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CATALOGUE AND CIRCULAR

OF

DR. DIO LEWIS'S

Family School for Young Ladies,

LEXINGTON, MASS.

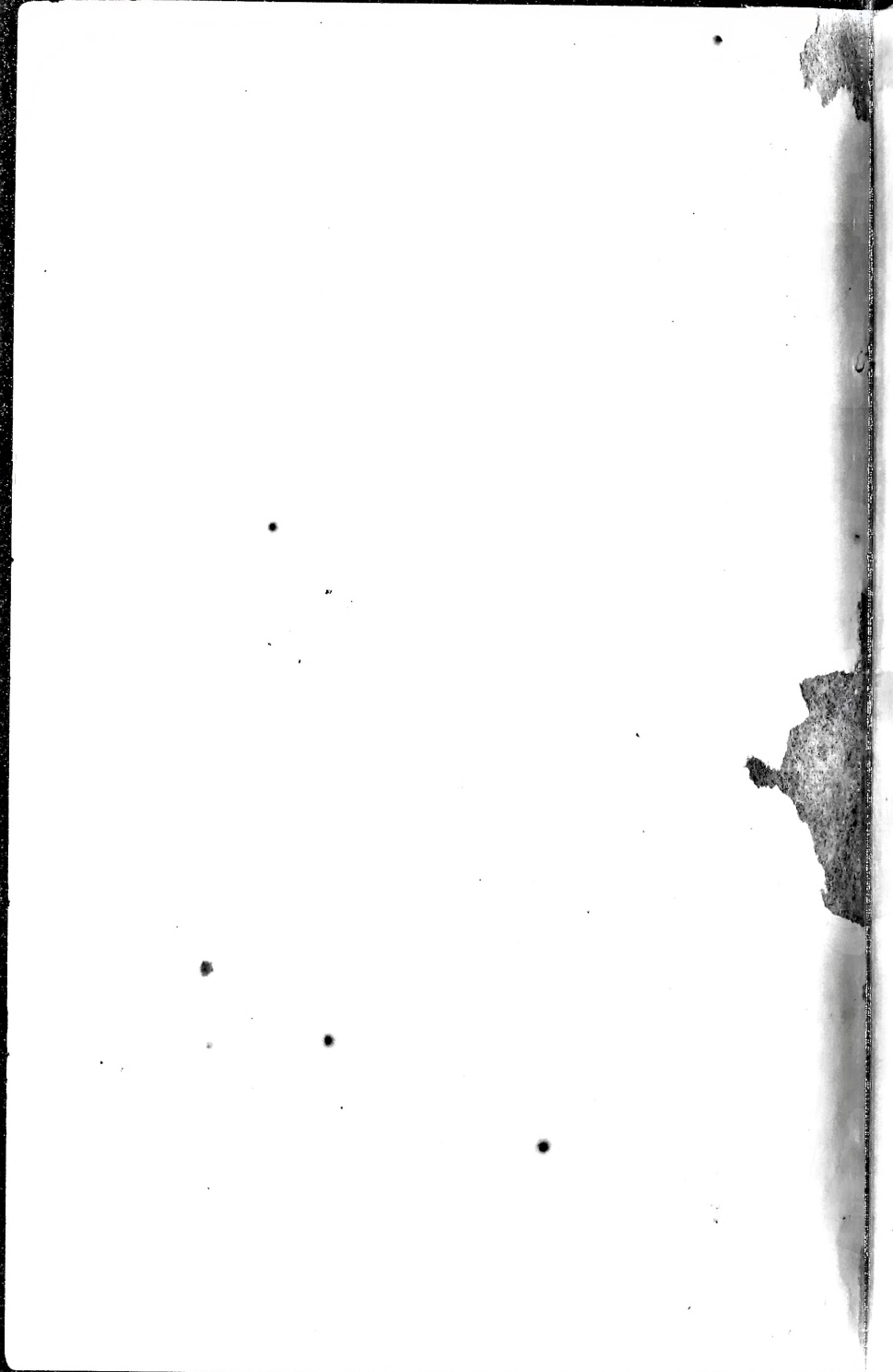
1865.

