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[1936-1937]

The

LESLEY SCHOOL



29 EVERETT STREET
CAMBRIDGE
Mass^{ts}

The
LESLEY SCHOOL



TEACHER TRAINING

Nursery Schools

Kindergarten & Elementary Schools

DOMESTIC SCIENCE

EDITH LESLEY WOLFARD, *Director*

GERTRUDE MALLOCH, *Principal*

29 EVERETT STREET, *Cambridge, Massachusetts*



The LESLEY SCHOOL



THE Lesley School was established in 1909 for the purpose of training teachers. In 1912 a Department of Domestic Science was added in order to give students a well-rounded course of study which would be of practical as well as professional value.

The two-year teacher-training course developed into a three-year normal course so that students are now prepared to teach in nursery schools, kindergartens and elementary schools through the fifth grade.

Students in the Department of Domestic Science are offered a one-year practical course for home-makers and a two-year professional course which prepares them to accept positions as teachers and as dietitians. Graduates are holding positions in many states, and countries as far distant as China, Japan and Siam. Other graduates of this department are holding important positions in business, as the courses in clothing, millinery and textiles constitute a preparation toward the specialized study of salesmanship.

Credit is given to college graduates and these students may complete the teacher-training course in two years. Many Lesley School graduates have continued their studies and received B. S. degrees. Credit given by a college towards a degree depends upon the particular institution, which takes into consideration the credits received in the

secondary school as well as the standard of scholarship maintained by the pupil at The Lesley School.

The Lesley School has four dormitories with an approximate capacity of 120 young women. Students who do not live near enough to the school to commute from their own homes are expected to live in the school dormitories. Before any other arrangement can be made, permission must be obtained from the School Director or the School Principal. The day students comprise about two-thirds the total number in the school.

¶ LOCATION

Cambridge is within easy access of Boston. The Lesley School may be reached in thirty minutes from the North Station, Boston, via Lechmere and Harvard Square cars to Harvard Square, and in twenty minutes from the South Station, Boston, via the Cambridge subway. Everett Street is reached in four minutes by the North Cambridge cars from the Harvard Square subway. No city has more in the way of historical and educational background than Cambridge. The location of the school offers exceptional opportunities to students to work in the museums of Harvard University and to attend courses of public lectures at the University and in Boston.

¶ ACTIVITIES AND ASSEMBLIES

Students are expected to identify themselves with one of the following Activity Groups:

DRAMATIC CLUB.
GLEE CLUB.
HAND CRAFT CLUB.

Assemblies are held at frequent intervals; a ten-minute talk of general interest is given

followed by some chorus work. Students then separate into their regular Activity groups. After this period, an informal "tea" is served in the "Barn."

¶ VISUAL EDUCATION

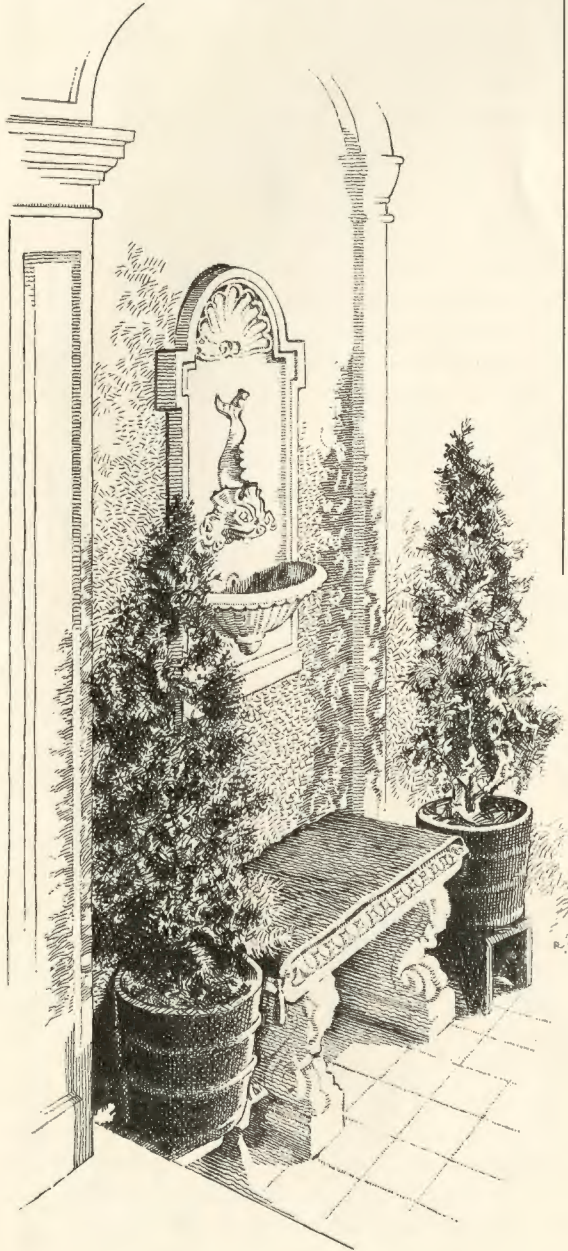
The use of stereopticons and motion picture machines is proving to be of great assistance in teaching scientific subjects as well as history, geography and art. The school is equipped with a stereopticon, radiopticon and motion picture machine. Many valuable slides and reels are now on the market and may be purchased or rented; a library is being acquired which includes colored pictures, to be used in the Art Appreciation course, and slides, illustrating scenes from different operas, for use in the Music Appreciation and other courses.

¶ RECREATION

The Harvard College tennis courts are opposite the school buildings and students in The Lesley School are privileged to use these courts on the payment of a small fee.

Horseback riding, skating, swimming and golf are available at reasonable prices.

Dances are held during the school year and the "Prom" is an outstanding event.



