it if we want to survive. Of course, I'm not suggesting that the students all get haircuts or take any other radical measure. Maybe someday we won't have to depend on the state for funds and can somehow operate solely on grants, but right now I'm worried about surviving that long.
>
> And in the meantime it is essential that we remain on Our best Christian All-American behavior.[327]

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[327] Carl Smith, "Opinion," The Crank, Student Publication, The Lincoln School, 1969-70. (Mimeographed.)

This article preceded by only several weeks an incident that was to have serious consequences for The Lincoln School. On Tuesday, November 25, 1969, The Lincoln School boys' basketball team traveled to Shelby County High School for a ballgame. A busload of Lincoln students also accompanied the team to lend support.

The author recalls that the climate was hostile that night. Shelby Countians did not seem to approve of The Lincoln School, and this had been reflected in the local press. The Lincoln School students were aware of this hostility and some of the more rebellious students antagonized the locals. A few interracial couples walked in together, holding hands, apparently flaunting their closeness for the benefit of the crowd. During the playing of the national anthem, a few of the 50 or 60 Lincoln School students who were at the game, displayed the clenched fist, Black Power symbol and others the two-finger V-shaped peace sign. A few others gave a fascist salute while a few remained seated. Overall, about ten students displayed what was to be construed as some form of disrespect for the playing of the national anthem. The remaining students stood quietly in an acceptable manner.

The Lincoln School lost the ballgame and there was no mention of the incident that night. Unfortunately, no Lincoln School administrator observed what happened. The next day an administrator of the local school called Mr. Robinson and stated that he was highly upset by the behavior of The Lincoln School's students during the playing of the national anthem; and furthermore, he was receiving irate calls from other local citizens saying the same thing. He asked what action The Lincoln School was going to take concerning the incident.[328]

Robinson investigated the incident and found that apparently some of the

[328] Interview with Samuel Robinson, 2 March 1979.

students who gave the Black Power and the peace signs were sincere in their efforts to express their feelings.[329] It should be remembered that this was a time when student activism was very much in the news. Other students who observed the silent demonstration used the opportunity to make other gestures in a thoughtless manner.

A local attorney, who was a prominent citizen, also called to register a strong complaint about the behavior of the students. Attempts to explain the behavior of the students or to call attention to the fact that the majority of the students were well-behaved were futile.[330]

Recognizing that the school was faced with a delicate situation, an assembly was called and the problem was discussed openly with the students and faculty. There was an open split over the incident and what should be done. However, because of The Lincoln School's sensitive position with the State Legislature, which was to meet the next month and consider the school's biennial budget, the group decided that, henceforth, the students who wished to protest should leave the area before the playing of the national anthem. Also, letters should be written to the local newspaper for publication explaining the viewpoints of the students who took part in the incident and those who did not. The director indicated he would also write a letter in an effort to help with the public relations aspect of the problem.[331]

On December 3, 1969, Gold reported the incident to The Lincoln School Board of Directors. The board told Gold that students who participate in occurrences of this type were not to be taken to ballgames in the future.[332]

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[329] Ibid.
[330] Ibid.
[331] Ibid.
[332] The Lincoln School Board of Directors, Official Minutes, 3 December 1969.

The following day, the issue of the weekly local newspaper arrived. Because of the significance attached to this incident, the entire article follows:

Black Power?

LINCOLN SCHOOL HEAD DEPLORES UGLY AFFAIR
AT SHELBY CO. GAME

The director of the Lincoln School near Simpsonville has "unequivocally" refuted the "black power" manifestations at the Shelby Co.-Lincoln game last Tuesday night as being "approved or condoned" by school's administration.

Mr. Marvin J. Gold expressed regret "for the embarrassment and annoyance felt by those Shelby Co. residents who attended the game" and said that The Lincoln School was taking steps that would "preclude similar thoughtless behavior" in the future.

Mr. Gold's letter to the Shelby Sentinel was prompted by an inquiry from Sentinel News Editor C. L. Love who was at the game where fans witnessed what was construed to be open disrespect for the American flag during the playing of The Star Spangled Banner.

In two separate letters to The Sentinel, students at the school gave conflicting reports of what the "clenched fist" was intended to mean that night. One group in a segment of The Lincoln School showed disrespect during the playing of The National Anthem. A few students displayed black power, peace, and fascist signs or remained seated while the flag was being presented.

The group said that "we hold in highest regards and maintain the utmost respect for the United States, and the ideals and principles for which it stands."

A different view was offered in a letter signed by 25 students. They denied that the "clenched fist" was a negative demonstration, terming it a demonstration of "Black and White " unity.

Here is the text of Director Gold's letter:

"Dear Mr. Love:

I appreciate the opportunity that you have afforded me to reach as many Shelby County residents as possible to discuss the unfortunate occurrence at the Shelby County – Lincoln School basketball game of November 25.

As you can see from the attached letters by two groups of Lincoln School students, at least two interpretations of the students' actions are possible.

For the benefit of your readers let me recount what happened at Shelby County High School on November 25. Certain Lincoln students attempted to underscore their positions on the tragedy of war and the emergence of Black Power as a legitimate aspect of American power by symbolically raising their arms during the playing of the National Anthem. At the same time other Lincoln youngsters very thoughtlessly (and rudely) took this honest expression as a joke of sorts and reacted stupidly by employing a fascist salute or in other ways showing disrespect for our National Anthem.

A majority of Lincoln students, similar to most of your readers, believe in freedom of speech. However, they feel as I do that following the dictates of good taste in no way necessarily interferes with an individual's right to free expression. Since only an individual can apologize for his own behavior, I am unable to apologize for those of our youngsters whose actions were, in my opinion, really without excuse. However, since the actions might be construed as typical of and approved or condoned by The Lincoln School, I unequivocally refute them.

I am truly sorry for the embarrassment and annoyance felt by those Shelby County residents who attended the game and I am certain that those steps being taken by The Lincoln School administration will preclude similar thoughtless behavior in the future.

Here is the text of the letter signed by 50 students.

This letter of apology is extended from many of The Lincoln School's students to the residents and students of Shelby County.

On November 25, at the Shelby County vs. Lincoln basketball game a small segment of The Lincoln School showed disrespect during the playing of the National Anthem. A few students displayed black-power, peace, and fascist signs or remained seated while the flag was being presented.

We would like to point out that The Lincoln School consists of 120 students, yet less than 15 students found it necessary to participate in this demonstration. This statement is one way that many of us at Lincoln can point out that the entire student body does not condone the action of a small number of our group.

We hold in highest regards and maintain the utmost respect for the United States, and the ideals and principles for which it stands.

> As concerned students of The Lincoln School, we wish to explain the actions of a few of our students during the playing of the National Anthem at The Lincoln School – Shelby County basketball game on November 25, 1969. We hope this letter will clear up the unfortunate misunderstanding which came from this incident.
>
> We feel that as American citizens we have the Constitutional right to hold personal beliefs, and to express them openly as long as we do not infringe on the rights of others. Because of these basic assumptions, we expressed our respect for the American flag by raising two fingers or a clenched fist. These signs were given with the utmost sincerity and personal conviction.
>
> The signs in question were not negative demonstrations. The clenched fist represented to us the unity between Black and White; the feelings of Black pride and identity; and the idea of "American power, " a part of which is "Black power." The two fingers represented a denial of blind nationalism which leads to war and massacre, and a hope for world peace.
>
> We are open to discussion concerning this letter or the incident. We hope that you will take this opportunity to learn more about The Lincoln School, the students and their views. We welcome your visit to our campus and classes. We would also welcome an opportunity to visit your school to encourage an exchange of ideas.[333]

There was no further mention of the incident except for a few "crank" callers who condemned the school as a "bunch of ungrateful radicals."[334] Although some of the students still argued for their right to free expression, the following student viewpoints expressed in The Crank, a student publication, were typical of the majority of the students' feelings.

> Concerning the Shelby incident, I am firmly convinced that those who seriously displayed various signs during the Anthem were in the right. But the problem is that being right isn't enough. The Lincoln School is vulnerable to just about everything and we therefore

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[333] "Lincoln School Head Deplores Ugly Affair at Shelby Co. Game," The Shelby Sentinel, 4 December 1969.

[334] Interview with Samuel Robinson, 2 March 1979.

> cannot afford to displease the righteous masses by exercising our freedoms to the degree to which we would like.[335]
>
> The point is this. In no way can the obscene and Nazi Gestures displayed that night be construed as either serious or right. They only served to antagonize the crowd and bring blanket condemnation. Would Shelby County have been so upset over the peace signs alone? I don't think so.[336]

Life at the school continued. There were bright moments such as when the two European student teachers who were in this country by virtue of a special program gave praise to The Lincoln School's program. The two student teachers taught foreign language for six weeks a the school and said that they found Lincoln "the right mix of academic toughness and extracurricular activities."[337] But these brighter moments were the exception. The incident at the ballgame rekindled the debate about the need for stricter rules and harsher consequences for violators.

One of the teachers wrote an article for the student publication expressing his viewpoint.

> It seems only logical to me that if an organization has been in existence for two and one-half years and still doesn't have sufficient rules to govern itself, or even a workable decision-making process, it should "get on the stick" and do something about this deplorable condition. This is to say that the time for setting up of workable rules has come and gone, and as usual for this school we find ourselves being forced to act at the crisis level. The faculty has waited long enough for the students to do the job for them, and since this plan has failed, it must now, with student advice if need be, do the job itself. Unless the faculty

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[335]"Opinion," The Crank, Student Publication, The Lincoln School, 1969. (Mimeographed.)

[336] Ibid.

[337] Martin K. Pedigo, "Europeans Give Simpsonville School an 'A', " The Courier-Journal & Times, 14 December 1969.

