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LESLEY
COLLEGE



*Miss
Wickson*

Cambridge
Massachusetts

LESLEY COLLEGE

UNDERGRADUATE SCHOOL

for the degree of
BACHELOR OF SCIENCE IN EDUCATION

GRADUATE SCHOOL

for the degrees of
MASTER OF EDUCATION
and
MASTER OF SCIENCE IN EDUCATION

Fifty-first Year

LESLEY COLLEGE IS A MEMBER OF:

New England Association of Colleges and Secondary Schools
New England Teacher Preparation Association
Eastern States Association of Professional Schools for Teachers
Association of Teacher Education Institutions
American Association of Colleges for Teacher Education
National Commission on Accrediting (not an accrediting agency)
National Council for Accreditation of Teacher Education
American Council for Education
Association of American Colleges

CAMBRIDGE, MASSACHUSETTS

1960-1961

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COLLEGE CALENDAR

1960

Examination Period	<i>Monday, January 18 through Wednesday, January 27</i>
Tuition Due	<i>January 18, 1960</i>
Second Semester Begins	<i>Monday, February 1, at 9 A.M.</i>
Winter Vacation	<i>Friday, February 19 after classes to Monday, February 29 at 9 A.M.</i>
Spring Convocation	<i>Thursday, April 7 at 1:30 P.M.</i>
Spring Vacation	<i>Friday, April 8 after classes to Wednesday, April 20 at 9 A.M.</i>
Examination Period	<i>Tuesday, May 31 through Wednesday, June 8</i>
Baccalaureate Service	<i>Sunday, June 5, 1960</i> <div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;">{</div> <div style="display: inline-block; vertical-align: middle;"> <div>3:30 P.M.</div> <div>5:00 P.M.</div> <div>7:30 P.M.</div> </div> </div>
Senior Buffet	
Commencement Exercises	
Intersession	<i>Monday, June 13 through Friday, July 8</i>
Summer Session	<i>Monday, July 11 through Friday, August 19</i>

1960-1961

Tuition Due	<i>Thursday, September 1</i>
Registration	<i>Monday, September 12 through Wednesday, September 14</i>
Fall Convocation	<i>Wednesday, September 14</i>
First Semester Begins	<i>Thursday, September 15 at 9 A.M.</i>
Columbus Day	<i>Wednesday, October 12, no classes</i>
Veterans' Day	<i>Friday, November 11, no classes</i>
Thanksgiving Recess	<i>Wednesday, November 23 at noon, to Monday, November 28 at 9 A.M.</i>
Vacation	<i>Friday, December 16 at noon, to Wednesday, January 4, 1961 at 9 A.M.</i>

1961

Examination Period	<i>Monday, January 23 through Wednesday, February 1</i>
Second Semester Begins	<i>Monday, February 6 at 9 A.M.</i>

