Copy.

January 12, 1919.

My dear Dr. Caldwell:

I have been meaning for some weeks past to write you of Elizabeth's half-year in The Lincoln School as it is reflected at home. However, contented mothers like happy nations, are inarticulate and I find it very easy to allow my satisfaction to be taken for granted

Probably, Elizabeth has put it better than I can in her dubious query to me- "Is it all right? I seem to be doing at school only what I should like to be doing, anyway!" I suppose that to be "in medias res"- seems too good to be true!

I want, especially, to tell you that the apathy and fatigue that distressed mw last year have entirely disappeared. All her ambitions and activities are whole-heartedly with the school and she seems at the end of the longer school-day as fresh as at the beginning. The change in her reminds me of a root-bound plant, transplanted from a pot to the open soil. (Perhaps your friend, Mr..... ..... will incorporate this in his "Farm Pedagogy!).

Her study of current events and history, but even more, the atmosphere of the daily auditorium exercises, have wakened her interest in world affairs and have given her a noticeable readiness with papers, magazines and atlas. We grown-ups are put on our metal to keep abreast of the conversation as conducted by Elizabeth, when a favorable opening presents itself.

Is there an objection in theory to a school uniform for girls? In practice, it worked admirably, both physically and mentally and I rather miss it.

With the warmest good wishes for the new year in which Mr. Bacon joins,

Sincerely,

(Signed) Caroline Bacon

January 12, 1919.

My dear Dr. Oakeshott:

I have been meaning for some weeks past to write to you of Elizabeth's half-year in the Lincoln School as it is reflected at home. However, contented mothers like happy nations, are inarticulate and I find it very easy to allow my satisfaction to be taken for granted.

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With the warmest good wishes for the new year in which Mr. Bacon joins,

Sincerely,

(Signed) Caroline Bean

January 13, 1919.

Mr. Otis W. Caldwell,
Director of Lincoln School,
646 Park Avenue,
New York City.

My dear Mr. Caldwell:

I did not have an opportunity January 6 at The Scholia Club to thank you for your lucid and interesting presentation of the aims of the Lincoln School experiment. I should not only thank you but congratulate you upon being allied with a movement that promises so much for breaking down the formalism of the old course, a movement which aims to educate boys rather than to transmit arbitrary and traditional selections of human knowledge. I hope the plan will continue to be violently attacked by all the upholders of the eternal verities. The more attention they direct to the scheme, the more their own absurdities may be exposed.

Yours truly,

(Signed) W. McAndrew

Assistant Supterintendent,
Department of Education,
New York City.

State Normal School
Danbury, Conn.

February 6,1919.

Dear Dr. Caldwell:

It hardly seems as if your letter could have been meant for me. Yet it is so pleasant to stand for a moment in such a light that I am going to take it very seriously and write at length, as you say.

My attitude is absolutely sympathetic. I saw much that pleased me, and nothing that would warrant an adverse judgment. So will you please understand that what may seem critical in the following is only an expression of questions raised, and not of opinions formed. Of course your interest and outlook must include ultimate benefits to public schools-even to such as the rural schools of Kent or the big city schools of New Britain, whose people are over 75% foreign born. Just now, however, I assume that you are thinking chiefly of making a successful school right there first, and leaving the question of adaptation till you have sifted methods and results to definite conclusions for that school. So I should not think it in order for me to bring up my main questions, which concern adaptation to our public schools as they are at present.

Your school is certainly an omen of better things to come in education. It is good to see provision for much physical activity on the part of the younger children. The abnormal restraints imposed by desks, large classes, and stereotyped courses of study have little place in any rationalwork for low grades. What I heard of your assembly made me even more regretful at having missed it. I believe heartily in the school assembly; its counterpart could profitably have far more time in our schools; but you seem to be bringing out its further possibilities of usefulness, and I hope you are getting results that you can and will spread broadcast. Your programs appealed to me. They seem to allow opportunity for teachers to utilize matters of passing interest which for psychological reasons may at times have great educative value. The teachers seemed to understand and be working in harmony with what might be called the attitude of the institution. Accomplished principals often fail in this -- they do not take teachers into their confidence and coach them on the broad purposes and ideals that lie in their own minds, so that each is made a distinct force toward accomplishing those ends.