> sets up and enforces a legitimate set of rules this school will continue to operate from crisis to crisis, and will only be viewed as a "what-can-you-get-away-with" society.[338]

The teacher went on in the article to refer to some of the behavior problems and his ideas of how to correct the situation. Basically, he called for definite rules and strict enforcement. He went on to conclude in the article that:

> We are associated with an organization of really great resources and immense potential. With the proper respect for each other and valid parameters we can have a great institution. But without these we can use our resources and potential only to explain to people why we failed.[339]

However, some teachers and students opposed more rules and greater structure. One student stated that:

> It seems that the number of radicals are growing since the appointment of Dr. Gold as Director of The Lincoln School. The main causes of the radical ideas are Dr. Gold's brilliant ideas on how the school is run, what classes to take, and when to take them, how to hold junior meetings and how to make rules on P.D.A. ……..Many disagree with Dr. Gold's ideas and have let it be known in open and closed ways, but Dr. Gold's answers to their disagreement have a "there's the gate" type attitude.[340]

Some teachers viewed with alarm the movement toward more structure and proposed solutions of their own in an article for the student publication.[341] Some excerpts of that article follow:

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[338] Walter Gander, "A Formula for the Existence of a School," The Crank, Student Publication, The Lincoln School, 1969-70. (Mimeographed.)
[339] Ibid.
[340] Delbert Thorp, "Causes of Radicalism on The Lincoln School Campus," The Crank, Student Publication, The Lincoln School,1969-70. (Mimeographed.)
[341] Marty and Louise Bickman, "Report of a Non-Committee on Voices From a Hole in the Roof," The Crank, Student Publication, The Lincoln School, 1969-70. (Mimeographed.)

If Lincoln's philosophy is to be viable and humane, it must be pluralistic and democratic. It should widen rather than narrow the range of educational approaches and activities. The possibilities open to individual students and teachers should be increased rather than limited by any one committee's or any one individual's conception of what Lincoln should be.

……

The concept, however, that living and learning must be two separate facets of a student's life limits our idea of when a student is "learning" to only the most formal of situations. We have a schizophrenic stance toward student life. From 8:15 to 5:00 we do the typical high school thing. From 5:00 to 8:15 we have a life that is a cross between a college dormitory and an orphanage.

It seems obvious that a student is learning all the time and that we should capitalize on his learning experiences outside of the classroom.

Couldn't a student learn a great deal, for example, about Spanish language and culture by living in a "Spanish dormitory," speaking only Spanish, cooking Spanish meals, discussing Spanish books?

……..

In this kind of situation we could eliminate the dichotomy between living and learning. Perhaps the first task of a sociology class would be to investigate the dormitory situation and to design a program which would help to remedy what the students feel is wrong.……we get the feeling that improving our students' self-concepts and encouraging a sense of individuality…....would be of priority. ……as individuals' self-respect rises, we should have a need for fewer rules because the sense of living in a community should grow. Counselors would then be able to assume the role of understanding parents rather than policemen.

What all this seems to mean is that our conceptions of an ideal Lincoln is based on an assumption of trust – the kind of honest belief in the good of an individual that fosters internalization of responsibility and that could make learning an adventure rather than a chore.

The great debate was never to be resolved. In December, just prior to the Christmas break, a telephone call to Marvin Gold brought warning that the school's future was in jeopardy.[342]

Under Attack

The call to Gold was from a friendly legislator who warned that an effort to eliminate all funding for The Lincoln School was to be made in the state legislative session in January. There was little that could be done to prepare since the nature and extent of the attack on the school were unknown. Legislative support was definitely needed and the school lost its most knowledgeable lobbyist when everyone was shocked by the unexpected death of William Tisdall, the school's first director, member of the Board of Directors, and strongest supporter. Tisdall died January 16, 1970, of a heart attack, just before the legislative action concerning the school started.[343]

On January 30, 1970, The Lincoln School administrators and Board of Directors' representatives were called to Frankfort, the state capitol, to testify concerning the proposed 1970-72 biennial appropriation for the school. A Shelby County legislator was the most vocal critic of the school.

> The Lincoln School, the Shelby County educational facility for economically deprived but academically gifted high school students, may come under fire here today from one of its home-county lawmakers who believes the state is not getting its money's worth from its investment.
>
> Rep. Ralph Mitchell, D-Shelbyville, said yesterday he will ask school representatives, testifying today before a joint hearing of the House and Senate Revenue and Appropriations Committees, to justify costs amounting to about $6,000 per student.
>
> He said per-student costs in the Shelby County school system are only about $500.

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[342] Interview with Samuel Robinson, 2 March 1979.

[343] "UK Salutes Late Dr. W. J. Tisdall," The Kentucky Kernel, 21 January 1970.

> "I think well-qualified young people should receive all the education we can give them, but I fail to see why it costs more money to educate a smart person than a less-educated one," said Mitchell.
>
> He said he did not think The Lincoln School was making a contribution to Kentucky to sufficiently justify that kind of money.[344]

During the testimony, Marvin Gold, speaking to the high per-student cost, said that it was misleading and pointed out that the high costs involved were because of the residential nature of the school, the renovation work necessary because of the old physical plant, and the low student-teacher ratio necessary for the type of instructional program being provided.[345] Gold also said the cost per pupil compared favorably with the $4,500 a year the state pays just to maintain a youngster in a delinquency institution.[346] He said he felt the extra $1,000 was warranted since Lincoln's program doesn't just maintain but "strengthens" its students.[347]

On February 2, 1970, the Democratic legislative leaders recommended eliminating the proposed $1.7 million biennial appropriation to The Lincoln School. The Democrats said that, "In view of the developing programs for the gifted in Jefferson County schools, continuation of this appropriation seems unwarranted."[348]

An article in a local newspaper pointed out the involvement of the local legislator in abolishing The Lincoln School's funds.

> Action against the school's funding was sparked by Rep. Ralph Mitchell of Shelbyville, who represented this district and is also attorney

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[344] "Lincoln School to be Attack Target Today," The Courier-Journal, 30 January 1970.
[345] "Fund Cut Dismays Officials," The Courier-Journal, 3 February 1970.
[346] Edward Bennett, "Students Hardest Test," The Louisville Times, 4 February 1970.
[347] Ibid.
[348] "Fund Cut Dismays Officials, " op. cit.

> for the Shelby County School Board. Mitchell argued before legislature committee hearings that the state is not getting its money's worth from its investment.[349]

Fighting Back

But there was also support for The Lincoln School. Former Governor Edward T. Breathitt criticized the fund cut calling it a "misguided economy move."[350] An editorial in The Courier-Journal stated:

> The elimination of any funds for The Lincoln School in Shelby County is inexcusable. This school, which has attracted national Attention, is a unique contribution to education in Kentucky…….For The legislature to withdraw support from this institution partly because its mission is not well understood in Kentucky , would be irresponsible.[351]

Another editorial, which appeared in The Louisville Times, pointed out the waste of funds already expended at Lincoln.

> Coupled with these half hearted attempts to go one-up on the governor is the cruel decision to kill the Lincoln School in Shelby County. It is new and innovative and if allowed to live has a splendid opportunity to develop into an educational showplace of which the state could be most proud. Dooming it at this juncture would send the $2.3 million in state funds expended thus far down the drain, irrevocably. It would also be an unwarranted rebuke to the economically disadvantaged that the school is designed to serve.[352]

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[349] "State Democrats Seek to Close The Lincoln School in Shelby," The Shelby News, 5 February 1970.
[350] "Breathitt Against Move to Close School," The Courier-Journal, 4 February 1970.
[351] "A Disappointing Democratic Budget," Editorial, The Courier-Journal, 4 February 1970.
[352] "Democrats' Budget No Improvement," Editorial, The Louisville Times, 4 February 1970.

The student publication of the University of Kentucky also wrote in support of the school after the Student Government of the university endorsed continued funding for The Lincoln School.

> In a time when politicians vocally extoll Kentucky's youth as its most valuable resource, they should actually take it to heart. The Lincoln School offers a program unlike and far above that of the average high school. What the state gives these youths in education will be reaped many times over in dividends greater than money.[353]

Editorials in The Louisville Defender and The Lexington Herald were also critical of the legislators for eliminating funding for The Lincoln School.[354]

The Lincoln School students started their own lobbying efforts to try to save the school. They organized their efforts so that student lobbyists could be kept in Frankfort each day the legislature was in session. Duties were rotated so as to not affect schoolwork. One of the students commented to a reporter about the lobby effort and said, "we just want them to look at it before they vote it out."[355] Gold cited the initiative assumed by the students as a good argument for the school's continuation.

> I think the reaction of the youngsters in the last couple of days is indicative of our success. They are beginning to feel they themselves can control their own destiny which, when you compass it with the typical disadvantaged syndrome where people just don't think they can control their destiny, is a sign our program has been successful.[356]

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[353] "The Lincoln Question," Editorial, The Kentucky Kernel, 6 February 1970.
[354] "Lincoln School is Worth Saving," Editorial, The Louisville Defender, 12 February 1970. and "Don't Short-Change Lincoln School," The Lexington Herald, 2 February 1970.
[355] "Lincoln Students Lobby for Threatened School," The Courier-Journal, 5 February 1970.
[356] Bennett, op. cit.

Many letters were written to the editors of the newspapers concerning The Lincoln School. Most of them urged support although a few said the school should be closed because of the high cost.[357]

A few legislators attempted to help The Lincoln School and one, State Senator Georgia M. Davis of Louisville, made several strong pleas on the floor of the State Senate to save the school. In one of her addresses she said:

> "I offer you this rebuttal to the argument it is probably the most expensive educational project in the nation," the senator told her colleagues. "It is also the most progressive and educationally promising enterprise in the nation."
>
> "If you abolish it, you may well kill a goose that could lay a golden egg for education in Kentucky……..I plead with you not to play this dangerous game of numbers when making a critical decision involving human talent and the hope of tomorrow."[358]

Other people made appeals on behalf of The Lincoln School to the Legislature. Stat Representative Mae Street Kidd of Louisville was vocal in the House of Representatives on behalf of the school.[359] A last minute effort to save the funding for the school was mad by Edward Blackhurst, then acting chairman of the Department of Special Education at the University of Kentucky, and Ouida Tisdall, widow of William Tisdall. They testified before the Senate Appropriations Committee in an effort to get the school's funding restored. One of the members of the committee state that if the University of Kentucky considered The Lincoln School vital, it could make the funds available from its own operating budget.