THE CORPORATION

DR. MERL R. WOLFARD, Honorary Chairman	Rancho Santa Fe, California
MR. FRANK C. DOBLE, Chairman, <i>President, Doble Engineering Company</i>	Belmont
MR. HARRY R. ANDREWS, <i>President, Reliance Co-operative Bank</i>	Sharon
MR. V. STODDARD BIGELOW, <i>Assistant Treasurer, F. S. Webster Company</i>	Auburndale
MR. FLOYD H. BLACKMAN, <i>Vice-President, Stone & Forsyth Company</i>	Cambridge
MR. FRANK A. K. BOLAND, <i>formerly President, Hotel Commander</i>	Cambridge
DR. RUTH F. BOLAND, <i>Lesley '24, Director of Pupil Services, Cambridge Public Schools</i>	Cambridge
DR. CHESTER L. DAWES, <i>Professor Emeritus, Harvard University</i>	Winchester
MR. RICHARD K. DE L'ETOILE, <i>President, Delbrooke Engineering Company</i>	Belmont
MR. ROBERT R. DUNCAN, <i>Chairman, Board of Directors, Harvard Trust Company</i>	Cambridge
MRS. CHARLES A. EATON, <i>Lesley '29</i>	Brighton
MR. ROBERT W. FAWCETT, <i>President, Robert Fawcett & Son Company, Incorporated</i>	Lexington
MR. HOLLIS G. GERRISH, <i>President, Squirrel Brand Company</i>	Cambridge
MRS. WILLIAM J. HAAS, <i>Lesley '45</i>	Melrose
MR. ARTHUR G. MACKENZIE, <i>President, Mack Realty Company</i>	Cambridge
MISS CORA E. MACKENZIE, <i>Treasurer, Johnson-Appleby Company</i>	Auburndale
MRS. ROLAND MACKENZIE, <i>Lesley '35</i>	Lincoln
MRS. JOHN McCABE	Antrim, N. H.
MR. RICHARD D. MUZZY, <i>President, Daggett Chocolate Company</i>	Wellesley Hills
MISS WINIFRED M. RANDALL, <i>Lesley '48</i>	Chelsea
MR. LESLIE C. READ, <i>Vice-President, Niles, Incorporated</i>	Lexington
MR. ELIOT I. SNIDER, <i>President, Massachusetts Lumber Company</i>	Waban
DR. LIVINGSTON STEBBINS, <i>President, Byfield Felting Company</i>	Cambridge
MR. VARNUM TAYLOR, <i>Partner, Taylor, Ganson & Perrin, Lawyers</i>	Dedham
MR. ANDREW M. WALES, <i>Treasurer, Brown-Wales Company</i>	Lincoln
MR. JAMES O. WELCH, <i>President, James O. Welch Company</i>	Brookline
MR. DONALD B. WILSON, <i>President, A. O. Wilson Company, Inc.</i>	Concord
MR. SAMUEL D. WONDERS, <i>formerly President, Carter's Ink Company</i>	Boston

THE BOARD OF TRUSTEES

Term Expiring in 1960 1963

MRS. CHARLES A. EATON, Lesley '29	Brighton
MR. ROBERT R. DUNCAN	Cambridge
MISS CORA E. MACKENZIE	Auburndale

Term Expiring in 1961

DR. LIVINGSTON STEBBINS, <i>Chairman</i>	Cambridge
MR. JAMES O. WELCH	Brookline
DR. RUTH F. BOLAND, Lesley '24	Cambridge
MR. SAMUEL D. WONDERS	Boston

Term Expiring in 1962

MR. FRANK C. DOBLE	Belmont
MR. VARNUM TAYLOR	Dedham
MR. HOLLIS G. GERRISH	Cambridge
MISS WINIFRED M. RANDALL, Lesley '48	Chelsea

Members ex officio

MRS. WILLIAM J. HAAS, Lesley '45, <i>President, Alumnae Association</i>	Melrose
MRS. DORIS C. REED, <i>Treasurer of the College</i>	Malden
DR. TRENTWELL MASON WHITE, <i>President of the College</i> <i>deceased, September, 1959</i>	Cambridge
MISS BARBARA C. WICKSON, <i>Secretary of the Board of Trustees</i>	Winthrop
MISS HARRIET AMÉ ELLIS, <i>Honorary Member</i>	Newton Highlands

COMMITTEES OF THE BOARD

<i>Finance</i>	<i>Executive</i>	<i>Education</i>
MR. WONDERS, <i>Chairman</i>	MR. DOBLE, <i>Chairman</i>	DR. BOLAND, <i>Chairman</i>
MR. DOBLE	DR. BOLAND	MISS MACKENZIE
MR. WELCH	MR. TAYLOR	MISS RANDALL
	MR. WONDERS	

Dev. Com.