The only high school class that I saw gave point to a question already in mind. What provision is made for teaching children to work and get the task done, even if it is distasteful? Of course the work and attitude of this class could not be taken as indicating what might be if the class had arrived at that stage (grade) in that school. Also I know too little of the class and its work to venture any more than just the question. And again I wondered if there were -- if indeed there should be an effort to gradually stiffen the relations between instructors and students as the grades advance, with an eye to the fact that most people must spend most of their working lives under somebody -- with whom they should loyally cooperate, from whom they should cheerfully take orders, and in whose presence they should maintain an attitude of respect? Now I want to thank you for making me feel, for a glad hour or two, that you care what I have to say. They are all old issues to you, and of course they show my ignorance of your results. But if they may serve at all to show my interest in your work and my personal grattitude to you, they will fulfil my hope in writing them. And sometime I am coming to see you if I may.

Cordially yours,

(Signed) Lothrop D. Higgins.

State Normal School
Danbury, Conn.

February 6,1912.

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It hardly seems as if your letter could have been meant for me. Yet it is so pleasant to stand for a moment in such a light that I am going to take it very serionsly and write at length, as you say.

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Cordially yours,

(Signed) Lothrop D. Higgins.

The Nichols School
Amherst and Colvin Streets
Buffalo, N.Y.

February 13, 1919.

Mr. Otis W. Caldwell,
646 Park Avenue,
New York City.

My dear Mr. Caldwell:

My visit to the Lincoln School was so brief that I do not feel it can be the basis of any conclusions. I did accomplish, however, the object for which I went and that was to see from first hand observation that the Lincoln School is not given over to fads and cranks as some people would have us believe, but that it is honestly attempting to find out by observation which ones of the traditional educational values are really worth while.

I had a very interesting and instructive talk with the Director of the high school department and have promised myself the privilege, with your consent, of coming to spend an entire day or longer some time in the near future.

With cordial regards and many thanks for your kindness, I am

Very truly yours,

(Signed) Walter D. Head

Headmaster

The Nicholas School
Amherst and Colvin Streets
Buffalo, N.Y.

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Headmaster

Dallas, Texas.
April 27, 1919.

Dear Dr. Caldwell:

My visit to the Lincoln School gave me a pleasant sensation of having been freed from some sort of confinement or from sone kind of shackle; and I felt inclined to shake myself, take a deep breath, and get a fresh start on life.

The thought came to my mind that the school had been well named, Lincoln - suggesting emancipation from the old methods of forcing learning upon unwilling victims, by teachers hampered by rules cut and dried up; substituting a plan whereby knowledge can be acquired by a natural process of seeking, stimulated by the actual contact with the things to be learned. The plan of learning assisted by all the senses instead of by memory alone, meets the need of every kind of child, the brightest, the busiest, the dullest, thus eliminating the problem of discipline.

It must be a joy to teach in a school where the pupils are eager to come to class instead of arranged on the defensive against the approach of knowledge and teacher. Knowledge acquired by such a process is bound to be much more thorough and practical and lasting. We are not apt to forget what we have actually done with our own hands.

It seems that a child taught from the inside out would come to the period of actual research work much more alert and fresh and eager than one who had had things crammed into him from the outside. Such a school is a bright gleam in the New Day.

(Signed) Mrs. C. L. Overstreet

Dallas, Texas.
April 27, 1919.

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(Signed) Mrs. O. T. Overstreet

COPY

NEW YORK EVENING HIGH SCHOOL FOR MEN

59th Street and Tenth Avenue

Stephen F. Bayne, Principal

NEW YORK May 7, 1918.

Dr. Otis W. Caldwell,
Director of Lincoln School,
Teachers College,
646 Park Ave.,
New York City.

My dear Dr. Caldwell:

I desire to thank you for the courtesy you extended to me on the occasion of my visit to The Lincoln School, and I take this opportunity of expressing my appreciation of what I observed.

I was struck with the freedom of expression and the interest of the pupils. The air of restraint or repression so commonly found in our schools was wholly lacking. I seemed to feel that the young people were conscious of the fact that it was their school and that they were an integral part in making the machine go. I witnessed a recitation in civics that made this most clear to me and showed plainly the cordial relations existing between instructors and pupils.

Your assembly was unique. The cooperation of the pupils in the work of the school as well as the correlation of their school activities with the world outside was almost a revelation to me at that time. Most particularly as a schoolman may I say that the loss of time in the class work you have managed to reduce to a minimum. On the whole I believe that The Lincoln School is a school for children rather than for pupils.