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[357] "Letters to the Editor," The Courier-Journal, 10 February 1970.
[358] "Sen. Davis Makes Plea to Save Lincoln School," The Louisville Defender, 12 February 1970.
[359] Interview with Samuel Robinson, 2 March 1979.

The same senator stated: "I have some real question in my own mind about how valuable the Department of Education at the University of Kentucky considers Lincoln School."[360]

This remark was prompted perhaps by a noticeable lack of public comment about The Lincoln School by the University of Kentucky. When the funding cut was first announced, George Dememark, Dean of the University of Kentucky's College of Education and Chairman of The Lincoln School Board of Directors, was quoted as saying, "I think it would be a great tragedy to lose the excellent educational laboratory that The Lincoln School represents."[361] However, other visible support from the University of Kentucky, which operated The Lincoln School, was lacking.

The University of Louisville tried to find some way to help The Lincoln School. The faculty members there discussed a variety of possibilities, including raising a volunteer staff to teach Lincoln students with the University of Louisville providing the facilities. The major problem, for which they could not find a solution, was funds for room and board.[362]

Lost Cause

Despite all of the efforts made on behalf of The Lincoln School, the state budget was approved with funding for Lincoln eliminated. On the following day, February 12, 1970, The Lincoln School Board of Directors met to discuss the situation. There was discussion of how to obtain funding to keep the school open. It was noted that The Lincoln School's statutory authority would remain intact even without state funding. The board approved for Gold to seek funding from private

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[360] Dick Kirschten, "Budget Bill Gains; Hazelwood, Lincoln Hopes Dim," The Louisville Times, 10 February 1970.
[361] Fund Cut Dismays Officials," op. cit.
[362] Dick Kirschten, "U of L Considers Help for Lincoln Students," The Louisville Times, 6 February 1970.

foundations, and it was suggested that possibly a bill could be introduced in the General Assembly that would support the funding of The Lincoln School in the next biennium. It was felt that Gold needed some indication of state interest prior to seeking funds to support the school in the interim.[363]

Most of the discussion, however, focused on how to help the students, particularly the juniors. The senior class was already preparing to graduate; the freshmen and sophomores were too far away from graduation to help; but many of the juniors were close enough that an accelerated summer school could allow many of them to graduate. Gold advised the board that by operating for the remainder of the school year on an austerity budget, sufficient funds could be saved to operate a summer program. It was decided that all presidents of Kentucky colleges and universities would be contacted concerning scholarship aid for members of the junior class who would graduate in August.[364]

Hope for the school to obtain funding from other sources was shattered when State Senator Mack Walters, a Democrat from Shelbyville, sponsored a bill to repeal the laws which established The Lincoln School.[365] The bill's sponsor pointed out this was necessary to permit other uses for the facility. This bill was passed and became law without Governor Nunn's signature on April 1, 1970.[366]

While the bill to abolish the school was being introduced, Gold was in New York seeking funding through private foundations. He returned to report that the possibility of some funding looked good, although a token monetary support by the state would be almost essential before foundations would commit themselves.[367]

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[363] The Lincoln School Board of Directors, Official Minutes, 12 February 1970.
[364] Ibid.
[365] "The Legislature," The Courier-Journal, 18 March 1970.
[366] "Bill Removing Teachers From Interest-Conflict Law Stands," The Courier-Journal, 2 April 1970.
[367] The Lincoln School Board of Directors Official Minutes, 27 March 1970.

However, the repeal of statutory authority for the school closed the door on further efforts to seek funding. All that remained was to try to gain approval for a summer school program in order to graduate as many of the juniors as possible. As this had the support of Governor Nunn, a summer school program appeared possible.[368]

Local Involvement

At no time was the lack of support from local residents of Shelby County more evident than during the legislative session. A Shelby County legislator led the fight to eliminate the budget appropriation for the school.[369] Another Shelby County legislator sponsored the bill to repeal statutory authority for the school. A local newspaper described the relationship between the school and the local populace as follows:

> Since its creation the Lincoln School has had somewhat sour relationships with some local residents. The Shelby County Chamber of Commerce initially opposed the school and urged that the facilities be used for a community college.
>
> Several local residents have made public charges that the school was a hotbed of radicalism and free love, but when a Shelby County grand jury made a surprise inspection of the school last year, it returned with a glowing report about the school and its program.
>
> A recent basketball game between Lincoln and Shelby County caused some consternation when a small group of Lincoln students made gestures during the playing of the National Anthem.
>
> The school's efforts to explain its program to local

[368] Ibid.

[369] "State Democrats Seek to Close……..," op. cit.

> residents have been feeble from the start and have been discontinued, for the most part, during the past year.[370]

A survey by a local newspaper found little support for The Lincoln School among local residents. Most felt that the school should be closed although most also saw the issue as highly controversial and refused to allow their names to be used in the newspaper.[371]

Shortly after the closing of The Lincoln School was definite, an article in a local newspaper reported that sites for school construction on The Lincoln School property might be offered to the Shelby County School Board at no cost.[372] The article went on to quote a local attorney as saying:

> We have been assured by State authorities, that the Lincoln School facilities will continue to function for educational purposes only and that the Shelby County School System is assured of use of sites for its school system, if such is desired.[373]

Marvin Gold checked with State Department of Finance officials concerning this claim by Shelby County that the property was promised to them. Gold reported that state finance officials denied making any such commitment.[374]

A subsequent statement by Jack C. Blanton of the Budget Division of the State Department of Finance prompted the local newspaper to headline and article, "What Will Happen to The Lincoln School – Will Shelby County Be Barred?"

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[370] Ibid.
[371] "Lincoln Ranks Low with Local Residents," The Shelby News, 5 February 1970.
[372] "School Sites at Lincoln May Be Offered to County," The Shelby News, 26 March 1970.
[373] Ibid.
[374] The Lincoln School Board of Directors, Official Minutes, 27 March 1970.

Some of Blanton's comments were carried in the article.

> He said a group of Shelbyville citizens had expressed interest in the property for future construction sites for the Shelbyville school system.
>
> Blanton explained, however, that a recent bond issue to construct a new a new Shelbyville high school has been defeated by a near three-to-one margin and it is doubtful the state would want to give the Lincoln property to a system whose residents had not more interest in education than they had demonstrated.
>
> Also, there appears to be legal difficulties in transferring the property to a local school system. Blanton said the 1947 deed contains another clause which reads, "the property shall not become part of a general common school fund but shall remain as specifically dedicated" in the deed.
>
> Blanton said he foresaw serious legal problems in giving the property to a public school system. He also said he thought the Lincoln Foundation would take a dim view of giving Lincoln to Shelby County because of local attitudes toward the school in the past.[375]

Preparing to Close

After the legislation closing the school became law, most of the school officials' attention was devoted to helping the students. As the school was to be required to close June 18, 1970, the date the law became effective, a special reprieve from the Governor was needed in order to operate a summer school program.[376] This summer program would enable 18 additional students to graduate in addition to the 23 seniors.

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[375] Todd Duvall, "What Will Happen to The Lincoln School," The Shelby News, 9 April 1970.

[376] Helen McCloy, "Nunn Studying Month Reprieve for Lincoln School," The Courier-Journal, 9 April 1970.

At the final meeting of The Lincoln School Board of Directors on May 28, 1970, Gold reported that the Governor had approve a total summer school budget of approximately $36,000. Marian Bowman, school business manager, reported that approximately $40,000 would be returned to the state as surplus as many expenses were reduced or eliminated when the school was not refunded.[377]

The procedural question in operating the summer school was resolved by the State Department of Finance making arrangements with the University of Kentucky to administer the summer session as part of its extension activities. A memorandum report from the Budget Division to the Governor containing recommendations for the closing of The Lincoln School recommended, "The necessity of conducting a summer session out of fairness to the students whose schooling suddenly and unexpectedly has been disrupted."[378]

Also, at this final meeting of the Board of Directors, Bale and Denemark volunteered the services of the State Department of Education and the College of Education of the University of Kentucky in handling transcripts and storage of student records after the school closed.[379]

The atmosphere had changed on the school's campus. The debates which had raged over the direction the school should take were hushed. Some still discussed the philosophy of the program and speculated about what could or should have been, but most students and faculty no longer wanted to argue. As a reporter described the final days:

> The students sit together under the trees reading. They walk in small groups, talking softly. They linger over their meals in the cafeteria.

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[377] The Lincoln School Board of Directors, Official Minutes, 28 May 1970.
[378] Budget Division, State Department of Finance, "Memorandum Report No. 70-003," op. cit.
[379] The Lincoln School Board of Directors, Official Minutes, 28 May 1970.

> "This school has been their whole life, " a teacher says. "They know they're not likely to see each other again. They were bitter at first, but now the good feelings are coming out, and they want to be together every moment."[380]

Marvin Gold stated that "dismay" was his feeling as the school approached the end. He went on to state:

> "I think the adult professionals are taking it a bit harder than the kids, " he says. "Because we come from a middle-class orientation, we have the romantic notion that we can control our own destinies."
>
> "The kids, coming from the kinds of backgrounds they do, have realized pretty often that they get the short end of the stick. They're used to getting a boot in the tail, they aren't surprised they've been betrayed again. They've been betrayed from the day they were born."[381]

Financial aid offers were coming in for the graduating students. Barry Bingham, Publisher of The Courier-Journal, was especially helpful in finding financial assistance for the students.[382] There was, however, considerable concern about the student that had to return to their former schools. It was feared that many of them might drop-out. The school guidance counselor and other professional staff members spent many hours counseling with the students to help prepare them to cope with returning home. Some of these underclassmen were also offered help and several accepted scholarships to private preparatory schools. Louisville area student received financial aid offers from two Louisville Catholic schools.[383]

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[380] The Lincoln School Board of Directors, Official Minutes, 28 May 1970.
[381] Ibid.
[382] Interview with Samuel Robinson, 2 March 1979.
[383] Woolley, op. cit.