BOSTON:

PRESS OF JOHN WILSON AND SON,

15, WATER STREET.

1865.



CALENDAR

FOR 1865-6.

| | |
|------------------------------------|-----------------|
| First quarter commences | Sept. 27, 1865. |
| " " closes | Nov. 28, 1865. |
| Second quarter commences | Nov. 29, 1865. |
| " " closes | Jan. 30, 1866. |
| Third " commences | Jan. 31, 1866. |
| " " closes | April 3, 1866. |
| Fourth " commences | April 4, 1866. |
| " " closes | June 5, 1866. |

Principal.

DIO LEWIS, A.M., M.D.

Associate Principal.

ISAAC N. CARLETON, M.A.



Teachers.

DR. DIO LEWIS,

Physical Culture, Anatomy, and Physiology.

ISAAC N. CARLETON, A.M.,

Ancient Classics and Natural Science.

THEODORE D. WELD,

Mental Philosophy, Ethics, Composition, and Critical Reading of
English Classics.

MRS. HELEN C. LEWIS,

Dress, and the Duties of School-mother.

MRS. LAURA T. CARLETON,

French and Mathematics.

MISS MARTHA A. DUDLEY,

English Studies.

MISS VIRGINIA F. TOWNSEND,

Rhetoric.

PROF. THOMAS F. LEONARD,

Elocution.

PROF. B. J. LANG,

Piano.

PROF. E. ZERDAHELYI,

Piano and Vocal Music.

MISS ELIZABETH P. PEABODY,

History.

PROF. J. B. TORRICELLI,

Italian and Spanish.

PROF. A. W. SPRAGUE,

Natural Philosophy.

PROF. JAMES C. SHARP,

Chemistry.

PROF. PHILIP WILNER,

German.

MISS CHARLOTTE L. HULL,

Piano.

MISS LUCY SOLGER,

Piano.

PROF. GUILLAUME H. TALBOT,

French.

PROF. HENRY L. FETTEE,

Drawing, Crayon Drawing, Linear Perspective.

REV. B. G. NORTHROP, A.M.,

Lecturer on Methods of Study.

NAMES OF PUPILS

DURING FIRST YEAR.

| | |
|--------------------------------|---------------------|
| Cora H. Bearse | Hyannis, Mass. |
| Fannie E. Bearse | Hyannis, Mass. |
| Nellie F. Brown | Middletown, Ct. |
| Lillie B. Chace | Valley Falls, R.I. |
| Flora C. Clark | New York City, N.Y. |
| Anna W. Dana | Portland, Me. |
| Julia Delano | New Bedford, Mass. |
| Edith Edwards | Newburgh, N.Y. |
| Carrie F. Fish | Fall River, Mass. |
| Julia A. Floyd | Medford, Mass. |
| Carrie L. Gerrish | Chelsea, Mass. |
| Gertrude M. Hazard | Newport, R.I. |
| Emily K. Hill | Northampton, Mass. |
| Clara M. Holmes | Davenport, Iowa. |
| Elizabeth C. Howland | Leominster, Mass. |
| Lucy B. Hunt | Northampton, Mass. |
| Ellen A. Ingersoll | Canton, Ill. |
| Carrie A. Ingols | Boston, Mass. |
| Kate B. Judd | Northampton, Mass. |
| Florence F. Lewis | Buffalo, N.Y. |
| Annie E. Lockey | Leominster, Mass. |
| Elizabeth E. Lyman | New Haven, Ct. |
| Harriet C. Peirce | New Bedford, Mass. |
| Mary E. Pendleton | Westerly, R.I. |

| | |
|-------------------------------|----------------------|
| Flora C. Plummer | Addison, Me. |
| Evelyn A. L. Purdie | West Newton, Mass. |
| Anna P. Redfield | Lexington, Mass. |
| Isabel M. Rotch | New Bedford, Mass. |
| Mary E. Sawyer | Dover, N.H. |
| Lydia C. Smith | Provincetown, Mass. |
| Elizabeth L. Steele | Farmington, Ct. |
| Anna M. Stone | Boston, Mass. |
| M. Florence Usher | West Medford, Mass. |
| Minnie V. Westall | Fall River, Mass. |
| Lizzie J. Williams | Leavenworth, Kansas. |

Total, 35.