May I say that your marking system has caused me a great deal of thought as I told you I had attempted something of that character with my graduating class. Feeling now that I have the experience obtained by your experiment to guide me, may I say that I shall be most happy to attempt on a larger scale in my own school the application of the principles you are at present working out, if you desire such further extension of your work.

Sincerely yours,

(SIGNED) Stephen F. Bayne

Copy

May 12, 1919.

Dear Dr. Caldwell:

A recent visit to the lower grades of the Lincoln School of Teachers College has impressed me with the fact that there must be a general reorganization of the lower schools of the country. It has shown me that if the method of growth of children is discovered and followed, a larger field in a shorter period of time can be covered by the school. It has shown me that the experimental method is preeminently the method of little children. Up to the time that little children enter school they are occupied with growing, with experimenting with their little bodies to such advantage that they have acquired the art of walking, talking and the use of their hands - all complicated operations - more rapidly than they usually are allowed to learn anything else in the future.

It seemed to me that the Lincoln School is utilizing the natural impulses of the child, his tendency toward activity, his curiosity regarding all the things about him and his interest in being with others, using these natural impulses as the starting point of his education. The teachers in varying degrees seemed to realize the important fact that learning comes easiest and stays longest when it comes in connection with interesting and successful activity and that the conditions of learning are best met in proportion as interest is present and that by helping to arouse interests and by directing the activities they are able to steer the learning of children to worthy ends.

It seemed to me that the Lincoln School is undertaking to protect the environment of the children so that they may carry on their experiments with confidence and freedom, giving them freedom to move about in their environment and to choose what they will do, using the materials with which they were supplied to carry out purposes of their own, realizing that purpose and purposefulness are the striking signs in the period following early childhood. The children's activities were allowed to function from their own point of view, they being allowed to put them to use.

It seemed to be a good example of an experimental school undertaking to be a part of the children's environment, watching them while they grow, aiming to discover and meet their growth requirements as they appear, and furnishing them with conditions conducive to growth. In my talks with the teachers of the separate grades it seemed to me that they each and all were with varying success trying out the value to the child of different kinds of materials and situations, having the children continuously experiment with the available materials and learning through these at first hand to make adjustments, generalizations and conclusions. They directed the child to sources of information as well as material so that he may have the stimulating experience of answering himself the questions the experience excites. The teachers seemed to realize, in varying degree, that the actual knowledge gained was less important than that many of the children were learning how to observe and were forming habits of work. Many of the children learned by living over in their play the experiences which their inquiries excited, using their

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It seemed to me that the Lincoln School is endeavoring to protect the environment of the children so that they may carry on their experiments with confidence and freedom, giving them freedom to move about in their environment and to choose what they will do, using the materials with which they were supplied to carry out purposes of their own, realizing that purpose and purposefulness are the striking signs in the period following early childhood. The children's activities were allowed to function from their own points of view, they being allowed to put them to use.

It seemed to be a good example of an experimental school, striving to be a part of the children's environment, watching them while they grew, aiding to discover and see their growth, commenting on they suggest, not hurrying them to conditions conducive to growth. In my talks with the teachers of the experiments seemed to me that they each and all were with varying success trying out the value to the child of different kinds of materials and situations, having the children continuously experiment with the available materials and learning through them at first hand to make adjustments, generalizations and conclusions. They directed the child to sources of information as well as material so that he may have the stimulating experiences of answering himself the questions the experiments contain. The teachers seemed to realize, in varying degrees, that the actual knowledge gained was less important than that many of the children were learning how to observe and were forming habits of work. Many of the children learned by living over in their play the experiences into which their inquiries evolved, using their

building material, carpenter's tools, and toys, drawing materials, etc. (being given free access to them without suggestion) to try out what they have seen going on in the world about them.

In the first and second grades, the children were reproducing adult experience by the method of play. In the third and fourth grades their desire to play with material was modified, it did not fully satisfy them as it did, they wanted to turn the material or their activities to some real use. At this time also came the desire for better workmanship.

The teachers of the early grades of the Lincoln School were trying to meet the real needs of the children through first hand experience in different forms of handwork. In many cases the real need was met since the applications were to things which were real to children, it being handwork with a purpose which the children understood. In the third and fourth grades there was evidence that the children had discovered that books and figures were helpful tools, learning the actual value of this academic matter as they experience its use.