ADMINISTRATIVE STAFF

✓ TRENTWELL MASON WHITE, A.M., L.H.D., Lit.D., Ed.D. <i>deceased, September, 1959</i>	<i>President</i>
CLARA M. THURBER, A.M., Ed.D.	<i>Dean</i>
DORIS C. REED, B.S., M.S. in Ed.	<i>Treasurer</i>
MARTHA B. ACKERSON, A.B., A.M.	<i>Director of Admissions</i>
BARBARA C. WICKSON, B.S.	<i>Assistant to the President</i>
CATHERINE P. WELCH, B.S. in Ed.	<i>Assistant Dean and Director of Placement</i>
MILDRED E. CALLEY	<i>Secretary to the Assistant Dean</i>
CAROLYN W. KNIBBS, A.A. ✓	<i>Secretary to the Director of Admissions and Registrar</i>
JANET R. CUMMINGS, A.C.S. <i>Bursar</i>	<i>Secretary to the Treasurer</i>
HELEN I. MINTON <i>Offices</i>	<i>Secretary to the Dean</i>
NANCY H. FOWLER	<i>Receptionist-Secretary</i>

FACULTY

ELIZABETH A. ALEXANDER, A.B., M.L.S.	<i>Librarian</i>
VIRGINIA R. ARBUCKLE, A.B., Ed.M.	<i>Assistant Librarian</i>
ELMER F. BENJAMIN, A.B., A.M.	<i>Music, Glee Club</i>
ELIZABETH N. BERGLUND, B.S. in Ed., A.M.	<i>Elementary Education</i>
ROBERTA C. BRENNAN, B.S. in P.E., Ed.M.	<i>Physical Education</i>
MARK V. CROCKETT, Ed.M., LL.B., Ed.D.	<i>Social Sciences</i>
BETTY J. DONAHOE, A.B.	<i>Elementary Education</i>
MARY BLANCHE FITZPATRICK, A.B., M.A.	<i>Social Sciences</i>
HELEN FREEMAN, B.S. in Ed., A.M.	<i>Psychology, Education Director, Carroll-Hall School</i>

MARGARET G. GIFFORD, A.B., Ed.M.	<i>Remedial Education, Psychology</i> <i>Director, Walter F. Dearborn School</i>
DAVID HONICK, A.B., A.M.	<i>English, Social Sciences</i>
ELEANOR L. HUFF, B.S. in Ed., Ed.M.	<i>Associate Director of Student Teaching</i>
WINIFRED LAIR, Ed.M., Ed.D.	<i>Psychology, Measurements</i>
EDA M. LEVITINE, A.B., A.M.	<i>Foreign Languages</i>
E. MAURINE LOCKE, A.B., M.S. in Ed.	<i>Assistant Director of Student Teaching</i> <i>Early Childhood Education</i>
ALMA B. MACCORMACK, B.S., A.M.	<i>English, Speech</i>
KATHLEEN B. MCCANN, A.B., M.F.A.	<i>English, Speech, Dramatics</i>
MARY MINDESS, B.S., Ed.M.	<i>Child Study, Early Childhood Education</i>
ALLAN MORRIS, B.Ed., Ed.M.	<i>Science, Mathematics</i>
HOWARD T. OEDEL, A.B., A.M.	<i>Social Sciences</i>
LESLIE M. OLIVER, A.M., Ph.D.	<i>English, Social Sciences</i>
PAULINE T. RING, A.B.	<i>Music</i>
RUSSELL G. SCHOFIELD, A.M., Ph.D.	<i>Philosophy, English</i>
DOROTHY E. SHARPLES, B.S. in Ed., A.M.	<i>Art</i>
ADAM J. SORTINI, A.M., Ed.D., Ph.D.	<i>Education</i>
ELLIS SPEAR, B.S., A.M.	<i>Science, Mathematics</i>
CLARA M. THURBER, A.M., Ed.D.	<i>Guidance</i>
NATALIE K. VALLEE, Ed.M., Ed.D.	<i>Science</i>
ALFREDA WALES, B.S. in Ed., Ed.M.	<i>Director of Student Teaching</i>
MARY V. WRIGHT, B.S. in Ed., M.S. in Ed.	<i>Director, Lesley-Ellis School</i>

