

A. Kulichenko.

**THE LINCOLN SCHOOL OF TEACHERS COLLEGE OF COLUMBIA
UNIVERSITY AS IMPLEMENTATION OF CH. W. ELIOT'S
ORGANIZATIONAL AND PEDAGOGICAL IDEAS**

At the turn of the XIXth and XXth centuries when the American society was recovering from the Civil War and, besides, was choosing new priorities, strategies and solving the age-old formation questions, at the head of national spiritual revival and development there were preachers, teachers, lawyers, writers – real leaders who were close to the people and could deliver urgent issues to the authority.

American educator Charles William Eliot (1834 – 1926) was one of such influential and iconic figures, who cardinally had an impact on the development and establishment of educational thought during the late XIXth – early XXth cent. It was a matter of honour and life purpose for Ch. W. Eliot – a graduate of Harvard (1853), associate professor of mathematics and chemistry (1858), President of Harvard University (1869 – 1909) – to study past experience, to analyze the society needs, to reform and modernize higher education in the United States of America.

The American nation respected Ch. W. Eliot. He, in his turn, was creating the conditions for the development of free and well-educated individuals due to the democratic foundations of the country. Therefore he achieved splendid results thanks to persistent scrupulous work and way-up organizational capacities.

The purpose of the article is to describe Ch. W. Eliot's organizational and pedagogical ideas, highlight their impact on The Lincoln School of Teachers College, Columbia University.

The Lincoln School of Teachers College, Columbia University is an interesting example of the implementation of Ch. W. Eliot's organizational and pedagogical ideas in the educational environment of the United States of America. It was founded in September, 1917 and was considered as one of the best private schools that implemented the principles of progressive education both in theory and practice. Moreover, the school foundation was a reaction to the rather rigid traditional school system. The keynote of the educational establishment was an experiment. The

founders and leaders of the school were to create a scientific laboratory that would eventually introduce a new and innovative curriculum.

It should be noted that because of the special characteristics and socio-historical circumstances The Lincoln School of Teachers College underwent many organizational changes during the first half of the XXth cent.