The contribution of such an experimental school as the Lincoln School of Teachers College will soon become more and more positive in character. It has already demonstrated the fact that the regular public school system which handles children in the mass, dwarfs as well as retards them. We can look to such an experimental school to set up standards which will be no doubt a never ending line of experiences to be tabulated, with goals as various and as changing as the goals of individuals.

The strongest work seen in the lower grades of the Lincoln School was in the third grade room which to me had a teacher 100% efficient. She seemed to realize that "the first approach to any subject in school, if thought is to be aroused and not words acquired, should be as unscholastic as possible. That to realize what an experience means we have to call to mind the sort of situation that presents itself outside of school, the sort of occupations that interest and engage activity in ordinary life. To give the pupils something to do and that the doing be such a nature as to demand thinking or the intentional noting of connections, then learning naturally results."

The next strongest work seen was in the first grade room, the only weakness noted being the fact that the teacher stood out a little too prominently in the group.

The weakest work seen was in the second grade room where there was considerable loss of time due to the fact that their seemed to be a lack of preparation on the teacher's part failing at times to discriminate between genuine and simulated problems. It was not always the pupil's own problem being at times the teacher's problem. The experience was not always a personal thing. It was not always of such a nature as inherently to stimulate and direct observation and lead to inference and its testing. It was at times imposed from without and there was a conspicuous absence of curiosity about the subject matter being considered. The pupils did not always have a genuine situation of experience consequently there was not a con-

building material, carpenter's tools, and so on, drawing materials, etc. (which given free scenes to them without suggestion) to try out what they have been going on in the world about them.

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The contribution of such an experimental school as the Lincoln School of Teachers College will soon become more and more positive in character. It has already demonstrated the fact that the regular public school system which handles children in the mass, cannot as well as returns than. We can look to such an experimental school to set up standards which will be no doubt a never ending line of experiences to be tabulated, with goals as various and as changing as the needs of individuals.

The strongest work seen in the lower grades of the Lincoln School was in the third grade room which to me had a teacher 100% efficient. She seemed to realize that "the first approach to any subject in school, if thought is to be stronger and not weak as required, should be as wonderfully as possible. That to realize what an experience means we have to call to mind the sort of situation that presents itself outside of school, the sort of occasions that interest and engage activity in ordinary life. To give the pupils something to do and that the doing be such a nature as to demand thinking or the intentional noting of consequences, that learning naturally results."

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tinuous activity in which he was interested for its own sake, a genuien problem did not develop within this situation as a stimulus to thought. He did not possess the information and make the observation needed to deal with it and he did not always have opportunity and occasion to test his ideas by application, to make their meaning clear and to discover for himself their validity.

Sincerely yours,

(Signed) Ella Sweeney

Board of Education,

Providence, R. I.

State Normal Schol

Lowell, Massachusetts.

March 12, 1919.

Mr. Otis Caldwell,
The Lincoln School,
New York City.

My dear Mr. Caldwell:

I spent the day of February the 24th visiting the Lincoln School and I wish to express my appreciation of the courtesies that were extended me by various members of your faculty. It was a day well spent and I cam away feeling that I had seen real children working in a natural, social situation under the direction of teachers who had a vision of education as it will be in the years to come.

At Mr. Schorling's request I am sending a very frank statement of my impressions, fully realizing that one day is entirely inadequate to gain any substantial notion of a school that is making so many changes in both curriculum and method.

First of all I was impressed by the natural, social atmosphere and the absolute freedom from such formalism as usually attends an ordinary public school. I was also impressed by the self-control and self-direction on the part of children who were given a very large amount of freedom. It seemed clear to me that emphasis was being laid on individual effort and personal responsibility rather than upon mass instruction and uniformity. Children stood out as individuals. They expressed themselves freely but with courtesy toward each other and toward the teachers. Their questions and responses were thoughtful and serious and in no case were they forced by any anxious, over-worked teacher. There was time for thoughtful work.

Our socialized schools are usually accused of neglecting drill work but, from the two exercises that I saw, I would judge that you not only have purposeful drill but that children are personally responsible for certain standards and that they themselves judge when they have reached those standards.

I think that it is quite essential that we keep a nice balance between individual effort and cooperative effort. I saw only one exercise in which a group was working together for a common purpose. I saw no exercise in which children carried on a discussion for the purpose of solving a question thus using their ability to think clearly, logically, and to the point. I have no doubt that such recitations are common.