Most of the professional staff were seeking new positions that would "allow them to perpetuate the academic freedom, the close teacher-student relationship, the flexibly structured learning context – what they called 'the Lincoln idea – after the school is gone."[384] But, as one teacher said, "We've been slow to apply for other jobs. We just couldn't believe they were really going to close the school."[385]

Commencement

On May 31, 1970, The Lincoln School graduate its first and last class. Twenty-three seniors received diplomas and 18 juniors who were to participate in the accelerated summer school program received mock diplomas to be replaced by the real thing upon completion of all requirements.[386] Former Governor Edward T. Breathitt, who was instrumental in the school being created, spoke to the graduating class.

> Although there was much talk of sadness and grief, former Gov. Edward T. Breathitt, the Commencement speaker, praised the Students for accepting the closing with "perseverance, dependability, and responsibility. " ……. "In the controversy over this school, you have…. been involved in a key issue in our stated and come out on the losing side – although only temporarily in my judgment."[387]

It was announced at the commencement exercises that scholarships and financial aid packages had been offered to every graduating student. Gold said that

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[384] Ibid.
[385] Ibid.
[386] Larry Werner, "Lincoln School: Sorrow and Joy," The Courier-Journal, 31 May 1970.
[387] Ibid.

"if all the scholarships offered were renewed for four years, they would add up to an amount in excess of $450,000."[388] Students received offers from such prestigious universities and colleges such as Stanford, Harvard, Antioch, Syracuse, University of Chicago, Washington University, Tulane, as well as virtually every college and university in Kentucky.[389]

The Final Days

The summer school program operated from June 8, 1970, through July 31, 1970. Twenty-one student in all attended the session although one dropped out before completion.[390] There was a teaching faculty of seven in addition to the administrators, librarian, guidance counselor, and dormitory counselors.[391] It was an intensive program tailored to the individual needs of each student.

On August 1, 1970, the day following the close of the summer school program, around-the-clock security began at Lincoln Ridge. The more expensive equipment and materials were taken to a warehouse for storage and the doors were locked. The Lincoln School had closed.

Successes

The most important successes were the students; their individual achievements, their personal growth, and the opportunities the earned by receiving scholarships and financial aid to attend college. As one student described it in the school yearbook:

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[388] Ibid.
[389] F. W. Woolsey, "Commencement and Epitaph," The Courier-Journal & Times, 31 May 1970.
[390] Official Student Records, Kentucky Department of Education, Frankfort, Kentucky.
[391] Summer Faculty List – 1970, Author's Files, (Mimeographed.)

I heard of it…….Lincoln.
It was vague……..
I decided to come…….
I'm here……..
I'll soon be leaving….
A true living and learning experience……
I have a destination……college.[392]

Most of the people associated with The Lincoln School seemed to agree that while some of the students would have gone on to college anyway, most of the students would probably have not had an opportunity or the motivation to go to college.[393]

Other successes of The Lincoln School program in terms of effects on the students are more difficult to establish. One student pinpointed what may have been one of the most important:

> 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.[394]

There are indications from student responses that The Lincoln School changed students' attitudes in a variety of areas. Some of the responses to a questionnaire distributed to the students at the close of the program included the following:[395]

> I see now…….that education is something a person does for himself, not something he goes along with and lets happen to him.
>
> 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.

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[392] Arletta Hundley, From the Student Yearbook, Directions, 1970.
[393] Interview with Samuel Robinson, 2 March 1979.
[394] Marvin Gold, "The Lincoln School: Its Rise and Demise," Unpublished Paper, 1970. (Mimeographed.)
[395] Ibid.

> 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 wringed from me since Lincoln.

Marvin Gold pointed out, however, the difficulty in assessing the value of the program.

> We have no assurance our kids are going to be completely Successful. It looks like they will. We ought to be keeping tabs. Instead of the10 or 12 years needed for the first check-out (of such an educational project), we only got three.[396]

There were a few small research projects completed and a few articles for professional journals. However, for the most part, the research effort was just beginning when the school closed.

Problems

The smaller problems that occurred during the school year appear minor when compared with the life-and-death struggle which the school found itself in before mid-year. Caught up in a multitude of day-to-day operational problems in trying to get a new program off the ground, the faculty and staff were ill-prepared for the well-executed political attack that came. As Gold commented, "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."[397]

One central problem which, although it may not have been a direct factor in the school's closing, gave the opponents of the school negative information which they were able to use to their advantage, was the student activism. This activism

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[396] Woolsey, op. cit.
[397] Gold, op. cit.

manifested itself most visibly, and was most damaging at the Shelby County basketball game. It was a difficult situation; to teach the students in the classroom that they could do something about the system and, at the same time, get them to understand the realities and possible consequences when the system is challenged.

The various problems which were related to the school's closing will be discussed in more depth in the next chapter. There were some other problems, not directly related to the closing, during the third year which should be considered. The two most significant of these were the role of the new director and seeking direction for the program.

The New Director

The change in administrative styles, with Gold assuming leadership at Lincoln, was not immediately apparent. Under Tisdall, and then Robinson, the leadership style had been very democratic. The entire faculty had been involved in virtually every major decision affecting the program. Teachers had considerable autonomy for their respective subject areas.

For the first few months, Gold observed the operation of the school, making almost no changes except to intensify public relations efforts. The author recalls that there was a sudden and almost dramatic change in this style in October, 1969. The new director took control and asserted his authority. Committees were formed and the entire program was examined.

Although the faculty and students were involve in the process, it was a fragmented involvement and the extent, time, and place were determined by the director. This change to a more autocratic style of administration did not escape the attention of the University of Kentucky. In a mimeographed report entitled "Position Papers on the Clarification of the Administrative Relationship Between The Lincoln School and the College of Education," Edgar Sagan, administrative assistant to Dean Denemark, made the following observations:

> Several situations have developed recently which call into question the nature of the administrative role the College of Education should play in the management of The Lincoln School. The trend has been for the School's Director to assume more and more authority without consultation with staff members at the College.
>
> 1. A new dormitory counselor was hired by the School without consultation.
> 2. The direct, four-digit telephone connection between the University and the School was cancelled without consultation.
> 3. The objectives of the research effort at the School have been altered.
> 4. A major revision in the School's mission and objectives is being developed without consultation.[398]

Subsequently, a memorandum was written to Dean Denemark from The Lincoln School Liaison Committee concerning clarification of the administrative relationship between the two institutions. The following is excerpted form that memorandum:

> As Lincoln School progresses well into its third year of operation, a number of changes become apparent. Central to these has been the work of the new Director, who has in a few months crystallized the School's objectives, initiated curriculum improvement, and developed a greater degree of autonomy. At the College, two new staff members – the Associate Dean for Graduate Studies and Research, and the Assistant to the Dean for Academic Affairs – have worked in a liaison capacity between the School and the College. Other staff members have continued their involvement in the liaison function.
>
> Perhaps a combination of the newness of key personnel and a desire to move decisively in a variety of areas requiring attention has resulted in a feeling of vagueness concerning the nature of the administrative link between the two units. This document attempts to clarify some of this ambiguity.
>
> According to the statute establishing the School, the

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[398] Edgar L. Sagan, "Position Paper on the Clarification of the Administrative Relationship Between The Lincoln School and the College of Education," 4 December 1969. (Mimeographed Report.)

> Lincoln School Board is directed to contract for the operation of the School with the University of Kentucky. The University in turn delegated this responsibility to the College of Education. From this it seems apparent that the College of Education (and Ultimately the Dean) is both responsible and accountable for the administration of the School. This further implies that the Director is an agent of the College to the school and therefore a direct line relationship between the Director of the School and the Dean should exist. Relative to the operation of the School, the Dean should have a reporting relationship to the Board, "…….which…..shall prescribe the rules and regulations governing its conduct and administration."[399]

The committee went on to further recommend that: (1) the Dean resign from The Lincoln School Board of Directors and function in an administrative capacity only; (2) a regular monthly meeting be established between the administrative staffs of the College of Education and The Lincoln School; and, (3) the College of Education define in operational terms its reasons, benefits, and objectives to be gained from its relationship with The Lincoln School. Other strategies were recommended in the area of business affairs which essentially called for consultation by the director with the dean on budget matters and faculty appointments prior to commitment.[400]

The change in style was observed by Gordon Liddle, Associate Dean for Graduate Studies and Research, who, along with several other College of Education staff members, attended a Lincoln School faculty meeting on January 12, 1970. Liddle reported that at this meeting, Gold presented his new plans for the next year's freshman class.[401] The plans called for a team approach and would require faculty to be on campus one night a week and one weekend a month. Many of the

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[399] Lincoln School Liaison Committee, "Clarification of the Administrative Relationship Between The Lincoln School and the College of Education," Memorandum to George Denemark, 11 December 1969. (Mimeographed.)
[400] Ibid.
[401] Gordon Liddle, "Recent Developments at Lincoln School," Personal Notes, 13 January 1970. (Typed.)

faculty felt that this was too great an imposition on their time and energies. Liddle went on to say:

> From the interaction in the staff meeting, I strongly got the feeling that many staff members did not understand the new team concept and they did not feel that their ideas had been considered or were even desired. In discussing this with Dr. Gold, he indicated that most of these ideas had come from the staff, particularly the committee on goals, and that many of the ideas had, in fact, come from the people who were objecting or questioning the ideas in the faculty meeting, but that they did not recognize their own contributions.[402]

When Liddle asked Gold what percentage of the faculty would return the next year, Gold indicated 50 percent. Liddle expressed concern that this was too high a rate of staff turnover, and further indicated that he believed the faculty would have agreed on some of the things Gold was asking for if it had been done in a group process type of decision making setting. He pointed out that this was what the faculty had gotten used to during the two previous years and the change in style was too abrupt to be accepted.[403]

If the school had continued in operation, it appears uncertain what would have happened, although it is likely that a confrontation between Gold, The Lincoln School faculty, and the College of Education staff would have occurred. Gold had some exciting ideas that would have almost certainly meant some major changes at the school. However, it also appears likely that if Gold had remained as director, many of the faculty would have left. Perhaps the loss of experience would not have been as disastrous as an advertisement for teachers for the next school year which Gold placed in the Saturday Review and The New York Times drew over 700 responses, many of them from people with exceptional qualifications.[404]

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[402] Ibid.
[403] Ibid.
[404] Woolsey, op. cit.