Administrative Staff

EDITH LESLEY WOLFARD, *Director*

GERTRUDE MALLOCH, *Principal*

ELLEN MARIE CAREY, A.B. Boston University, B.S. Simmons College, *Librarian*

All communications should be addressed:

Secretary of the Lesley School, 29 Everett Street, Cambridge, Massachusetts

Faculty

MARGIA HAUGH ABBOTT, Ph.B.

Home Economics Methods

Chicago University.

In charge of the Division of Clothing at Simmons College.

MRS. CELIA ARNOLD

Dietitian and Hostess

Home Economics, Northwestern University.

Institutional Management, Simmons College, Boston.

W. A. AVERILL, A.B.

Elementary Education, Social Studies, Sociology

Chicago University.

Carnegie Foundation Exchange Instructor to Germany, 1908-1910.

Student, University of Berlin, 1909-1910.

Educational Staff, New York Bureau of Municipal Research.

School Surveys—New York City, Rochester, Schenectady, N. Y.; St. Paul, Minn.; Reading, Pa.; Newark, N. J., 1910-1914.

Inspector Elementary Education, New York State Educational Department.

Educational Research Department, Ginn & Company.

JULIA E. BÉRUBÉ

First Grade

Formerly at the Buckingham School, Cambridge.
Le Petite Jardin d'Enfants, Cambridge.

ALICE BRADLEY

Cooking

Director, Miss Farmer's School of Cookery.

ANN FRANCES BROOKS

Assistant in Hand Work

Graduate, The Lesley School.

Extension Courses:

Massachusetts School of Art.

Vesper George School of Art.

WILSON C. COLVIN, Ph.B., LL.B., Ed.M.

Economics

Yale University Sheffield Scientific School.

Yale University of Law.

Harvard Graduate School of Education.

GRACE DONELAN

Millinery

Instructor, Everett Senior High School.

Formerly with "Hickson," New York.

ELAINE DODGE, A.B., B.H.S.

Mt. Allison University, New Brunswick.

McGill University.

Graduate work at Columbia University, New York.

DOROTHY GODDARD, B.S.

Clothing, Costume Design, Home Decoration,

Textiles

Simmons College.

ELIZABETH CLARK GUNTHER

Gardening

Vassar College.

Graduate, Cambridge School of Domestic Architecture and Landscape Architecture.



Faculty

(Continued)

NATALIE SAVILLE HEWITT

Clay Modeling, Hand Work, Projects

Graduate, Massachusetts School of Art.

Formerly Instructor, Ohio Wesleyan University.

ELIZABETH L. HOMER

Nursery Procedure

Graduate, Ruggles Street Nursery School.

ALMA BAKER KOGER, B.S.

Dramatic Expression

C. R. A. Denton, Texas.

University of California.

University of California, Southern Branch.

Instructor, Theodore Irving School on the Hudson,
and Horace Mann School, Long Beach, Calif.

MARTHA LITTLEFIELD

Elementary Education (methods)

Vermont University.

Harvard Summer School.

Instructor, Somerville Public Schools.

DOROTHY H. McCABE, B.S., A.M.

Administration, Chemistry, Hygiene, Sanitation,

Biology and Elementary Science

Middlebury College.

Radcliffe College.

Harvard Graduate School of Education.

Formerly Instructor, Simmons & Wheaton Colleges.

DONALD WILSON MILLER, S.B., A.M., ED.D.

Child Study, History of Education, Mental

Hygiene, Rural School, Tests, Psychology

Colby College.

George Peabody College for Teachers.

Harvard University.

LYLE RULAND RING, A.B.

Music, Music Appreciation

Harvard University.

Director of Music, Winsor School.

Lecturer on Teaching of Music,

Harvard Graduate School of Education.

Harvard Summer School.

PAULINE RING, A.B.

Nursery School Music

Vassar College.

Concord Summer School.

Longy School of Music.

MARJORIE SHAW, B.S. EDUCATION

Critic Teacher

Bridgewater State Teachers College.

Harvard Summer School.

MARGARET SEAVER

Eurythmics, Games

Graduate, Teachers' College, Boston.

Instructor, Woodward School.

GLADYS SULLIVAN

Art Appreciation, Blackboard Drawing,

Color and Design

Graduate, Massachusetts School of Art.

Formerly Instructor, Somerville Public Schools.

JANE TWEED

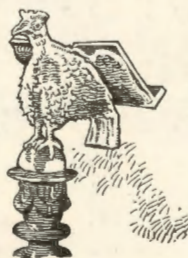
Embroidery

Instructor, The Garland School.

ELVIE BURNETT WILLARD

Literature, Story Telling

Of the Faculty of Emerson College of Oratory,
Boston.



Courses of Study

THE Lesley School offers a three-year normal course in Kindergarten and Elementary School training, a two-year normal course in Kindergarten-Primary training, a one-year practical course and a two-year professional course in Domestic Science.

¶ KINDERGARTEN

Elementary Course — *Three Years*

A three-year course in preparation for teaching positions in nursery schools, kindergartens and elementary schools through the

fifth grade. Many large cities require a three-year course of teacher-training before candidates are accepted for teaching positions. Graduates from this department have a wide range of positions from which to choose.

¶ KINDERGARTEN

Primary Course — *Two Years*

A two-year course which prepares students to teach in kindergartens and the first three grades where a three-year course is not required.