I was impressed by the fact that the teachers all have the same aims in mind, the same point of view, and the same general method of reaching those aims. In my experience this is unusual.

I noticed, however, a general laxness in housekeeping. A business office should be in order, a workshop has about it an air of orderliness, and the word "ship-shape" carries with it the idea of efficiency. I would judge that children are not held responsible for returning everything to its proper place, for keeping materials filed properly, and for the most pleasing arrangement of furniture and deco-

rations. While this is most certainly a minor detail, it looms up so large to the casual observer who may not see the more fundamental principals upon which the school is working.

I wish it were possible for the Lincoln School to take the public more into its confidence so that we, who are working along the same lines, might benefit by its method of work. If we could know just what you are driving at and how you are working, it would help us tremendously in the problem that we are undertaking. Your method of work is as valuable as the results that you attain, and any publications or bulletins which show your method would be appreciated by us.

Thanking you again for a very helpful visit, I am

Very sincerely yours,

(Signed) Alma McCrum

7
Gen Ed Bd

Progressive Schools

Miss Park's School
Hedge Road
Brookline, Massachusetts

May 21, 1919.

Dr. Otis W. Caldwell,
Director, Lincoln School,
New York, N. Y.

My dear Dr. Caldwell:

My sister and I have you and Miss Tall to thank for the most delightful morning. And it was so much more than that. It was delightful for the courtesy and helpfulness which greeted us at every turn, and stimulating to the point of being inspiring in the work we saw and the spirit we felt pervading the atmosphere.

We feel we owe a special debt of gratitude to Miss Tall and Mr. Edgerton for their helpful explanations, and to Miss Moore for letting us see her very adroit method of hunting down every uncertain statement that was made in that history recitation. Those children cannot fail, with such teaching, to learn a wholesome respect for accurate facts, or how to weigh them, or how to substantiate them, or how to find them quickly in books, or on maps, or by deduction. I liked also the activity of the whole class at all moments either in accepting or rejecting statements by the pupil reciting, or in vigorously looking up the desired information-each for himself-when all were dissatisfied. It was ever so suggestive and stimulating - the sort of teaching that leaves permanent results - in habits of working and thinking.

That recitation and the work we saw all about us on the walls and tables convinced us of the sincerity and earnestness of your undertaking and we return to Brookline fired to attack our work with at least some of the directness and thoughtfulness you are putting into yours.

You spoke of coming sometime to see our school. I do hope you will come and will tell me frankly how our attempts strike you. I am sure a visit from you would never be anything but helpful.

Please remember us especially to Miss Tall who was so very kind to us.

Very sincerely yours,

(Signed) Julia B. Park

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Hedge Road
Brookline, Massachusetts

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New York, N. Y.

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Ac
9/1/19

THE LINCOLN SCHOOL
OF
TEACHERS COLLEGE
646 PARK AVENUE
NEW YORK

THE ADMINISTRATIVE BOARD
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8/28/19

Dear President Judson:

I trust that you will not think me unduly self conscious when I beg the favor of having you read copies of a few letters from competent judges who have recently visited The Lincoln School. I do want you to know what these people — practical school men and women — have to say about our incipient work. I have many such letters, but have selected the better ones.

Our work is "full of holes", but is encouraging. The social situation in which we are working presents some big difficulties, which I presume it is part of our business to meet. We have no trouble getting plenty of pupils, but have some difficulty educating some of the parents. From the point of view of experimental education, it would almost be better if children in school were orphans — except my children.

Sincerely Yours,
Otis W. Caldwell

I am not sending the letter enclosed to other board members, except Mr. Rockefeller, Jr. who requested that I send him such matters from time to time, which I have done.

O.W.C.

The following letter was written to me in response to my request that Mr. Orr give me his criticisms of the work in the school which he observed during two days' visiting here. It is of course not possible for one in visiting just two days to know a good many of the deficiencies which there really are in the school's work.

Otis W. Caldwell

The statements herewith made are based upon two visits to the Lincoln School, the first about Thursday, January 9, 1919, and the second on Wednesday, March 19, 1919. The purpose of these visits was to gain a somewhat general idea of the aims and program of the School, and to make a somewhat close study of certain special features, particularly General Science, Modern Language and Mathematics. Any conclusions given in the memorandum are to be regarded as subject to modifications as the result of further observations. The time at disposal was not long enough to secure sufficient data on which to base final judgment.