Seeking Direction

It is safe to assume that The Lincoln School was going to see some changes if it had continued operating. The need for some changes was the subject of much discussion by the faculty. Gold was intent on making changes. The development of a plan which almost certainly have generated some changes was already in process when Marvin Gold had assumed his duties. A substantial part of the 1969-70 Lincoln School budget for organized research was for a contracted educational planning project to be carried out by the University of Kentucky's Bureau of School Services. The purpose of the study was:

> …….to produce a general plan for the operation of Lincoln School, including a ten-year projection of its needs and guidelines regarding the character and developmental direction of its program. The problem question of this study is, therefore: How can Lincoln School be most fully exploited for the purposes intended in its establishment as a secondary school under the most recent legislation?

The bureau was to work with the faculty and staff to:

> ……..accomplish some reasonable degree of agreement regarding goals, objectives, and program specifics, on the assumption that only as there are such agreements is a plan of operation reflecting them likely to succeed. (A curriculum which has not the support of the staff, for example, is unlikely to be implemented.)[405]

Not everyone agreed with the proposal, however, and Charles Billings, one of the co-directors of research at The Lincoln School, responded to the proposed plans.

> The thrust toward "some reasonable degree of agreement regarding goals" on the part of the staff of Lincoln School seems to me to be dysfunctional.

[405] Bureau of School Service, "Design of a Study to Develop a Plan for Lincoln School," University of Kentucky, 1969. (Mimeographed.)

> If we are to develop a long range plan for Lincoln School, then we must begin with the assumption that all aspects of the present operations are open to change, save those protected by legislation. Although the present staff can and should be used as resource Persons, their opinions, attitudes, and beliefs should not necessarily be the basis on which we establish the goals and objectives of the school. These goals should be developed from the original enabling legislation, and from an investigation of the needs of the parent population from which Lincoln students are drawn. Further, specific program interventions should be commensurate with the goals, so defined, and should represent the best judgment of the study team in consultation with researchers and practitioners who have faced similar problems.[406]

It is, of course, uncertain as to the nature or the degree of changes which might have come from the collective efforts of those involved. Getting agreement on the changes to be made was not likely to have been an easy task considering the relationship between the new director and the university, and also, between the new director and the school staff.

Analysis

Some of the problems which began the first two years of the school's existence carried over into the third year. The lack of structure in the beginning, the move toward more structure, and the continuing faculty debate over how much structure was needed created a situation some students could not handle. Some students who were capable of utilizing the school's planned freedom "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,

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[406] Charles Billings, "Tentative Study Proposal, " Memorandum to Dr. Gold and Dr. Street, 21 October 1969. (Mimeographed.)

twisted the freedom into license and failed."[407] Many of the rumors and prejudices which were present in the local community were confirmed by the actions of some of the students. This upset many local residents and increased support for the efforts of the local legislators to close the school.

The new director and the resulting change in administrative style compounded the problems that the school experienced during the third year. Gold sought to remedy many of the problems that had resulted from the absence of a director during the second year. As Gold pointed out:

> 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.[408]

Gold began a strong effort to make The Lincoln School better known. But, it was too late at the time of the school's closing, for as Gold said, "I think we are better known outside the state than in it."[409] As the author recalls, Gold's efforts and style in attempting to change the program at the school were not well-received by the faculty. Serious confrontation over the direction the school was to take was probably averted only by the necessity to work together to try to save the school. After the legislation abolishing the school was passed, the issues over direction and leadership style were no longer important.

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[407] Gold, op. cit.
[408] Ibid.
[409] Woolsey, op. cit.

CHAPTER VII

FACTORS INVOLVED IN THE CLOSING OF THE LINCOLN SCHOOL

There were many factors in the closing of The Lincoln School. Several factors were cited publicly as the reasons for closing the school. Supporters of the school alleged that there were other factors which were the real reasons the school was closed. The truth is that many factors contributed to the closing of the school and some of these are so interrelated that it is impossible to completely separate them. Although it is not possible to assign exact cause and effect relationships, it is possible to examine the factors that can be identified and suggest possible relationships and conclusions.

Utilizing Campbell's model as a way of examining the factors, the investigator suggests there were three basic types of forces involved in the closing of The Lincoln School; economic, social, and political. Each of these will be examined, and the specific factors which can be identified under each will be discussed. In addition to these major factors, some other interrelated factors, which also may have had some influence on the closing of the school, will be examined.

Economic

The main reason for closing the school that was cited by most of the legislators who voted to close it was the high cost per pupil. As one reporter observed, "When the per-pupil cost was figured at $5,000 for the next two years, economy-minded legislators brandished the figure like a shillelagh and clubbed the school to death with it."[410]

[410] Woolsey, op. cit.

The two local legislators who led the fight to close The Lincoln School were outspoken about the cost of the program.

> State Senator Mack Walters, from nearby Shelbyville, called the school "a luxury" and Rep. Ralph Mitchell, also from Shelbyville, said, "The rest of the children in the state can use the money ($1.7 million over the biennium for an anticipated 175 students) to much better advantage."[411]

Representative Mitchell asked The Lincoln School officials, who testified before a joint hearing of the House and Senate Appropriations Committees, "to justify costs amounting to about $6,000 per student."[412] He compared this figure with a per student cost in the Shelby County school system of about $500.

Unquestionably, there were many legislators who voted against refunding the school because hey considered the cost too high and the need for funds in all school districts too great. Considering Kentucky's historic poor support of public education, ranking consistently near the bottom of the states, it is not as much of a surprise that the legislature voted against refunding the school as that they ever voted to start it in the first place.

The Lincoln School officials and students tried unsuccessfully to argue the need for the high cost of the school citing favorable comparisons with the cost of residential juvenile delinquency institutions. The points they tried to make were that Lincoln's costs were not significantly out-of-line when compared to any residential program and that the return on the investment would be highly productive tax paying citizens instead of persons who might likely never work to their potential.

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[411] Bennett, op. cit.
[412] "Lincoln School to be Attacked……," op. cit.

One reporter noted, "That the money purchased a rare kind of teacher-pupil relationship by which disadvantaged youngsters profited immensely was a concept – albeit hard to show or explain – the school tried to use in counterattack."[413]

The also argued that the cost per pupil, when compared to typical public school districts, was misleading. The evidence supports that contention. Unusually high renovation and maintenance costs were included in the per pupil cost cited. As pointed out in a Stated Budget Division report: "When the Lincoln Institute was closed in the mid-sixties, the buildings were wantonly vandalized and much of the equipment stolen. The consequence of this action meant an inordinate capital investment to restore the facilities to a usable condition."[414]

Gold and others also tried to point out the high initial cost of starting any new program. A Louisville businessman wrote in support of the school.

> As a business executive, I feel it is pertinent to point out the fallacy in the supposedly high-cost-per-pupil figures which have been cited as an argument against funding the Lincoln School. These include large non-recurring sums of capital expenditures required to put the 60-year old plant and buildings into usable condition last year, as well as initial purchases of modern equipment to make possible the innovative teaching program undertaken.[415]

Again, this was supported by the State Budget Division Report issued at the time the school closed which stated, "The school now has an inventory valued at approximately $200,000."[416]

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[413] Woolsey, op. cit.
[414] Budget Division, "Memorandum Report No. 70-003," op. cit.
[415] Joseph Mann, "Letters to the Editor," The Courier-Journal, 7 March 1970.
[416] Budget Division, "Memorandum Report No. 70-003," op. cit.

Other arguments presented by school officials included the cost of research and dissemination of results. George Denemark, Dean of the College of Education at the University of Kentucky, stated that "it would be a great tragedy to lose the excellent educational laboratory that the Lincoln School represents."[417] However, the Democratic leadership of the State Legislature did not agree and stated, "In view of the developing programs for the gifted in Jefferson County Schools, continuation of this appropriation seems unwarranted."[418] They also stated that the school's per student cost was higher than the most expensive preparatory school in the nation, a contention that was refuted in an article which appeared in The Courier-Journal.[419]

It appears to this investigator that the legislators very effectively utilized the high cost per pupil as a justifiable reason to close the school. However, it also appears that the cost was examined on a very superficial basis and many misleading statements and comparisons were made. If high cost were the real issue, then why was the appropriation simply not reduced? Marvin Gold had received assurances of private foundation funding so long as the state maintained a minimal appropriation.[420] After the school closed, an interview with Gold was revealing:

> …….Gold charged that the legislators "never were interested in the school" because "the economics of the situation can't be the total truth." Gold continued: "they could have said, $4,800 per child is too much – so we'll give you $1,000 apiece, or you have too many people, knock out these three and those four…..but we never received that kind of opportunity."[421]

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[417] "Fund But Dismays ……..," op. cit.
[418] Ibid.
[419] Martin K. Pedigo, "Some Private Prep Schools top Lincoln's Per-Student Costs," The Courier-Journal, 4 February 1970.
[420] The Lincoln School Board of Directors, Official Minutes, 27 March 1970.
[421] McCloy, op. cit.

Exactly what influenced the thinking of the legislators to be so intent on abolishing the school can never be proven. However, a closer examination of some of the other possible factors suggests some probable influences.

Social

Several factors which were basic social forces contributed to the closing of The Lincoln School. The effects of these were not easy to measure, however, there was considerable agreement that these factors influenced the thinking of those who ultimately decided the fate of the program.