¶ DOMESTIC SCIENCE

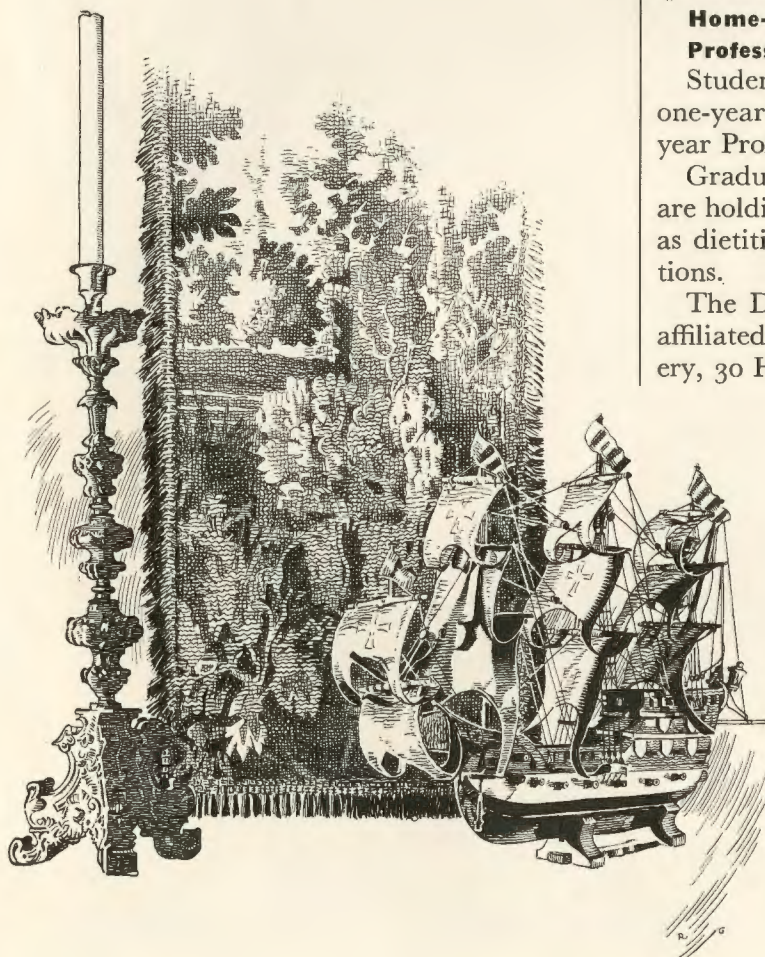
Home-Making Course — *One Year*

Professional Course — *Two Years*

Students in this department are offered a one-year course in Home-Making and a two-year Professional Course.

Graduates from the Professional Course are holding teaching positions and positions as dietitians in hospitals and other institutions.

The Department of Domestic Science is affiliated with Miss Farmer's School of Cookery, 30 Huntington Avenue, Boston.



DEPARTMENT OF *Kindergarten and Elementary Training*

THREE-YEAR COURSE

FIRST YEAR

ART

Art Appreciation
Blackboard Drawing
Color and Design
MISS SULLIVAN and MISS BROOKS

EDUCATION I

Primary Methods
MISS BÉRUBÉ
Primary Reading
MR. AVERILL

ENGLISH I

Composition
MRS. GUILFORD
Literature (Children's)
Story Telling
MRS. WILLARD

HYGIENE

Personal Hygiene
Health Programs
MRS. McCABE

MANUAL ARTS I

Play Implements
MISS SEAVER
Hand Work I
MRS. HEWITT and MISS BROOKS

MUSIC I

Children's Music
MR. RING

PHYSICAL EDUCATION

Games
MISS SEAVER
Folk Dancing
MR. RING

PSYCHOLOGY I

Child Study
DR. MILLER

SCIENCE I

Elementary Science
MRS. McCABE

ACTIVITIES AND ASSEMBLIES

Points

8

2

6

2

5

2

3

2

2

SECOND YEAR

EDUCATION II

Primary Methods 1-3 Grades
MISS LITTLEFIELD
Pre-school (Nursery School)
MRS. HOMER

ENGLISH II

Literature
Composition
MRS. GUILFORD

HISTORY

Modern History
MR. COLVIN

MANUAL ARTS II

Clay Modeling
Hand Work II
Projects
MRS. HEWITT and MISS BROOKS

MUSIC II

Methods of Teaching
Appreciation of Music
MR. RING
Nursery School Music
MRS. RING

PSYCHOLOGY II

Introductory Course
Psychology of Learning
DR. MILLER

SCIENCE II

Gardening
MRS. GUNTHER

SOCIAL SCIENCE

MR. AVERILL

OBSERVATION

ACTIVITIES AND ASSEMBLIES

Points

5

4

4

4

4

3

1

2

4

THIRD YEAR

EDUCATION III

Administration and Management
Mrs. McCABE
Methods in Elementary Subjects
Miss LITTLEFIELD
Study of Program
Miss SEAVER
History of Education
Dr. MILLER

ENGLISH III

Dramatic Expression
Mrs. KOGER

PSYCHOLOGY III

Tests and Measurements
Mental Hygiene
Dr. MILLER

Points

12

1

3

SCIENCE III

Biology
Mrs. McCABE

SOCIAL STUDIES

Geography
History and Civics
Mr. AVERILL

SOCIOLOGY

Structure of Society
Forces of Social Control
Mr. AVERILL

OBSERVATION AND
PRACTICE-TEACHING

ACTIVITIES AND ASSEMBLIES

Points

2

2

2

8



DEPARTMENT OF *Kindergarten and Primary Training*

TWO-YEAR COURSE

FIRST YEAR

	Points
ART	4
Blackboard Drawing	
Color and Design	
MISS SULLIVAN and MISS BROOKS	
EDUCATION	2
First Grade	
MISS BÉRUBÉ	
ENGLISH	6
Composition	
MRS. GUILFORD	
Literature (Children's)	
Story Telling	
MRS. WILLARD	
HYGIENE	2
Personal Hygiene	
Health Programs	
MRS. McCABE	
MANUAL ARTS	5
Play Implements	
MISS SEAVER	
Hand Work	
MRS. HEWITT and MISS BROOKS	
MUSIC	2
Children's Music	
MR. RING	
PHYSICAL EDUCATION	2
Games	
MISS SEAVER	
PSYCHOLOGY	2
Child Psychology	
DR. MILLER	
SCIENCE	2
Elementary Science	
MRS. McCABE	
OBSERVATION	4
ACTIVITIES AND ASSEMBLIES	