EMERITUS

DORIS BOOTHBY, Ed.M., Ed.D.	<i>Science</i>
MARGERY W. BOUMA, A.B., Ed.M.	<i>Director of Admissions</i>
CORA TRAWICK COURT, A.M., L.H.D.	<i>Education</i>
HARRIET AME ELLIS, A.M.	<i>Director, the Lesley-Ellis School</i>
ALICE M. GAFFNEY, R.N.	<i>College Nurse</i>
MARY ELIZABETH O'CONNOR, Ed.M., Ed.D.	<i>Director of Student Teaching</i>
KATHERINE G. STAINS, A.M., Litt.D.	<i>Child Study</i>

MEDICAL STAFF

DAVID C. DOW, M.D.	<i>College Physician</i>
MELVIN C. CHALFEN, M.D.	<i>College Physician</i>
MALCOLM FARRELL, M.D.	<i>College Psychiatrist</i>
JACQUELINE WARNER, R.N.	<i>College Nurse</i>
LILA A. EUBANKS	<i>Infirmary Assistant</i>

RESIDENCE DIRECTORS

MRS. VIOLA BENSON
 MRS. STACY BRIANT
 MRS. JULIA DILLON
 MRS. VERA HOOKER
 MRS. THYRZA HUSE
 MRS. AMY MURPHEY
 MRS. JEAN OATES
 MRS. ROSE O'REILLY
 MISS RUTH WOODRUFF

HISTORY

IN 1909, Miss Edith Lesley (the late Mrs. Merl R. Wolfard) established in Cambridge a school to educate young women to teach in the kindergarten and primary grades. Miss Lesley, who had attended Radcliffe, was keenly alert to the needs of the times. She presently developed the two-year normal-school course into a more progressive three-year program with the addition of nursery-school teacher-preparation, and thus prepared for the complete four-year college eventually to come.

After three decades of private, highly successful ownership, the school was incorporated as a non-profit institution. The Massachusetts Legislature, in 1943, granted Lesley the right to confer upon its four-year graduates the degree of Bachelor of Science in Education; and in 1944, the corporate name of the institution became Lesley College. In October, 1954, the Board of Collegiate Authority of the Commonwealth empowered Lesley to establish a co-educational Graduate School of Education conferring appropriate Masters' degrees.

Many cultural and professional courses have been added to the curriculum of the college since 1909, and Lesley is now fully-accredited, regionally and nationally. But Miss Lesley's original idea that gracious living in home-like surroundings is an essential part of every young woman's education continues as an indispensable Lesley tradition. In fact, the maintenance of this home atmosphere is one of the college's genuinely unique features. The intimate association of the students in friendly dormitory groups and small classes permits a singularly happy college life not to be found in larger more impersonal institutions. Lesley recognizes its obligation to the student as an *individual*, and in the pleasant environment of the college, both social and mental maturity are achieved naturally.

PURPOSE

The aim of Lesley is the thorough preparation of young women for leadership in childhood education — nursery

school through the elementary grades — and related fields. This objective is achieved through a blending of liberal arts and professional training. Lesley's educational philosophy may be stated, briefly, as: growth through self-expression with guidance. Never has there been a time in the history of our nation when truly educated teachers were so desperately needed as they are today. The future, then, of young women, prepared in the best Lesley tradition, has never been more promising.

LOCATION AND BUILDINGS

Lesley College is especially fortunate in its location. It has the happy advantage of the historical and cultural atmospheres of both Cambridge and Boston. It is within five minutes walk of Harvard University's various museums and other centers of educational interest open to the public. Boston is but fifteen minutes distant by subway. Thus all the cultural and practical opportunities of New England's greatest metropolitan area are nearby to be used and enjoyed. Yet, while having the conveniences of a university city, the student may live in the quiet, homelike, residential neighborhood that surrounds Lesley's campus.