One of the most widely mentioned factors was racism. An article in The Louisville Times stated that integration might be a factor in the school's closing, and indicated, "The integrated activities at the school are believed to have subjected it to criticism from some of its rural Shelby County neighbors."[422]

An article written for The New York Times which was distributed nationally was less subtle in its charge.

> A farmer in green work clothes poked his grizzled face out of the window of a pickup truck and nodded in the direction of the Lincoln School, a cluster of dreary brick buildings on a hillside about a mile away.
>
> "Lots of folks around here will be happy when that place is shut and boarded," he said. "That school's been giving the town a bad name."
>
> The farmer and some other townspeople of Simpsonville, population 225, have reason to celebrate. The Kentucky Legislature recently passed a bill abolishing the Lincoln School, a state supported boarding school for gifted teenagers who had been raised in poor or broken homes.
>
> What had aroused the ire of some of the townspeople was the fact that the school was coeducational and biracial. The sight of an interracial couple walking around campus, in the words of one teen-ager at the school, "blew the minds of white people in town."

[422] Kirschten, "U of L Considers……," op. cit.

> "The reasons sponsors of the bill gave for killing the school was the expense of running it, " said Dr. Marvin Gold, 42, the school director. "But my guess is that the real reason was good old-fashioned racism."[423]

A more specific charge was made by Bonnie Boswell who researched the issue of public policy and law as it affected black schools.[424] She referred to portions of an editorial which appeared in a local newspaper soon after The Lincoln School opened.

> On balance it would appear that Shelby County, its educational system, and specifically, its Negroes have lost more than they've gained from the establishment of the Lincoln School. The county has lost the use of some very excellent facilities and an outstanding faculty which had been assembled to principally educate Shelby County children, and as a result our systems have had to absorb into already over-crowded schools the several hundred youngsters who would have been educated at Lincoln Institute. Despite heroic efforts, the city school board in particular is still struggling with the nightmarish after-effects of Lincoln's closing.[425]

Ms. Boswell mad this analysis:

> Local citizens seemed to feel that blacks were responsible for the closing of Lincoln Institute and the over-crowding of county schools. Townspeople in Shelbyville were angry over the crowding of their schools with black students. Yet, when they had the opportunity to integrate Lincoln themselves after Brown they refused. They did not take the chance to utilize the "excellent facilities and outstanding faculty" for their children because the school was run by blacks. When the Lincoln School integrated the facilities despite their wishes, the real issue was the association of black and white children.[426]

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[423] Jon Nordheimer, "'Lots of Folks' Happy at Closing of Biracial School, " The New York Times, 28 March 1070.
[424] Bonnie Boswell, Public Policy, Law, and the Black School, Unpublished Master's Thesis. Massachusetts Institute of Technology, June 1975.
[425] "Editorial," The Shelby Sentinel, op. cit.
[426] Boswell, op. cit.

Ms. Boswell went on make the following points:

> Lincoln School, like the Berea College experiment, ended because whites feared the consequences of race association. Almalgamation threatened white status in both cases and the gains of second reconstruction –- post-Brown desegregation – were abruptly halted. White citizens of Shelby County begrudgingly accepted 3 per cent minority enrollment at the local white school. However, they refused to let Lincoln, which was designed to segregate blacks [originally as Lincoln Institute], integrate equal numbers of black and white children.
>
> Desegregation law did not change the townspeople's hostility toward race co-mingling.
>
> Situations like the co-education of races at a private school which suggested that race association was voluntary and on equal terms, were opposed.[427]

A former member of the Board of Directors concurred that the interracial nature of the program bothered the local community.[428] A former Lincoln staff member cited the following as one of the reasons the school was closed: "Rumors of interracial dating on the campus pervaded the Shelby County community resulting in complaints to influential politicians."[429] It cannot be determined if those complaints really influenced the politicians; however, from the perception of many people, racism was a factor that created hostility between the school and community.

There were other factors that also contributed to a poor relationship between the school and community. One of these was another basic social force that also contributed to the closing of The Lincoln School, conservatism versus

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[427] Ibid.

[428] Telephone Interview with Stuart Forth, former member of The Lincoln School Board of Directors, 21 December 1978.

[429] Darrell Brown, former Director of Pupil Personnel and School Psychologist at The Lincoln School, Letter to the Author, 15 January 1979.

Liberalism. Throughout history, liberal reformers have challenged established traditions, and they, in turn, have been opposed by conservative groups who resisted change. From a conservative viewpoint, The Lincoln School was a highly liberal approach to education, a fact that was well-publicized. The community and county within which the school was located, Simpsonville and Shelby County were very conservative in outlook. The local area never had a very good relationship with the school from the time local citizens opposed the location of Lincoln Institute in Shelby County.[430] This was generally recognized by others, including Jack Blanton of the Budget Division of the State Department of Finance, who commented about the future use of the property after The Lincoln School closed and said "he thought the Lincoln Foundation would take a dim view of giving Lincoln [the property] to Shelby County because of local attitudes toward the school in the past."[431] Thus, with a history of problems and the difference in philosophy, a conflict situation was highly probable.

The Lincoln School students had hair styles and dress styles that were noticeably different from the styles worn by the local boys and girls. The author recalls on numerous occasions local townspeople referring to The Lincoln School students as "hippies," a term suggestive of extreme liberals.

Don Bale, former member of The Lincoln School Board of Directors, stated that he believed the primary reason the school was closed was "the fact that the Shelbyville and Simpsonville communities did not approve of the way the school was administered and were quite critical of the students' actions on and off the campus."[432] There were many references to misconduct on the campus. A local

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[430] Boswell, op. cit.
[431] Duvall, op. cit.
[432] Don Bale, former member of The Lincoln School Board of Directors, Letter to the Author, 2 December 1978.

newspaper reporting opinions of local people about the school closing carried this comment by a person unnamed: "There are some rumblings about things that have been going on down there. If they are even half true, it should be put to a stop."[433]

Another story in a local newspaper, however, pointed out some inconsistency in opinions.

> Several local residents have made public charges that the school was a hotbed of radicalism and free love, but when a Shelby County grand jury made a surprise inspection of the school last year, it returned with a glowing report about the school and its program.[434]

This was during the period when student activism and the anti-establishment movement were still prevalent. Stuart Forth, former member of The Lincoln School Board of Directors, recalled that the Lincoln students adopted many of the things that were going on at the time connected with student activism.[435] The incident, discussed previously, that occurred at the Lincoln School versus Shelby County basketball gam when some of the Lincoln students demonstrated in various ways during the playing of the National Anthem, served to reinforce suspicions that local residents had about the school.

All of these related factors contributed to a hostile relationship between the school and the local community. It is likely that the perceptions of the local community would have been shared by many of the state legislators, in general, as a majority were from rural areas of the state.

Two other factors which are generally related to conservatism were mentioned, negative attitudes toward intellectualism and urban areas. Marvin Gold, when asked about the legislature's determination to close the school, stated:

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[433] "Lincoln Ranks Low……..," op. cit.
[434] "State Democrats Seek to Close……," op. cit.
[435] Telephone Interview with Stuart Forth, op. cit.

> I'm sure that each representative and senator has his own reasons for acting as he did. Everything from the high cost per student ($5,000 per year) to aspects of racism (about 50 per cent of the student body is Negro) to an anti-intellectual attitude. In a program dealing with the gifted, you expect that sort of element.[436]

The school's principal, Samuel Robinson, stated:

> From time to time, we got innuendoes that an anti-urban attitude existed within the state government. It bothered people that black youngsters from Louisville were included in the program.[437]

Many negative attitudes and perceptions about the school existed. Undoubtedly, some of the legislators may have been influenced in their thinking about the school's program. It would seem that in considering such a controversial issue such as The Lincoln School, many of the legislators or even an investigative team would have visited the school which was located only 30 minutes away from the State Capitol. However, only one legislator visited the campus – Representative Mae Street Kidd – and she was already a supporter of the school.[438]

Despite the allegation, visits, and inspections of the school, as the one by the Shelby County Grand Jury, yielded very favorable reports. One must conclude that if the legislators did act based on the negative information about the school, then it was from bias. A question still remains about other legislators who did not act out of any bias and were too intelligent to be fooled by the high cost issue. Perhaps the answer is to be found in one of the factors of the third basic force that contributed to the closing of the school.

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[436] Woolsey, op. cit.
[437] Ibid.
[438] Ibid.

Political

The other basic force that influenced the actions that led to the school's closing was political force. Despite all of the criticism of the school's program and operation, only the politicians, the legislators, had the power to actually close the school. The school was created by statutory authority and it took legislative action to repeal that authority.

Many factors contributed to developing the political support which culminated in the successful political action that abolished The Lincoln School. Much of this support was developed through political "horse-trading" prior to the 1970 legislative session, and this was the most important factor leading to the school's closure according to some observers including Darrell Brown.[439] He recalled these observations:

> The Governor's seat was won by a Republican in the fall of 1967. Some Democrats who had previously backed Governor Breathitt withdrew their support when trading for other, more valuable legislation. Costs for operating the facility were very high because of the aged of the buildings and need for expansion. Other Kentucky educators and legislators could not condone spending so much per pupil for kids who were bright enough to make it on their own. Local Shelby County educators also thought there was an outside chance they could gain control of the property for a vocational school.[440]

These observations were supported by others. This researcher recalls being told by a friendly legislator while lobbying on behalf of the school in 1970 that efforts to save The Lincoln School were hopeless because of the political "deals" which had been made, some as early as the 1968 legislative session.

The widow of William Tisdall, Ouida Tisdall, tried to help fill the void left by

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[439] Brown, op. cit.
[440] Ibid.

his untimely death. Most who were associated with the school agreed that Tisdall was the most politically wise spokesman the school had. His loss was felt doubly by The Lincoln School people. Tisdall had been a driving force that helped to created The Lincoln School. He believed in it and could convince almost anyone of its value.