SECOND YEAR

	Points
EDUCATION II	8
Primary Methods 1-3 Grades	
MISS LITTLEFIELD	
Administration and Management	
MRS. McCABE	
Study of Program	
MISS SEAVER	
History of Education	
DR. MILLER	
ENGLISH II	4
Literature	
Composition	
MRS. GUILFORD	
HISTORY	4
Modern History	
MR. COLVIN	
MANUAL ARTS II	4
Clay Modeling	
Hand Work	
MRS. HEWITT and MISS BROOKS	
MUSIC II	2
Methods of Teaching	
MR. RING	
PHYSICAL EDUCATION	1
Folk Dancing	
MR. RING	
PSYCHOLOGY II	4
Introductory Course	
Psychology of Learning	
Tests and Measurements	
DR. MILLER	
OBSERVATION AND PRACTICE-TEACHING	8
MISS SHAW	
ACTIVITIES AND ASSEMBLIES	

DEPARTMENT OF
Domestic Science

TWO-YEAR COURSE

¶ **FIRST YEAR**

	Points
CLOTHING I	6
COSTUME DESIGN MISS GODDARD	3
DECORATIVE SEWING I MISS TWEED	3
DIETETICS I MISS DODGE	2
ENGLISH I Composition MRS. GUILFORD	2
FOODS Cooking I At Miss Farmer's School of Cookery MISS ALICE BRADLEY	6
HOME DECORATION MISS DODGE	3
HOME NURSING METROPOLITAN CHAPTER OF THE RED CROSS	2
HOUSEHOLD MANAGEMENT I MISS DODGE	2
HYGIENE MRS. McCABE	2
MILLINERY MISS DONELAN	3
TEXTILES MISS GODDARD	4

¶ **SECOND YEAR**

	Points
BOOKKEEPING MRS. JENNISON	1
CHEMISTRY MRS. McCABE	2
CLOTHING II MISS GODDARD	3
DECORATIVE SEWING II MISS TWEED	3
DEMONSTRATION At Miss Farmer's School of Cookery MISS ALICE BRADLEY	2
DIETETICS II MISS DODGE	3
ECONOMICS MR. COLVIN	2
ENGLISH II MISS CAREY	2
FOODS Cooking At Miss Farmer's School of Cookery MISS ALICE BRADLEY	6
HOME ECONOMICS METHODS MRS. ABBOTT	2
HOUSEHOLD MANAGEMENT II MISS DODGE	4
SANITATION (Domestic and Community) MRS. McCABE	2



Course in Home Making

ONE YEAR

Because of the growing interest in the intelligent administration of the home, a one-year practical course in Home Making is offered by The Lesley School.

BOOKKEEPING

Budget
Family Finance
MRS. JENNISON

CLOTHING

MISS GODDARD

DIETETICS

Nutrition
MISS DODGE

ECONOMICS

MR. COLVIN

ENGLISH

MISS CAREY

FOODS

Marketing
At Miss Farmer's School of Cookery

HOME DECORATION

MISS DODGE

HOUSEHOLD MANAGEMENT

MISS DODGE

PSYCHOLOGY

DR. MILLER

A Practice Apartment is maintained in connection with this course.





Description of Courses

¶ ART

Art Appreciation—An Outline of the history of art in the fields of architecture, painting and sculpture.

Blackboard Drawing—An opportunity for students to develop a certain amount of technique in illustration and poster work on the blackboard.

Color and Design—The study of design, in which the student is encouraged to create, at first, simple forms, and, later, the more elaborate forms as suggested by natural objects. Harmony of color, repetition, rhythm, balance and problems of design are developed in simple exercises.

¶ BOOKKEEPING

An elementary and practical course which includes the fundamentals of Bookkeeping and simple instruction in Banking.

¶ CHEMISTRY

A practical elementary course intended to correlate with the courses in Foods and Home Management; includes the chemistry of soaps, cleaning agents and dyes as well as the reaction of foods inside and outside the body.

¶ CLOTHING I AND II

A course in the construction of Clothing with the use of commercial patterns. Technique in hand and machine sewing is developed. Comparison is made in cost and quality between purchased garments and those made in class. Underwear, sports dresses, tailored wool garments and afternoon dresses are constructed.

¶ COSTUME DESIGN

A course to stimulate interest in attractive personal appearance through a knowledge of the correct lines for types and ages; pro-

portion; the colors suitable to complexion, size and age; the relation of design, color and texture in materials; correct clothes for the occasion.

¶ DECORATIVE SEWING I AND II

Lessons in marking bed and table linens; simple embroidery stitches adapted to household articles such as centerpieces, etc. Lessons in Italian "cut work," Swedish wool work and the adaptation of lace motives to linens.

¶ DEMONSTRATION

Demonstration lessons given by Miss Alice Bradley. This is a course in advanced cookery and the new dishes presented are a feature of the school.

¶ DIETETICS I AND II

A study of foods and of the fundamental nutritional requirements of persons of various ages and activities; how to apply the principles of nutrition to varying economic conditions.

¶ ECONOMICS

Objectives of the course in economics are to convey an understanding of the American economic scene through descriptive materials on production, transportation, banking, competition, distribution of wealth, and legal regulation of industry and commerce. The materials are organized around interpretative generalizations represented by the following unit titles: Economic Interdependence; Economic Freedom; The Function of Balance in Economic Relationships; Protection; Economic Planning; and The New Deal and Other Proposed Roads to Freedom. No text is used, but readings are assigned in several authoritative works and current periodicals. The course is developed by the discussion method.