The college was established as the Lesley Normal School in Edith Lesley's Cambridge home across Everett Street from what is now the Harvard University Graduate Center. This area of the college property now houses the administrative and faculty offices, the infirmary, the Student Government Store, and the faculty lounge. During the next five decades other buildings were either erected or purchased to complete the campus unit bounded by Everett, Oxford, and Mellen Streets. Two of Lesley's five dormitories are located on the Concord Avenue campus. Livingston Stebbins Hall, named for the generous chairman of the Board of Trustees, was completed in 1950. It provides a number of modern classrooms, laboratories, and offices, along with a library and a gymnasium. Lesley's newest building, Trentwell Mason White Hall, a dormitory for 146 students, was completed in the fall of 1957. Erected at a cost of more than \$500,000, it

includes a cafeteria for 260 diners, a soda fountain, and various lounges and social rooms.

LESLEY'S LABORATORY SCHOOLS

In 1948, Lesley purchased the complete Concord Avenue plant of the Cambridge Lower School. This long-established private day school for 160 children of nursery school age through grade VI also maintained a remedial unit called the Cambridge Town School. Now separated, they are known as the Lesley-Ellis School and the Walter F. Dearborn School. In September, 1957, Lesley established its third laboratory school, at 34 Mellen Street — The Carroll-Hall School for exceptional children. These three schools offer unequalled opportunity for Lesley undergraduates to observe and participate in childhood education activities under the leadership of outstanding authorities. A separate catalog is issued by Lesley's laboratory schools.

THE LESLEY LIBRARIES

The Stebbins Library, gift of the chairman of Lesley's Board of Trustees, is centrally located in Livingston Stebbins Hall. Serving the needs of all students, it contains an adequate supply of volumes in all classifications appropriate to Lesley's specialization with up-to-date material in each area. Among the Library's special features are: the Edna Stebbins Travel Corner and the Dickens' Corner. In the Travel Corner will be found the best in published materials concerned with the literature, art, music, geography, and other pertinent subjects of interest to travelers abroad. The Corner was established in 1955 with a \$10,000 gift by Dr. Stebbins as a memorial to the late Mrs. Stebbins — herself a world traveler for some half a century. The Dickens' Corner was created by the gift of the Dickens' Fellowship of Boston of which Dr. Stebbins is a former president. This repository contains many first editions and sets of Dickens, holographs, and other Dickensiana.

The Dorothy Jones Library, located in the Lesley-Ellis School building, is considered one of New England's outstanding children's book collections. It is housed in a main reading room and in a smaller one especially arranged for young readers. The Dorothy Jones Library also has full audio-visual aid equipment.

ACCREDITATION

(See title page)

STUDENT ACTIVITIES

A wide range of student activities to stimulate the interests of every undergraduate is presented in the Lesley extra-curricular program.

The Lesley College Glee Club co-operates with other college and university glee clubs in the presentation of programs at home and away. It also furnishes music for college convocations and other special programs.

Sponsored by the music department, the Modern Dance group furnishes further opportunity for artistic interpretive activity. Through its regularly scheduled programs this group contributes to the rich cultural life of the college.

Lesley's drama club, which includes a chapter of the national dramatic fraternity, Delta Psi Omega, offers one major production during the year and contributes to programs under the auspices of other groups.

Students with various types of abilities may find opportunity for self development and social contribution in *The Lantern*. This newspaper, published monthly, is planned and executed entirely by students and is a constant challenge to the best use of their talents.

The Lesleyan, the college yearbook, is one of the outstanding projects of the senior class. Its production, however, demands the cooperation of the entire student body and provides valuable experience for many individuals.

The Student Handbook and *The Freshman Register* are annual information booklets for undergraduates edited and published in the summer by the Student Government Association.