REFERENCES.

The above young ladies and their friends, and the prominent educators in and about Boston.

PLAN OF THE SCHOOL.

The general design of this school is to secure a symmetrical development of body, mind, and heart; to give due attention to *physical* and *social* culture, while imparting thorough instruction in Literature, Art, Science, and Morals. The plan of the School embraces the following

Range of Studies.

I.—THE ENGLISH LANGUAGE. Elementary Sounds; Spelling and Defining; Reading; Analysis of Words; Writing; Orthoëpy; Elocution; Recitations; Grammar; Rhetoric; Composition; Critical Reading of Shakspeare, Milton, and other Standard Classics.

II.—MATHEMATICS. Arithmetic, mental and written; Bookkeeping; Algebra; Geometry; Trigonometry; Mensuration; Surveying, and Conic Sections.

III.—PHYSICAL SCIENCES. Geography; Physiology, Anatomy, and Hygiene; Natural Philosophy; Astronomy; Chemistry; Geology; Physical Geography; Botany; Zoölogy, and the Philosophy of Natural History.

IV.—ANCIENT AND MODERN LANGUAGES. Latin, Greek, French, German, Spanish, and Italian.

V.—HISTORY. Ancient and Modern; Mythology; History of Civilization.

VI.—MUSIC, DRAWING, PAINTING.

VII.—MENTAL PHILOSOPHY, ETHICS, LOGIC, POLITICAL ECONOMY, EVIDENCES OF CHRISTIANITY, BUTLER'S ANALOGY.

Text-Books.

A complete list of the Text-books which will be used cannot now be given. Those already adopted are Eaton's Arithmetics, Greenleaf's Algebras, Greenleaf's Geometry, Bradbury's Trigonometry and Surveying, Youman's Chemistry, Hitchcock's Anatomy and Physiology, Lewis's "Weak Lungs, and How to make them Strong," Hows' Shakespearian Reader, Hows' Historical Shakespeare, Haven's Mental Philosophy, Harkness's Latin Grammar, Harkness's Latin Reader, Hanson's Latin Prose Book, Frieze's Virgil's *Æneid*, Arnold's Latin Prose Composition, and Pinney and Arnoult's French Grammar.

It will be for the advantage of pupils to purchase all Text-books at the School, as they will be furnished there at much less than retail prices.



School Year and Vacations.

The School year begins on the last Wednesday of September, and ends on the first Wednesday of June. It is divided into four quarters.

The vacations are Thanksgiving Day, Christmas week, New-Year's Day, the Twenty-second of February, Fast Day, and May Day.

No pupils are received, except by special arrangement, who do not intend to remain till the close of the School year; nor are any deductions made on account of absence or premature withdrawal from the school.

Expenses.

The Terms are \$100 per quarter, *payable in advance*. This amount defrays the expense of tuition in all branches not on the list of "Extra Charges;" also of board, room-rent, heat, lights, daily riding, bathing, and, in case of sickness, medical attendance and nursing. The charge for washing will be 75 cents per dozen.

The terms for pupils boarding at home are \$32.50 per quarter.

Extra Charges.

| | | |
|--|---------|-----------------|
| Latin, Greek, and French, each . . . | \$10.00 | per quarter. |
| Latin, with Greek or French . . . | 17.50 | „ „ |
| Instruction on the Piano, from \$25 to | 70.00 | for 24 Lessons. |
| Instruction in Vocal Music, 25 to | 70.00 | „ „ |
| Use of Piano, one hour each day . . . | 2.00 | per quarter. |

The charge for Drawing, Painting, German, Italian, and Spanish, will be extra; and will vary according to the number of pupils in the classes.