"PINAFORE, OR THE LASS WHO LOVED A SAILOR"—A Dramatic

EDUCATION

EDUCATION I

Primary Reading. Emphasis is laid upon the connection between the kindergarten and the first grade. A general discussion of the following subjects is intended to give a survey of the work accomplished during the year following the kindergarten: Reading, Phonics.

EDUCATION II

Primary Methods 1-3 Grades. Lectures and discussions designed to familiarize the student with the general educational methods underlying the presentation of classroom work.

Pre-School (Nursery School). This course deals with the study of children from two to four years of age. It includes the methods of handling individual habit problems, the materials used and the technique of presentation. Some of the subjects discussed are occupational handiwork, music and rhythm, pictures and stories.

EDUCATION III

Administration and Management. This course is designed to acquaint the teacher-in-train-

ing with the organization of the school world in which she will work and of which she will be a living part. It will deal with national, state, county and city agencies for the promotion of education; administrative policies; duties of school boards, superintendents, principals and supervisors, and the teacher's relation to these officers and to the community. Attention will be given to school management; school costs and budgets; and public support.

Elementary Subjects. Work based (to a certain extent) upon the study of a book by Dr. Daniel LaRue, "The Child's Mind and the Common Branches." Subjects taught in the elementary schools are discussed with especial emphasis given to the fourth grade. Questions for discussion are given, suggested by a book entitled "Problems in Elementary School Instruction," by Clifford Woody.

Study of Program. A study in the organization of play and work; suggestive programs for the day, month and year; methods of developing co-operative and creative work; suggestions for opening exercises; lectures, discussions and a correlation between observation, practice and theoretical study is made.



Club Presentation

History of Education. The purpose of this course is to trace the growth and development of methods and practices of pedagogy that are today generally accepted. The principal contributions that have been made by men of all ages who have devoted time and thought to the training of youth, both as to theory and practice, are pointed out, and the student is shown how the experience of former generations can be profitable in our present school efforts.

ENGLISH

ENGLISH I

This course is a review of the fundamen-

tals of English composition; a review of the essentials of English grammar; a study of the short story; a study of outlining, the essay, and argumentation; a review of prosody. The results of this study are tested in frequent short themes.

Literature. This course includes the principles of book selection for children, the history of children's books, the use of classics, myths, legends, fables, fairy tales, poetry and realistic stories. When possible, one or two class periods are given to a discussion of artists and their work suitable for the young child.

Story Telling. This course includes exercises for securing breath control, free articulation and general voice development. Each student receives individual training in the interpretation and dramatic rendition of stories for children.

ENGLISH II

Development of Types of Literature. This course includes a brief survey of English literature from the 15th century to the present time. Especial attention is given to the appearance of such literary forms as the epic, the lyric, the drama, the novel and the short story. Outside reading and the preparation of "literary" maps illustrate these types.

The Development of the Novel in Great Britain and the United States. This course includes a study of the development of the novel from the middle of the 18th century up to 1932, with required reading of six typical novels by such varying authors as Jane Austen, Mrs. Gaskell, Thomas Hardy, Thackeray, Kipling, and Willa Cather.







ENGLISH III

Dramatic Expression. A study of dramatic expression adapted to young children; costumes and simple stage settings are developed; emphasis is placed upon the practical adaptation of stories and songs (through dramatization) to children of nursery, kindergarten and elementary school age.

FOODS

COOKING I

A course in planning and serving simple meals, stressing the acquisition of skill in the preparation of simple foods and giving practice in combining foods according to nutritional requirements.

COOKING II

Lessons are planned on the basis of a meal; experience is given in marketing foods, planning more complex menus; preparation of those foods requiring a higher degree of skill; serving meals in the average home.

HISTORY

Modern European History (1815-1932). The political, economic and social origins of the world today; the development of democracy and imperialism; the World War and the problems left by it.

HOME DECORATION

A study of the selection, arrangement and cost of house furnishings. The acquisition of good taste through the application of color harmonies and the principles of design. Field trips to stores and museums are made.

HOME ECONOMICS METHODS

The course includes a study of the methods employed in teaching home economics; text and reference books; tests, illustrative material and planning of the daily lesson and courses of study.

HOME NURSING

Care of the sick in the home; necessary equipment, sanitation and precautionary measures to be taken with infectious diseases.

HOUSEHOLD MANAGEMENT

A course on the techniques and equipment necessary for a smoothly running home or institution.

HYGIENE

This course consists of lectures on the fundamental facts of anatomy and physiology, and a consideration of the principles of hygiene based on these facts. Constructive health programs for the individual and for young children are included.

MANUAL ARTS

MANUAL ARTS I

Play Implements. A practical and theoretical study of Froebelian gifts with collateral material, together with an opportunity to develop individual initiative through free work and community building.

Hand Work I. A study of kindergarten hand work, including toys made of material found in nature; paper folding, torn and cut paper work; posters, paper furniture, prob-





lems for the holidays; also the building of a project which includes the use of various materials.

MANUAL ARTS II

Clay Modeling. A course in the fundamentals of modeling; the handling and care of clay; problems are given which are adapted to kindergarten needs, including modeling fruits, animals, bowls and the illustration in clay of a story.

Hand Work II. An advanced course in hand work, with additional paper work; a study of the many crafts for the kindergarten and primary grades, including stenciling, block printing, stick printing, and making illustrated maps.

Projects. During the second year an individual project representing the work done by the children is made by each student. The original ideas on the subject chosen, the

material used and the method of procedure are selected by the student in conference with the instructor.

Group projects of general interest are worked out at various times in the year, such as a crèche at Christmas time, and a puppet show in the spring.