Ouida Tisdall testified before the Appropriations Committees and lobbied with the educators and politicians who had the power to help Lincoln. In a letter describing her role, she characterized the educators as "frightened men out to save their own hides" and a key politician who "acted from purely political motives and made no bones about the fact that he didn't care what was right or good for Kentucky ---- but what was politically good for him."[441]

The change in the Governor's office which Darrell Brown referred to was significant. This created a situation with a Republican Governor and a Democratic legislature. The new Governor, Louie Nunn, told this investigator that the Democrats rewrote his budget for political reasons and eliminated The Lincoln School among other things.[442]

Some Shelby County people made no secret of the fact they wanted The Lincoln School property to be used for other purposes from the beginning. A local newspaper described it this way:

> Since its creation, the Lincoln School has had a somewhat sour relationship with some local residents. The Shelby County Chamber of Commerce initially opposed the school and urged that the facilities be used for a community college.[443]

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[441] Ouida Tisdall, Widow of William Tisdall, Letter to the Author, 5 December 1978.
[442] Telephone interview with Louie B. Nunn, Former Governor, 5 January 1979.
[443] "State Democrats Seek to Close……", op. cit.

The Shelby County legislators led the effort to close the school. Soon after the school's closing, a group of Shelby County citizens mad a strong attempt to obtain the Lincoln property for the Shelby County School System.[444]

The lack of support form the educational community for The Lincoln School was noticeable to all, including state legislators. The Chairman of the Senate Appropriations and Revenue Committee commented, "I have some real question in may own mind about how valuable the Department of Education at the University of Kentucky considers Lincoln School."[445] He also commented at that time that the University of Kentucky could always operate The Lincoln School from university appropriations.

Marvin Gold commented that:

> ……..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 won, yet none of them found time to take a public position on The Lincoln School.[446]

The lack of open support from the University of Kentucky was particularly obvious since they were they agency responsible for operating The Lincoln School. Part of this may have been attributable to the change in the presidency of the university. The resulting internal conditions within the University of Kentucky, not related to The Lincoln School, may have distracted the university from paying sufficient attention to Lincoln.[447] In 1968, John Oswald, the university president and a friend and supporter of The Lincoln School, left the University of Kentucky. During the interim, 1968-69, while the university searched for a new president, A. D. Kirwan was appointed as acting president. Some believe that Kirwan had

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[444] "School Sites at Lincoln……," op. cit.
[445] Livingston Taylor. "State Budget Goes to Kentucky Senate Without Alteration, " The Courier-Journal, 10 February 1970.
[446] Gold, op. cit.
[447] Interview with James R. Ogletree, Faculty Member of the University of Kentucky, 15 February 1979.

aspirations for the presidency of the university and, in trying to reinforce his position, was determined to not make any waves. Thus, instead of strong leadership, this was a period of maintaining the status quo. In 1969, Otis Singletary became the new President of the University of Kentucky. New to the position, it is safe to assume that he had enough of his own problems when the legislature convened in 1970 to devote much attention to The Lincoln School.

Another factor which may have contributed to the obvious indifference to The Lincoln School by many University of Kentucky faculty, particularly those in the College of Education, was a lack of involvement with the decision to create or operate the school. Some viewed it as a decision and operation belonging to Oswald, Denemark, and Tisdall. This would have allowed for any negative feelings toward any of the three to be transferred to The Lincoln School. Some probably still harbored resentment over the closing of the University of Kentucky laboratory school in 1964 because: (1) it was too small (low enrollment); (2) cost was too high; and (3) not similar enough to the schools in which student teachers would be teaching. It must have been hard for these people to understand why, only three years later, The Lincoln School was opened with some of the same problems that had been cited as reasons to close the university laboratory school.[448]

In spite of all the negative criticism of The Lincoln School, George Denemark believed the program could have weathered the storm of protests if there had been a power base to protect the school.[449] With the local legislators disclaiming The Lincoln School, it did not belong to any legislators. It was not seen as vital to any

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[448] Excerpt from University of Kentucky Board of Trustees Meeting, Dean of the College of Education Files, 30 April 1964. (Mimeographed.)

[449] Interview with George Denemark, Dean of the College of Education, University of Kentucky, and former member of The Lincoln School Board of Directors, 15 February 1979.

district and certainly not perceived as being worth any political risk.

In Denemark's opinion, absence of positive reasons to keep the school open killed it.[450] Without a strong reason to keep the school open, the negative arguments were easy to accept. It is also reasonable to surmise that the Shelby County legislators had little difficulty getting support to eliminate a program that was obviously not wanted by the local populace. With no reason to support the program, a legislator could have easily traded a vote on this issue for one of more importance to him.

Denemark also commented concerning the University of Kentucky's silence on The Lincoln School, stating that there was a concern that the responsibility for the school might be given to the university without the funds to operate it. He added that The Lincoln School was not, and could not have been, a number one priority for the College of Education. This left those who wished to help in the position of trying to be supportive but not endangering their own situation.

Other Factors

In addition to the factors considered under the three basic forces that influenced the closing of The Lincoln School there were other interrelated factors which may have also been influential to some degree. Some of these are worth examining.

Too Much Freedom

Some of the failures on the part of the school staff may have contributed indirectly. Don Bale named allowing the students too much freedom the first year as the greatest failure.[451]

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[450] Ibid.
[451] Bale, op. cit.

The faculty never regained full control as they struggled with how much structure to provide. As Marvin Gold pointed out, some of the students "twisted the freedom into license" and their resulting actions contributed to the hostility of the local community.[452]

One faculty member said, "We could never agree on what should be said to the kids about guidelines, parameters, etc." One reason for this possibly was the influence of Summerhill.[453] Neill described his program as "a school in which we would allow children freedom to be themselves," where "everyone has equal rights."[454] Many educators seized this concept and set out to reform education. As Ray Hemmings described it, "the name of Summerhill was becoming mud in the U. S. A. for it was being used as a sanction for anything calling itself freedom for children."[455] Those who read Neill more closely took note that he also said that "a child is not allowed to do as he pleases."[456] He went on to say, "He is allowed to do as he pleases only in things that affect him - and only him."[457] The author recalls that some of The Lincoln School staff had difficulty making the distinction.

Lack of Local Involvement

Darrell Brown identified one failure as not reaching out to the local community for resources and support.[458] The Lincoln School appeared to have

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[452] Gold, op. cit.
[453] Neill, op. cit.
[454] Ibid., pgs. 4, 9.
[455] Ray Hemmings, Children's Freedom. (New York: Schocken Books, 1973), p. xi.
[456] Neill, op. cit., p. 348.
[457] Ibid.
[458] Brown, op. cit.

existed almost as an isolated island within Shelby County. Some of the blame was certainly the fault of Shelby County people. They were not particularly friendly to Lincoln Institute and that attitude carried over to The Lincoln School. Resentment over the closing of Lincoln Institute, not getting a community college, genuine disagreement with the nature of The Lincoln School program, and possibly other reasons intensified the hostility of local people toward the school.

Even the local citizens who were not opposed to The Lincoln School saw not reason to support it. Local people were never really involved in any of the decisions about the school. Lincoln School officials had met with local civic groups before the school opened in an effort to explain the program. After the school opened, local citizens and school groups were invited to the school campus for various educational, cultural, and recreational events. Few people responded, and after the first year, efforts to discuss the program or involve local people dropped off. Even one of the local newspapers noted, "The school's efforts to explain its program to local residents have been feeble from the start and have been discontinued, for the most part, during the past year."[459]

Maybe local attitudes could not have been changed but the responsibility for reaching out and continuing to try to involve the local community rested with the school. The effects of the lack of local support were felt strongly by The Lincoln School when the two local legislators led the fight to close the school. This certainly raises a question about the wisdom of locating a program in an area where it is not wanted.

Problem of Identifying Students

As noted by the author in the introduction, it has always been difficult to identify gifted youngsters. The identification and selection of the students for The Lincoln School was no different, in fact, was even more difficult due to the additional factor of disadvantage. As Edward Blackhurst pointed out, the staff was

[459] "State Democrats Seek to Close……," op. cit.

"plowing new ground" and establishing selection criteria was very difficult.[460] This undoubtedly contributed to the problem of identifying students, both in numbers and quality.

Each year of its operation, The Lincoln School took fewer students than it had hoped for and staffed for due to insufficient nominees who met the selection criteria. Although a question was never raised by the school's opponents about the quality of the students, the quantity was very much an issue. Per pupil costs could have been cut substantially by increasing the student population as man of the expenses would not have increased correspondingly. For example, renovation costs would not have been any greater; also, staffing was done on anticipation of a larger enrollment than what materialized and on the basis of the course offerings necessary for a comprehensive program. The same staff could have handled more students.

Research Program

Considering the absence of positive reasons to keep the school open, the lack of a substantial research effort was a serious void. In fact, Denemark stated that the cost of the program could have only been justified in building a knowledge base of how to apply the results to other students throughout the state.[461] He pointed out that a typical problem of a laboratory school was the need to invest so much of the resource base into operating the program that not enough is left to adequately research and disseminate what is learned. This was a problem for The Lincoln School, especially with so much of the budget required for renovation and maintenance.

Besides the cost, however, the research effort at The Lincoln School lagged seriously because of the inability of the University of Kentucky to staff the research

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[460] Interview with Edward Blackhurst, Chairman of Special Education Department, University of Kentucky, 15 February 1979.
[461] Denemark, op. cit.

director's position. It was not until the last year that the position was finally filled with two persons splitting the duties with other university duties. As one of the co-directors of research lamented, "Unfortunately there was no comprehensive or consecutive system of testing or data collection from the beginning of the school."[462]

Perhaps more substantive results from an active research program at The Lincoln School would have helped to convince the educational community of the value of the school and, thus, gained their vocal support of the program. However, this would probably have made no difference to the legislators who campaigned so vigorously to close the school. Contrary to the belief expressed by Denemark that the high cost of the program could have been justified only by its research value, the Legislative Research Committee charged that a research and demonstration effort at the school was not justifiable at all.[463] The legislative auditor, Donald Harkins, stated that the administrators of the school had exceeded the statutory authority of KRS 166.191. He declared that the law only provided for boarding and educating the children and went on to say:

> If Kentucky is to engage in a future of experimental Education through the creation of special facilities, the administrators of the institutions should first receive explicit legislative sanction for their programs and purposes. However meritorious the Lincoln School's espoused programs of experimentation and promotion might have been, it is clear that administrators evolved programs beyond the scope of legislative authorization at the direct peril of the institution's very existence.[464]

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[462] Charles Billings and Joan Wyde, "A Final Lincoln Report," 1970. (Mimeographed.)
[463] Legislative Audit Committee, "Audit Report No. 62 on The Lincoln School, " 21 January 1971. (Mimeographed.)
[464] Ibid.