Family Pupils.

It is earnestly desired that all pupils, who cannot board at home, should reside in the family of the Principal. The absorbing purpose of Dr. LEWIS in the establishment of this school was to furnish the best possible conditions for acquiring a complete *education*, in the true and broad sense of the term. These conditions can be secured only by the most watchful attention to diet, sleep, dress, ventilation, bathing, and recreation, as well as to qualifications of teachers, and methods of

instruction. Such attention the *head of a family* can obviously best give. Moreover, a wise, cheerful, loving home-nurture is indispensable to the most rapid and harmonious development of the entire being.

Each pupil is requested to come furnished with rubber boots, umbrella, a napkin-ring, and suitable clothing for the changing seasons; every article being distinctly marked with the name of the owner in full.

It is expected that each pupil will attend church at least once every sabbath. Places of worship can be selected by parents, or by the young ladies, according to denominational preferences; but these should be made known to the Principal, on entering the school, that satisfactory arrangements may be made for conveyance and seats. There will be a small charge for pew-rent.

Young ladies in the family will enjoy facilities for taking regularly warm and cold baths, under the care of efficient and skilful attendants.

Pupils from a distance can remain in the family of the Principal during the Summer vacation; or, if it be desired, can travel under suitable escort.

Location and Buildings.

The location of the "Lexington House" is most favorable for school purposes. It stands on historic ground, and is the chief architectural ornament of a quiet village, two hundred feet above the level of the sea, and remarkable for its healthfulness and good morals. Around it, on all sides, lies an open country, picturesque in beauty, and threaded by delightful rides and walks.

Though thus rural and retired, Lexington is yet within easy reach of several cities; Boston being but ten miles distant, and connected directly by railroad. The house itself, as is well known to many, is commodious and elegant. It contains more than a hundred rooms, beside a spacious hall for gymnastics and social gatherings. The rooms are large and well-ventilated; and are, most of them, so situated as to receive daily the direct rays of the sun.



Physical Culture.

It is the special and earnest aim of this School to give PHYSICAL CULTURE a just and honorable place in its course of instruction. American girls, especially of the higher classes, are very many of them pale, nervous, and fragile, with stooping shoulders, weak spines, and narrow chests. Such, in studying under the ordinary and *fashionable* systems of education, greatly imperil their physical well-being, compromise their enjoyment of life, and often break down altogether in the midst of their labors. Keenly do fine and sensitive natures suffer when high hopes of usefulness, and bright anticipations of happiness, are thus blighted in the springtime of life; but such premature decay and suffering are only penalties for violating law. If the claims of the body be wholly disregarded, or too entirely subordinated to intellectual cultivation, failure and disappointment are inevitable. But let the early training of our youth be broad and symmetrical, physiological and philosophical, and even delicate girls may endure hard study, and thrive upon it. We are RESOLVED, therefore, to *insist* upon such a style of life in our School as shall give to the body strength,

endurance, and grace; and help each one of our graduates to go forth with "a sound mind in a sound body."

To carry out this purpose, we shall rely upon the following means:—

I.—Regular and thorough instruction in Anatomy and Physiology, with frequent familiar lectures on practical hygiene, and constant attention to the personal regimen of pupils.

II.—The careful practice, from two to four half-hours each day, of the *New Gymnastics*; and exercises of the *Swedish Movement Cure*, in the case of any who may need special treatment.

III.—Plain and nutritious food, such as shall best conduce to the healthy growth of muscle and brain.

IV.—Fixed hours for rising and retiring, so arranged as to secure for all, regular and abundant sleep.

V.—Baths, both warm and cold.

VI.—Regular morning and evening walks, with daily rides in favorable weather; recreations in the open air; together with a great variety of in-door sports and amusements.