¶ MILLINERY

A thoroughly practical course in making hats and trimmings.

¶ MUSIC

MUSIC I

Children's Music. Nursery School and Kindergarten course designed to give a large repertoire of songs and music material suitable for use in the home and the nursery school. Special emphasis will be given to observing and learning the technique of presenting this material and to studying the

musical development and abilities of children from one to five years of age.

MUSIC II

Methods of Teaching. Students are furnished with a graded list of songs for children in the kindergarten, first, second and third grades. This course includes the study of elementary harmony, sight singing, and principles of teaching.

Appreciation of Music. A course of study in the history and appreciation of music. "What We Hear in Music," by Anne Shaw Faulkner and published by the Victor Talking Machine Company, is used as a guide, and illustrations are given on the Orthophonic Victrola.

¶ PHYSICAL EDUCATION

Games. Kindergarten games; folk dances and rhythmic work; singing games and simple interpretative dances.

Folk Dancing. Folk dances, plays and games suitable for children between the ages of four and twelve, with emphasis upon playground and primary school work, are given.

¶ PSYCHOLOGY

PSYCHOLOGY I

A study of child psychology, including lectures and discussions applied to the very young child. Froebel's "Philosophy of Education" will be used as a basis for this course.

PSYCHOLOGY II

Introductory Course. An introductory course in General Psychology.

PSYCHOLOGY III

Psychology of Learning. This course aims to give some insight into the learning process in such a manner as to help the young teacher to understand the laws which govern mental development in children. Observed mental behavior and conditions under which it takes place is used as the basis for formulating and illustrating these laws.

The following are a few of the subjects considered: the physical basis of mental phenomena; natural endowment; the stimulus-re-

sponse mechanism; instinctive responses as contrasted with learned behavior; mental hygiene; the results of experimental psychology that bear upon learning.

PSYCHOLOGY IV

Tests and Measurements. The course in tests and measurements has three main objectives: (1) To introduce prospective teachers to the more common terms used in this branch of educational psychology, such as I.Q., mental age, standard tests, distributions, measures of central tendency and variation, and to explain their significance. (2) To create among the students a favorable attitude towards tests and testing so that they will be able and willing to further the use of objective tests in both intelligence and achievement whenever an opportunity occurs. (3) To enable the young teacher to make use of any results from testing available in the school where she is located.

Mental Hygiene. This course applies to teaching and emphasizes the basic psychology of mental hygiene, personal efficiency and individual differences.

¶ SANITATION (Domestic and Community)

A course of lectures and assigned readings on the general principles of sanitary science applied to the home and a consideration of certain public health measures. Field trips to local water purification works, milk plants, markets and restaurants will supplement the lectures. A study will be made of the latest household appliances in relation to the health of the home.





¶ SCIENCE

SCIENCE I

Nature Study. The aim of this course is to acquaint students with some of the more interesting facts of astronomy, geology, botany and zoology. The lecture work, illustrated with motion pictures and lantern slides, covers such topics as bacteria; life in the sea; the life and habits of birds and mammals; trees and flowers; parasitism; animal behavior; structure of the earth and the nature of the stars and planets.

The Agassiz Museum of Harvard University is within a two-minute walk of the school and frequent visits afford unexcelled opportunity to study plant and animal life.

SCIENCE II

Gardening. The aim of this course is to awaken in the student a vital interest in plant life and gardening and to give them sufficient practical knowledge to further this interest. Emphasis is laid on the relation of the subject to children, and ways in which their natural interest may be encouraged.

The course is roughly divided into two parts, one of practical gardening information, and the other a simplified botany, given somewhat as it might be presented to a child. The students plant seeds and bulbs indoors in the autumn, and in the spring make trips to the Harvard Botanic Garden, Arnold Arboretum, Children's Museum, and other places of gardening interest. They are encouraged to send for government bulletins on gardening subjects, and nursery catalogs.

SCIENCE III

Biology. The purpose of this course is twofold. It serves to cover the more important aspects of botany and zoology; it suggests methods of teaching the simpler facts to grade school children. Lantern slides and materials are used to make clear the structure, habits and adaptations of plants and animals. There are museum trips.

¶ SOCIAL STUDIES

Geography. A course in the principles and methods of the newer interpretative and

human geography; regional geography; comparison of the one-cycle and two-cycle plans; the geography curriculum; map studies; text-books and work-books; the open-book geography lesson; journey geography; children and homes of other lands; and the dependence of human occupations upon the environment.

The proximity of the Graduate School of Geography at Harvard University will give the students an opportunity to see a glimpse of modern geographic education in the making.

History and Civics. This course will closely parallel the course in geography and will deal with the so-called fusion of history and civics with geography. Recent developments in the teaching of history will be discussed: the narrative study of the subject; the Morrison unit plan; the place of silent reading in history; the problem method and the finding of reference material; text-books, work-books, and tests.

¶ SOCIOLOGY

Structure of Society. A study of the origin and development of social groups and units from the primitive family, clan and tribe to the modern family, neighborhood, community, and civic units, the city, state and nation; the development of political, racial, religious, economic, occupational and intellectual groups.

Forces and Social Control. An analysis of the social forces which control, maintain and change human relationships, including such topics as customs, traditions, occupations, competition, warfare, politics, religion, education, recreation, public opinion and forms of governmental control. Emphasis will be given to those social policies which are influenced by education.

¶ TEXTILES

A practical course in the manufacture of textiles; lessons are given on how to teach the consumer to buy more wisely through acquiring an ability to know values, to judge qualities and to select fabrics suitable to their use.



Admission Requirements

THE applicant must have graduated from an approved secondary school.