I. General Impression:

Note: Attention was given particularly to the work of Grades 7,8,9 and 10 (that is the Junior High School and the first year of the Senior High School), although a short time was spent in the elementary school.

1. The pupils in all classes manifest to a remarkable degree an alert and active interest in the subject matter and in the topics under discussion. There was nowhere in evidence, indifference or unwillingness to respond to the challenge of the problems of the lesson as expressed in the topics or projects of the day or the questions of the teacher.

Note: Such a mental attitude is noteworthy in view of the prevalent opinion that pupils of these ages, particularly from twenve to fifteen, and to some extent those from fifteen to sixteen, generally manifest a lack of interest in their school work, and that the maintenance of such interest is a most difficult problem in secondary education. As far as could be ascertained the success of the Lincoln School in this respect is due to the skill of the instructors in appealing to the thinking powers of the pupil as opposed to insistence on rote learning and memory drill, the encouragement to free discussion and to the presentation of individual viewpoints by the pupils, and the selection and organization of the subject matter with reference to the needs, capacities and limitations of the pupils in each grade. The comparatively small number of pupils in each recitation division facilitates such effective instruction.

2. The relations between pupils and teachers in the class-room and in the general life of the School are exceptionally unconventional, cordial and friendly. In no instance was there any attempt manifest on the part of the teacher to impose his will or wish upon the pupils in an arbitrary manner or on the ground of authority. On the other hand the attitude of the pupils was characterized by courtesy and deference to the instructor. (This happy condition is due in part to the tactfulness and wisdom of the teachers, in not raising issues involving discipline in minor and incidental(accidental) happenings, such as are sure to occur with pupils of these ages.)

The interest and earnestness characterizing all the work in the class exercises also contribute effectively to sympathetic cooperation between teacher and pupil. While great freedom is given the pupils in passing from one exercise to another and in the corridors of the building, there was nowhere evidence of disorder. Under such conditions the boys and girls of the school are gaining an admirable training in self-control

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I. General Impression:

Note: Attention was given particularly to the work of Grades V, 9 and 10 (that is the Junior High School and the first year of the Senior High School), although some time was spent in the elementary school.

1. The pupils in all classes manifest to a remarkable degree an alert and active interest in the subject matter and in the topics under discussion. There was nowhere in evidence, indifference or unwillingness to respond to the challenge of the problems of the lesson as expressed in the topics or projects of the day or the questions of the teacher.

Note: Such a mental attitude is noteworthy in view of the prevalent opinion that pupils of these ages, particularly from twelve to fifteen, and to some extent those from fifteen to sixteen, generally manifest a lack of interest in their school work, and that the maintenance of such interest is a most difficult problem in secondary education. As far as could be ascertained the success of the Lincoln School in this respect is due to the skill of the instructors in appealing to the thinking powers of the pupil as opposed to instances on rote learning and memory drill, the encouragement to free discussion and to the presentation of individual viewpoints by the pupils, and the selection and organization of the subject matter with reference to the needs, capacities and limitations of the pupils in each grade. The comparatively small number of pupils in each recitation division facilitates such effective instruction.

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and in obedience to principles, ideas, and ideals of conduct.

3. The work of the School abounds in appeals to the creative and constructive facilities of the children. In a number of cases the topics, exercises and problems are discussed from many and varied viewpoints. so that there is a great enrichment with mental content of each pupil, and of the desire to pursue the subject further, because of the intellectual curiosity arounsed.

4. In several instancesnote was made of the skill of the teacher in introducing a new subject with a view to arousing interest on the part of the pupil of removing certain obstacles in the way of understanding the new topic or problems, and of showing that the requirement for the lesson to be prepared was a reasonable one. To use a figure of speec, the result was that the members of the class made a flying start in attacking the new problems.

5. No opportunity was given to test the extent to which standards of accuracy were maintained, or as to the use where desirable, of a certain amount of rote memory drill on verbal statements or processes where such drill was necessary to give an assured command of the material or of the process. It may be said, however, that the pupils of classes visited in January, and later in March, appeared to be making a decided progress in their mastery and command of the material studied.

II. SPECIAL SUBJECTS:

1. Modern Languages: In this division of the school work, classes in French and Spanish were visited in January and later in March. In all cases the conversational method is employed and the work of the classroom is conducted practically entirely in the language that is being studied. While a text book is used in each case neither pupil nor teacher is limited to the use of this material. On the contrary the stories, phrases and sentences constitute a starting point for discussion and explanation.