VII.—A physiological dress, such as shall properly protect the body without hindering its growth, deforming its beauty, or interfering with any of its vital functions.



Elementary and Common Studies.

These will be faithfully taught, by experienced and conscientious teachers. Great care will be taken to fix firmly in the minds of pupils the rudimental principles of learning; to acquaint them with the best methods of study, and to assist them in forming habits of observation and studiousness.

Ancient Classics.

The founder of this School is determined that it shall be second to none of its class in facilities for acquiring a liberal and polished culture, as well as a solid and wholesome education. Hence he has made ample provisions for thorough instruction in the Ancient Classics, knowing that, as a means of mental culture, they hold a high position, and one which no other branches of study can completely fill. At this day, no young lady can lay claim to a finished, and hardly even to a fashionable, education, who has not some knowledge, at least, of the Latin language and literature. In the classical course, earnest effort will be made to ascertain and follow the best method of instruction; and to win pupils, if possible, to an appreciative and loving study of those rich treasures of thought, which, as they glow in their original casket of burnished words, are like "apples of gold in pictures of silver." Mr. CARLETON, who will direct this department, was for several years instructor of Latin and Greek in Phillips Academy, Andover, Mass.

*Shakespeare, Mental and Moral Philosophy.*

Shakespeare, next to the Bible, is our best model of idiomatic English, and staunchest bulwark of the grand old Saxon. It furnishes the amplest and most varied means for elocutionary culture, containing, as it does, the highest incentives to natural and forcible expression. It induces habits of critical analysis, a terse, graceful style, a keen discrimination, separating the dross of strained fancies, pragmatic conceits, and tinselled word-painting, from the gold of a sterling literature. Though the diffi-

culties of the study often tax to the uttermost the powers of the pupil, yet such is the interest excited, that each knotty point proves a magnet to draw out her best thinking, and a premium to pay her for it. In a word, believing Shakespeare without a peer, not only as a poet, but as a thinker, a philosopher, a logician, though untrammelled by the mechanism of logic, and as the most acute and profound mental analyst that has ever threaded the mazes of human nature, we regard the critical study and analysis of his works as indispensable to the completeness of a liberal culture. We prize it not mainly as a discipline to unfold the æsthetic elements alone, but as a quickener of the whole mind; a general educational force; a normal stimulant to all the faculties; rousing the inert, developing the latent, and giving symmetry and equipoise to the whole. THEODORE D. WELD, for many years principal of the Eagleswood School in New Jersey, will have charge of this department, and will also give instruction in mental and moral science.



History.

This branch of study will be under the care of Miss ELIZABETH P. PEABODY, a lady well known throughout our country as an authoress and teacher.



French.

The pupils of this school will enjoy rare facilities for acquiring a practical and critical knowledge of the French language. Prof. TALBOT is a native of France, and is the author of several French instruction books.

Music.

For this important department, it has been our aim to secure the very best instructors in Boston; and we are happy to announce that our corps of music teachers will include Prof. B. J. LANG, and E. ZERDAHELYI. Prof. ZERDAHELYI, a Hungarian by birth, is one of the most brilliant pianists in our country. He is a friend and pupil of LISZT, and to him this great master has dedicated one of his celebrated compositions. We feel confident that our School offers unsurpassed advantages for the study of music to pupils of every degree of advancement.

Rhetoric.

Miss VIRGINIA F. TOWNSEND, editress of "Arthur's Magazine," will give instruction in Rhetoric and Belles-Lettres.

Suggestions to Parents.

DRESS.—Neatness, good taste, and simplicity—the natural expression of good sense, modesty, and refinement—eminently befit school days; while ambition of fashionable display,—the paroxysms of a mind weak, ill-balanced, and essentially vulgar,—disturbs all educational processes, and represses the higher aspirations.