The application blank should be accompanied by:

1. Transcript of high school credits.
2. A photograph; a glossy print about 4" by 6" is preferred.
3. A physician's certificate of good health.
4. Ten dollars registration fee.

Registration is not complete until the above requirements have been met.

Credits, photographs, physician's certificate (or letter) and letters of recommendation are not returned to students.

Students who do not live near enough to the school to commute are expected to live in one of the dormitories.

Applications may be sent by mail, although a personal interview is more satisfactory for the applicant as well as the school authorities.

The faculty reserves the right to judge as to the personal fitness of an applicant. It may be necessary to refuse admittance to a student even though she may have the necessary academic preparation. Applicants should note that registration for the school does not include dormitory registration.

¶ **WITHDRAWALS**

The faculty reserves the right to dismiss a student from the school at any time who, in its opinion, does not attain a required standard as to academic ability, attendance and personal fitness. No part of the fees will be deducted if students leave or are dismissed from the school or dormitory.

¶ **PAYMENTS**

Payments are due half-yearly in advance—October 1 and February 1. If different arrangements are desired, application should

be made in writing. For additional information address: Secretary of The Lesley School, 29 Everett St., Cambridge, Mass. Telephone: Eliot 8033.

¶ SCHOLARSHIP

Students are not marked for academic achievement alone. It is believed that personal fitness for work, initiative, co-operation and regular attendance are important. A student who shows good school spirit and who is willing to co-operate with her teachers and classmates may receive a grade higher than one whose success lies in academic achievement alone. It is understood, however, that all students must receive a passing academic grade before credit is given for a course.

Students who attain the general average of 85% and who in addition receive an average of 85% in a particular course at the mid-year period may be excused from the final examination in this course provided this average and regular attendance have been maintained. This recognition of standard should encourage students to work towards a high average.

¶ GRADES

The Lesley School uses the following system of grading:

Excellent 95 to 100%	Fair 75%
Good 85%	Poor 70%

One point (or credit) equals class instruction one hour a week for a semester or one-half the academic year.

The school reserves the right to make any change if it is to the advantage of the students or of the school to do so.

¶ DRESS

Students in the Kindergarten, Primary and Elementary Departments are required to wear, for their folk dancing, games and gymnasium work, low-heeled, black, rubber-soled shoes and the regular Lesley uniform. This uniform costs about \$9. It is suggested that all students supply themselves with two cotton smocks to be worn during hand work.

Students are encouraged to wear very simple and inexpensive dresses for school work; shoes ought to be comfortable without exaggeration in style.



Residence

The Lesley School has four dormitories:

Mary I. Jenckes Hall.....	31	Everett St.
Everett Hall.....	45	Oxford St.
Oxford Hall.....	49	Oxford St.
Hammond Hall.....	39	Hammond St.

A central dining room is located in the Mary I. Jenckes Hall, 31 Everett Street, and is in charge of Mrs. Celia Arnold, a trained dietitian. Students who do not live near enough to the school to commute from their own homes are expected to live in the school dormitories. Before any other arrangement can be made, permission must be obtained from the School Director or the School Principal.

The dormitories will be open on Sunday, September 27th, after 9 A.M.

The bedrooms are supplied with the necessary furniture, but each student is expected to provide the following articles: Four sheets, four pillowcases and towels, two quilted pads for mattress, one couch cover, two blankets, curtains, rugs, hot water bottle (not electric pad), laundry bag.

Students are advised to wait until they enter school before deciding upon their rugs and window curtains.

The couches are single couch beds and students provide couch covers and extra pillows.

As each dormitory accommodates only a limited number of students it is possible to maintain a homelike atmosphere. There is a resident hostess in each dormitory, and there is always a person in charge when students return from evening entertainments.

In case of illness in the dormitory, the school doctor, a leading physician in Cambridge, is called. Parents are notified if it has been necessary to call a physician.

The school is non-sectarian and students are not required to attend any church. They are encouraged to affiliate with a church of their own denomination. Harvard College Chapel services are open to them.

Students should not bring to the dormitory electrical devices such as chafing dishes, grills, curling tongs, radios, etc.

All dormitories are closed during the Christmas and Spring vacations and students should make their plans accordingly.

Trunks, parcel post packages, and personal letters for students should be sent to the dormitory to which a student has been assigned.

Do not send trunks, packages or personal letters to the school.

Address all business letters to The Secretary, The Lesley School, 29 Everett Street, Cambridge, Massachusetts.



Tuition

TEACHER-TRAINING DEPARTMENT

The tuition fee each year	\$220
Payments to be made as follows:	
Registration fee	10
October 1	110
February 1	100

In order that persons who are financially responsible for students in The Lesley School may have a clear idea of what their obligations may be, the so-called "extra expenses" are covered by a nominal charge of fifteen dollars a year. It is *not necessary* for students to purchase anything in connection with their regular school work. This charge of fifteen dollars is to cover the following items:

Art Material
"Activity Dues"
Books
Cap and Gown (for use at Commencement)
Class Dues
Hand-work Material
Library Dues (not including fines)
Theme Paper
Year Book (approximate cost \$10)

DOMESTIC SCIENCE DEPARTMENT

Tuition fee each year	\$390
Payments to be made as follows:	
Registration fee	10
October 1	190
February 1	190

A charge of \$15 is made each year to cover the following items:

Books
Cap and Gown (for use at Commencement)
Class Dues
Cooking Material (for class work)
Library Dues (not including fines)
Theme Paper
Year Book (approximate cost \$10)

DORMITORIES

Dormitory Reservation (payable at time of application)	\$ 25
October 1	275
February 1	250

Assignments are made in the order of application. No deductions are made for withdrawals or dismissals.