Some differences existed in the several classes in the success of the teacher in putting the responsibility upon the pupils to take their due share in the class work. It is important that an instructor, especially one who is thoroughly conversant with the language, should guard against the temptation to monopolize the time allotted for the lesson. The pupils should be encouraged to ask questions and to contribute to the class work even though in such cases certain niceties in pronunciation and grammar are for the time being, neglected. When pupils once gain a sense of mastery of the sounds, vocabulary phrases and sentences, the refinements can be secured to an adequate degree.

Note: The use of various devices, such as songs, games, charts, pictures, lantern slides and films, to encourage the work in modern language, is strongly urged. In all of the classes a certain amoung of these exercises and of this material was being employed. It is probably that particularly in the earlier stages an even larger use of methods involving such devices could be made to advantage. Anything that tends to develop an atmosphere akin to that of the country where the language is spoken, constitutes a valuable educational factor.

2. Mathematics: The one class in this subject that was visited was in geometry and in grade 10. The instruction was characterized by an appeal to the thinking powers of the pupils. They were encouraged and guided in seeking original solutions of the exercises in the lesson. Frequent use was made of actual measurements to re-enforce the consideration of abstract principles. It is suggested that there might be well included

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Note: In conversation with Mr. Schorling, consideration was given to a plan for the teaching of "General" Mathematics to pupils of the junior high School. Evidently there is considerable material at command for such a course including elements of Arithmetic, Algebra, Geometry and Trigonometry. The solution of the problem of how to select and organize material in this field of study for pupils of ages twelve to fifteen, would be a most valuable contribution to secondary education. Out of this conference there came these suggestions:

1st: That terms be employed with regard to the subject in general and its sub-divisons that should be as far as possible unlike those used in connection with the conventional and highly specialized mathematical courses and subjects.

2nd: That the material employed should be such as appeals to the interests of the pupils of these ages.

3rd: That practical applications be emphasized.

4th: That the material be enlarged by the use of various devices and appliances and instruments.

5th: That much be made of the presentation of conclusions in the forms of graphs, diagrams and other presentations of that type.

It would appear advisable, furthermore, that the material for this course in "General" Mathematics should be assembled in the first instance in loose-leaf form, each sheet being devoted to some particular project or unit, and that a definite effort be made to build up a large amoung of such material to be available for use in the school. Each unit of the work should be subjected to critical testing as to its availability and desirability. There should be included in the material not only training in mathematical processes, but reading as to the applications of these processes in the active business of life.

3. English Grade 10: The greater part of the exercise was devoted to a study of pronunciation. It is to be noted that the emphasis was placed upon the relation of pronunciation to the meaning in the mind of the writer. Pronunciation should not, therefore, be regarded in a conventional fashion as an exact science, but that the rules must be interpreted in the light of what was to be expressed. Some lattitude, must, therefore, be given as to the choice and the use of punctuation marks. Examples in point were drawn from material used in certain booklets prepared by the pupils on topics discusses in their English work. The teacher was successful in arousing an interest on the part of the pupils in the next book to be taken upfor reading by a brief and graphic account of the writer and of the meaning and significance of the book itself.

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There was no opportunity to discuss with the teacher his plan and purpose in history work. The teaching of this subject on chronological or topical lines does not appear to meet the needs of pupils of this age, and an earnest effort should be made to organise history material as a series of problems which would challenge the pupil to mental effort, to reading and investigation. Every means of enrichment of the work by means of newspaper articles, diagrams, maps, charts and illustrations should be employed. A large place should be given to local history and to other phases of study included under the term "Community Civics."

5. General Science: In this subject the pupils were doing individual work connected with some topics in Astronomy and in connection therewith, were finding their reading matter in many sources. Diagrams and other illustrative material were in evidence. Originality and even inventiveness was shown by many of the pupils in their work. One interesting episode was a demonstration to pupils from one of the elementary school classes of the principles of the periscope in a submarine. It appears that members of this class were not able to understand just how a commander of a submerged submarine could see a vessel. In a simple way the use of the mirrors in the periscope was made clear. Such co-operation between the teachers of different classes is most commendable.

(Signed) William Orr

Educational Secretary

The International Committee of Young Men's Christian Associations

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