POCKET-MONEY.—Significant words! rife with temptations to omniverous repletion between meals, and painfully suggestive of its inevitable effects,—acidity, sallowness, pimples, disturbed sleep, and bad breath. Pandora's box! full of headaches and other aches,

nauseas and vertigoes ; necessitating the excuse, "not well," when called for the morning walk ; rife with artificial wants, unscholarly ways, late rising, tardiness, absence, discreditable recitations, and imperilled character. Few attain honorable distinction at school who have not been withheld by thoughtful parents from the manifold temptations of much pocket-money.

VISITING. — Visits to friends, during term-time, unsettle the mind, break in upon habits of study, the regularity of lessons, and general school order ; multiply the burdens of teachers ; excite the discontent of classes, whose members are absent ; lower their tone, and impede their progress. They generally disqualify for earnest study, and often necessitate imperfect lessons for days after resuming the school routine. For these reasons, leave of absence should never be asked except in emergencies that cannot be provided against ; and then not through the pupils, but directly of the Principal. A little forecast during vacation will obviate the necessity of calling pupils away from school to replenish their wardrobes, or to visit the family dentist.

FINALLY, we earnestly invoke the co-operation of parents and guardians, both in these special regards, and in our daily and earnest effort to do worthily the teacher's work.

OUR FIRST YEAR.

AFTER many years' anxious thought and preparation, this School was opened on the first of October, 1864. As an important innovation was to be made, it was thought best to limit the number of pupils. Thirty was announced as the maximum number. The School was full. The young ladies ranged from twelve to twenty-three years of age. The average was seventeen. The families represented in the School are among the most intelligent in New England. Intellectually and morally, our pupils were all we could ask; physically, they were much below the average.

Accustomed to teach gymnanstics among those who, living at home, indulged the fashionable errors of dress, diet, sleep, bathing, &c., Dr. Lewis had never comprehended the possibilities in physical culture. Retiring at an early hour; sleeping in large, well-ventilated rooms; visiting a plain, nutritious table at proper intervals; bathing frequently under the guidance of intelligent assistants; wearing a physiological dress; and spending several hours a day in the open air,—these concomitants added far more than had been anticipated to the results of the gymnastic training. The general development may be inferred, when it is stated, that, about the upper part of the chest, the average enlargement was two and three-quarter

inches. In the physical training of this school, *lean* girls increased in flesh, while the *fleshy* ones became thinner and more active.

We are well satisfied that the common opinion concerning excessive brain-work in our schools is an error; but that our girls, even, may double their intellectual acquisitions, provided their exercise, bathing, diet, sleep, and other physiological conditions, be rightly managed.



NOTICES OF THE PRESS.

From the "Zion's Herald."

A NEW SCHOOL.—Dr. Diō Lewis, long identified with the cause of physical education, and whose system of light gymnastics has been adopted in nearly all the schools, seminaries, and colleges of the United States, and to some extent in Great Britain, has established a Seminary for young ladies at Lexington, Mass.

This School was opened last October, after many years of careful preparation. The buildings purchased for this purpose are truly admirable. They are very large, sunny, airy, and happily arranged. The halls for gymnastic exercises, social gatherings, and other purposes, are large. Lexington is more than two hundred feet above the sea, free from fogs, and famous for its healthfulness.

The first School year has just closed with a two days' examination, which was attended by many well known friends of education. The gymnastic exercises were something wonderful. Many of the young ladies came as invalids, but closed the year with a remarkable development of muscular activity and endurance. Some who began as invalids, ended the year by frequently walking ten or twelve miles. The muscular roundness, grace of movement, and queenly bearing that pervaded the whole School excited general attention.

The results of this training, as reflected in the intellectual accomplishments, elicited the warmest praise from gentlemen who attended the examination to determine, in the interests of education, the influence of thorough physical training upon intellectual progress. A well known gentleman, a graduate of Harvard, declared that he had never heard such fine recitations in Latin, not even in Harvard College. Another eminent teacher warmly declared that he had never heard the intellectual exercises of this school excelled. Indeed, the theory entertained by all thinkers in regard to the intimate relation between a sound, vigorous body, and a vigorous, healthy mind, has received, in the results of the first year's training of this School, a striking illustration.