Calendar

1936

Registration for all students
Monday, September 28, 9-5
Dormitories are open on Sunday
September 27 after 9 A.M.
Columbus Day
Holiday
Armistice Day
Holiday
Thanksgiving Recess
School closes Wednesday at noon
and opens the following Monday.
Christmas Vacation
Two Weeks

1937

Washington's Birthday
Holiday
Spring Vacation
One Week
Patriots' Day
Holiday
Memorial Day
Sunday
Baccalaureate, 4 P.M.
Sunday
Commencement, 11 A.M.
Monday



*Pen drawings by
Roy Griffith*

Application Blank

AND MAP SHOWING LOCATION OF SCHOOL



The

LESLEY SCHOOL

29 EVERETT STREET, CAMBRIDGE, MASSACHUSETTS

Telephone: ELIOT 8033

APPLICATION BLANK

Name in full..... Date.....

Address.....
Street City (or town) State

Date of Birth..... Health.....

Religious Preference..... Dormitory Reservation.....
Answer "yes" or "no"

Any Physical Handicap.....
Answer "yes" or "no"

Course of Study:

Kindergarten-Elementary; Three-year course	Kindergarten-Primary; Two-year course	Domestic Science; Two-year course	Domestic Science One-year course
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Mark "X" over course of study

Name and address of High School from which applicant graduated.....

Additional Preparation: College or any other educational institution.....

Name and address of High School Principal or teacher with whom the applicant has studied
and received at least one credit.....

Signature and address of Parent or Guardian.....

Business or Profession of Parent or Guardian.....

Name and address of person financially responsible.....

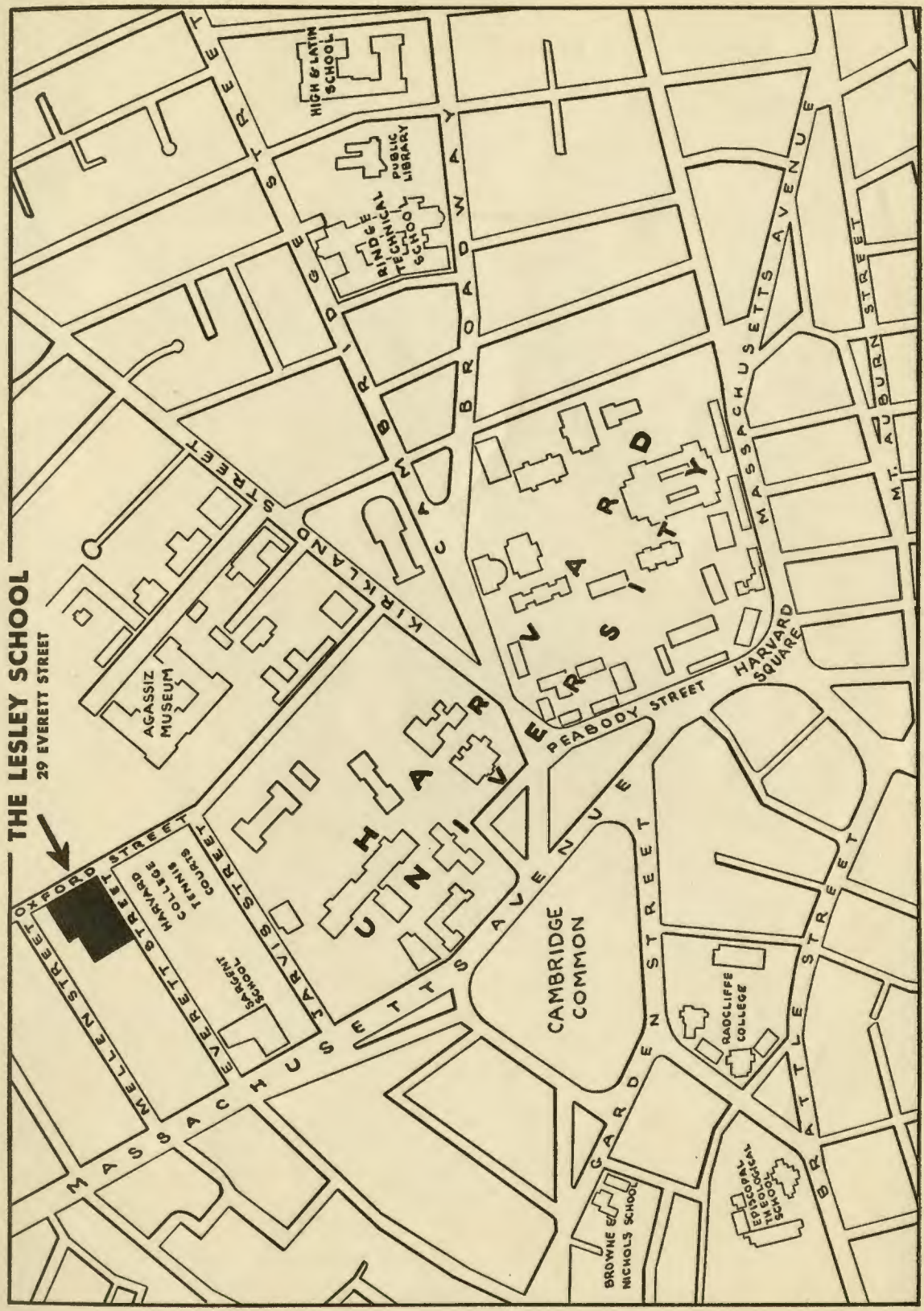
The application blank should be accompanied by:

Transcript of high school credits	A physician's certificate of good health
A photograph (a glossy print is preferred)	Ten dollars registration fee
Twenty-five dollars dormitory fee if school residence is required	

Students who do not live near enough to the school to commute are expected to live in one of the dormitories.

Registration is not complete until all entrance requirements are fulfilled.

See page 24 for admission requirements.



THE LESLEY SCHOOL
29 EVERETT STREET