Harkins also brought out the high cost of operating the school when compared with public schools and the Kentucky Schools for the Deaf and the Blind. As one reporter observed: "Although Harkins did not say so, the implication was that the school's high operating expense could have been reduced if the program had been confined to its original intent."[465]

In view of this charge, three points are worth noting:

1. As previously described, the lack of organized research and dissemination efforts at the school were noticeably lacking. Figure 15 shows a breakdown of expenditures on a per student basis by activities.

	1967-68*	1968-69*	1969-70*
Instruction	$2,437	$1,980	$2,094
General Administration	1,247	778	832
Organized Research	0	15	251
Student Services	1,417	1,318	1,356
Maintenance & Operation	1,886	1,085	1,003
Per Student	$6,987	$5,176	$5,536
No. of Students (enrolled)	62	108	126
No. of Students (completed)	51	102	115
High School Diplomas granted		1	41

*Renovation and Capital Construction not Included

Figure 15. Expenditures on a Per Student Basis by Activities[466]

[465] "School's Powers Questioned," The Courier-Journal, 26 January 1971.
[466] Budget Information, Author's Files, 1970.

The amount spent for organized research was 0 the first year and .3 of one percent of the second year's budget; only 5 percent was budgeted for research the third year. Amounts requested for each year of the 1970-72 biennium were six and eight percent respectively of the total budget.[467] It is difficult to see how elimination of the organized research effort could have resulted in significant savings.

2. Chairman of the Legislative Audit Committee was Ralph Mitchell, the State Representative from Shelby County, who so vigorously campaigned to close the school.

3. In comparing the school with the established programs of the Kentucky Schools for the Deaf and the Blind, the audit committee did not mention the extremely high costs of maintenance and renovation to put the facility in a useable condition, and also, the high, initial, non-recurring costs of completing equipping a new program.

Marvin Gold, when asked about the Legislative Audit Committee report, stated he believed since the legislature had mandated the school be run by a board of trustees, "any decision about research and experimentation made by the trustees were within the law."[468]

If the objectives of the school as established by The Lincoln School Board of Directors were not consistent with legislative authority, why was this not noted in 1968 when the school's budget was approved for 1968-70 and clearly showed organized research as part of the budget? The apparent answer is that no one was questioning the program or its operation in 1968.

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[467] Budget Summary for The Lincoln School, Author's Files, n.d. (Mimeographed.)
[468] Edward Bennett, "Ex-Chief of Lincoln School Defends Research There," The Louisville Times, 26 January 1971.

Analysis

Why was The Lincoln School closed? As with most complex issues, the answers are equally complex. All of the factors which were discussed probably contributed in varying degrees to the closing. There were possibly other factors which were not even identified. Many of the factors were interrelated. In the final analysis, however, it came down to the legislators who voted the program out of existence. Their motivations cannot be ascertained. This investigator questioned the principal political figures involved and received very little response. One former legislator, who was publicly outspoken about the state not getting its money's worth from The Lincoln School, responded to this investigator as follows:

> As you probably know, at the time the Lincoln School to which you refer was operating, I was only a Representative in the State Legislature. And 99% of the information that a legislator gets is hearsay; consequently, it would have no place in a scholarly dissertation on the subject.[469]

The serious implications of this statement are evident. The author believes the lack of response by the legislators involved to his questions concerning The Lincoln School makes it impossible to determine conclusively why The Lincoln School was closed. Perhaps their silence speaks louder than their words.

As a reporter noted concerning the closing of The Lincoln School, it was to "mark the passing of a notable experiment in education in Kentucky and in the nation."[470] The author believes it was to Kentucky's credit that the school was created and to Kentucky's discredit for the manner in which the school was abolished. The disappointment expressed by Marvin Gold was shared by many of The Lincoln School staff.

> "It's all the kids who will never, never get in here, and all the information that won't be generated to aid kids who remain

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[469] Letter to the Author, 1 December 1978.
[470] Woolsey, op. cit.

> at home. Because this is a silent situation, it's probably very, very tragic, and no one realizes it. And what's really tragic is that no one will ever realize it."[471]

Conclusions

The Lincoln School occupied a relatively small space in history, four years from the granting of statutory authority to the repealing of that authority. The school actually operated only three years. Yet, many things happened during that period of time the school operated which have implications for educators, legislators, and the tax-paying public.

As this writer stated in the first chapter, it is not possible to establish exact cause and effect relationships in historical research. However, a careful examination of what transpired does imply some relationships between certain events. This investigator suggests certain conclusions which might be drawn from the events that occurred.

1. The designation of Lincoln Institute as a state agency and the subsequent acquisition of the property by the state was a significant factor in the ultimate opening of The Lincoln School.
2. The need to identify another educational program to replace Lincoln Institute so that the state would not lose the property or have to pay a penalty fee was a primary reason for The Lincoln School being established.
3. The interaction of several basic forces created circumstances which were favorable to the creation of a special school for gifted-disadvantaged students.
4. The state legislature acted irresponsibly in:
    a. Initially funding the program without a better understanding of the nature of the program, the cost, and length of commitment.

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[471] Woolsey, op. cit.

b. Eliminating funding for the program without a formal evaluation of the program or consideration of alternatives.
c. Compounding the waste of public funds by making no provision for evaluating and documenting the program.

5. There was no apparent relationship between the success or failure of the school's program and the decision to abolish the school. It was generally conceded that evaluation of the program could probably not occur until the students were in college for a few years.
6. The combination of several basic forces, including social, economic, and political forces, contributed to the closing of the school.
7. Various political forces were probably the most significant factors in the closing of the school.
8. Lack of a power base was a primary reason that sufficient political support could be gathered to close the school.
9. The high cost of the program provided a popular excuse for eliminating funding for the program, but cost was not the reason the school was abolished.
10. In 1970, there was still considerable ambivalence and hostility toward the gifted.

Recommendations for Further Study

The spending of nearly two million dollars for an experimental program deserves some attempt to evaluate the worth of that program. The lack of systemic data collection during the operation of the school eliminates many possibilities for studies; however, a follow-up student on the students should provide some insight as to the value of the program. Therefore, the author recommends the following studies:

1. A follow-up study of all of the students who were enrolled at The Lincoln School should be conducted to determine what they did after leaving the

2. school. Pertinent data might include: (a) information on those who did not graduate from The Lincoln School; number who completed high school, entered college, received scholarships, etc. (b) information on those who did graduate from The Lincoln School; colleges entered, scholarships received, number who completed, present employments, etc.
3. A survey of all former students of The Lincoln School should be made to determine their opinions and attitudes concerning the effects of The Lincoln School on their education, their aspirations, and their lives.

APPENDIX A

Cultural and Economic Deprivation Factors Present in the Environment

Students Admitted for 1967-68 School Year

Cultural and Economic Deprivation Factors Present in the Environment

Students Admitted for 1967-68 School Year

Factor	No. of Families	Percentage
Absent parent	34	55%
Absent fathers	26	42%
Absent mothers	3	5%
Both parents absent	5	8%
A physically disabled household member	12	19%
Limited income	32	52%
Crowded and/or substandard living conditions (including 11 extended family arrangements)	35	56%
Unusually isolated living location	13	21%
Excess mobility	7	11%
Limited intellectual stimulation in the home	26	42%
Limited adult supervision and interest in the home	20	32%
Adult rejection and/or resentment of family responsibility	4	6%
Excessive adult restriction and confinement curtailing development of children's potentials	12	19%
One identifiable maladjusted adult in the home	24	39%
Marked relationship conflict present in the home	13	21%
Housing project environment	7	11%

Factor	No. of Families	Percentage
Poorly educated adults in charge of household	22	35%
Deteriorating neighborhood	20	32%
None identified	2	3%

APPENDIX B

Statement of Philosophy

THE LINCOLN SCHOOL

STATEMENT OF PHILOSOPHY

The Lincoln School is a four year residential high school for students of the Commonwealth of Kentucky who are identified as having high potential which has not been fully realized because of various disadvantages. The emphasis of this program is upon an enriched learning in a total yet individually oriented setting so that a student may begin at his existing level of self-activation and achievement and proceed at his optimum rate in the direction of his particular (academic, artistic, humanistic) talents and goals. It seems implicit that a generalized goal for all students is to continue in a college or other post high school program.

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.)

The Lincoln School id dedicated to providing the skills necessary for academic pursuit and to encouraging academic involvement of a committed nature. Although skills and critical thinking are emphasized over content, an essential body of knowledge and experiences is recognized as important.

Because The Lincoln School is a residential school, the academic and social realms of experience are integrated into a total learning environment. Learning is part of one's total life experience and not merely experiences one has in a classroom. Under the guidance of The Lincoln School staff, the student is aided in identifying and executing original projects based on his interests and abilities. Every attempt is made to broaden the base of the student's inquiry. At Lincoln, professionals and students are expected to establish a real learning environment and must jointly take the responsibility for the positive growth of their community.

It is important that the educational world learn and share as much as it can about motivation, individualization, and student self-activated learning. The Lincoln School, through its research projects, on-going curriculum development, in-service training, and information dissemination efforts, is attempting to meet professional obligations to itself, its students, and the educational community at large.

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