We learn that not less than twenty-one teachers have been engaged for next year; and we confidently believe that the School will rise into a grand success, and contribute not a little to inaugurate a new era in female education.

Hon. J. M. USHER, in the "Nation."

AN INTERESTING OCCASION.—It was our pleasure to attend the first anniversary of Dr. Dio Lewis's School for Young Ladies, on the 30th and 31st ult. This School is situated in the pleasant and quiet village of Lexington, one of the healthiest locations in New England. The mathematical and classical departments were conducted by I. N. Carleton, A.M. The young ladies exhibited great thoroughness in the principles involved, almost unequalled at any similar examination that it has been our privilege to attend in public or private schools. After being questioned by their teacher, until it would seem they had fully explained all the fundamental truths, they were interrogated by several gentlemen of high scholarly attainments. They answered in a prompt and happy manner, which was pleasing to witness, giving great satisfaction to the individuals who questioned, and reflecting great credit upon their estimable teacher.

The classes in Mental Philosophy and Shakespeare were directed by Theodore D. Weld. The recitation in Mental Philosophy was exceedingly interesting; they had evidently cultivated habits of thought, and power to discriminate upon the philosophy of mind as distinguished from that of matter. Mr. Weld's intelligent manner of teaching Shakespeare, which originated with himself, rendered it peculiarly attractive. The young ladies evidently appreciated their teacher's refined, critical taste, his perfect command of language, and fine conversational powers.

If departed beings are permitted to revisit earth, may we not hope that Horace Mann, and a host of other bright spirits, pioneers in the cause of intellectual progress, were present, rejoicing with us, that at last one has been raised up who has founded and perfected that system of Physical Education which they deemed of such vital importance, but which has remained for Dr. Lewis to accomplish, thus completing and rounding that idea of true education which combines both Mental and Physical Culture.

From the "Massachusetts Teacher."

We had the pleasure of being present at a portion of the exercises of the first commencement of Dr. Dio Lewis's School at Lexington. We found there some thirty or more energetic young ladies, gathered from some of the most intelligent families of New England, becomingly attired in a style which admitted of freedom in the use of their limbs, and all showing such physical activity and power of endurance as we had never before witnessed in a young ladies' school.

The gymnastic exercises were admirable.

The examinations of the classes in various departments of study were full and fair. A large part of the questions were put by gentlemen who happened to be present. The classes sustained themselves well, some of them with rare ability. The examinations in Shakespeare, Intellectual Philosophy, and Latin, would have done credit to any high school in the Commonwealth.

We are glad to see that there is at least one ladies' school in this region, which really combines thorough physical, with thorough intellectual training.



Notices from the English Papers of M. ZERDAHELYI, one of our music teachers.

As M. Zerdahelyi is mostly unknown to the American people, it is thought best to print some brief notices of his performances in England. The "Musical World," London, says of his performances at a concert in that city :—

"The strength and firmness of his hand enabled him to produce a great body of tone, full and mellow without harshness; his finger is uncommonly rapid; in the most florid passages and brilliant flights, his articulation is always clear and distinct; and (what is a great beauty in piano-forte playing) his unerring certainty gives an air of facility even to the greatest difficulties of execution."

The "Staffordshire Sentinel" says :—

"The combined softness, and yet amazing power of tone, the sweet melody alike of his louder and of his gentler notes, the feather finish displayed in all, and the extraordinary and unerring rapidity with which he ran his fingers over the keys of his instru-

ment, were heard with wonder and delight; and showed that in Mr. Zerdahelyi we have a gentleman amongst us who is second to none as a pianist."

The "Leicester Journal" says of Zerdahelyi's performances: "And then there was the absolutely wonderful playing of M. Zerdahelyi on the piano-forte; playing which converted an old instrument into an absolutely vocal being, whose marvellous execution made the listener forget that its best days had long passed away, and long for another opportunity of hearing the performer under more favorable circumstances."