Penguin Club—The object of this club is the uniting of the commuters in a friendly and understanding social relationship.

Lesley cooperates with the *Intercollegiate Outing Club* groups in the surrounding colleges in promoting out-of-door recreational projects, such as bicycle trips, hikes, boat trips, skating and skiing parties, and square dances.

Lesley Service Organization, founded in 1950, directs various annual campaigns for charities concerned with every worthy cause. The club also acts as Lesley's liaison unit for all types of volunteer service. Thus the students gain practical experience in working with people of all ages and conditions, and they are able to make some return to society for the privileges they have received.

The International Relations Club was organized in 1957 to help promote a greater appreciation and understanding of peoples of other lands and to further acquaint us with their viewpoints and problems. Meetings generally include speakers from foreign nations. The Lesley Club is a member of the Intercollegiate International Relations Organization.

Lesley's *Student Government Council* is an organization created to promote the general welfare and interests of all undergraduates. Democratic in its composition, enthusiastic in its constantly growing program, it is composed of student-elected representatives of both commuting and resident members. Chartering all other organizations and supervising all student activities, it is the strongest, most influential student organization on the campus.

The Emerald Key Honor Society provides official hostesses to greet visitors and to take them on tour, to usher at college functions, and to accompany the Director of Admissions on trips to interview prospective students.

Theta Alpha Theta, undergraduate Greek letter organization, is an honorary scholarship society with membership elected from high-standing students in both junior and senior classes.

The Building Fund Organization participates throughout the year in activities designed to assist in the College Building Program.

Religious Organizations. Recognizing the need of college students for opportunities for spiritual growth, Lesley sponsors branches of three intercollegiate religious groups—the Student Christian Association, the Newman Club, and the Hillel Foundation — holding regularly scheduled meetings throughout the year. The churches of Cambridge provide unusual facilities for college students. Students from Lesley participate in the programs provided by the churches of their choice.

The Friends of The Library are devoted to the improvement of the College Libraries, and to stimulating the life of the mind and the appreciation of books. Students, faculty, and alumnae are members; and once a member, always a member.

THE LESLEY ALUMNAE ASSOCIATION

Nearly four thousand Lesley diploma and degree holders are scattered over America and some fourteen foreign countries. Every former student is eligible for membership in the Alumnae Association which grows increasingly active over the years. A number of branches of the Association are currently being formed in various communities across the country. Under the guidance of its board of directors, the Association promotes the continued loyal professional and financial support of its Alma Mater.


THE LESLEY COLLEGE GRADUATE SCHOOL ASSOCIATION

Fully-matriculated students in the graduate program are eligible for membership in the Lesley College Graduate School Association. This recently-organized body is designed to advance professional feeling and understanding, to encourage graduate study, and to stimulate research for the solving of problems in contemporary education.

SUMMER SESSIONS AND PART-TIME COURSES

Lesley conducts an annual four-weeks Intersession and a six-weeks Summer Session offering credit courses for both undergraduates and baccalaureate-degree holders. A further opportunity for part-time study will be found in Lesley's afternoon, evening, and extension programs. This makes available to in-service teachers and others, a wide variety of professional and cultural credit courses. Bulletins announcing the subjects and schedules are published semi-annually.

PLACEMENT BUREAU



COLLEGE

STREET

MASSIZ
USEUM

STREET

RADCLIFF
COLLEGE

CONCORDIA

PARKER STREET

THOMAS
Labor

Concordia and
Parker Halls

STREET

KIRKLAND
BROADWAY

UNIVERSITY

MASSACHUSETTS AVE.

HARVARD
SQUARE

ATTLE STREET

THE GRADUATE SCHOOL

The Graduate School of Education of Lesley College confers the degrees of Master of Education and Master of Science in Education. Baccalaureate degree-holders from both liberal arts and teachers colleges interested in graduate work should write for the Graduate School of Education catalogue—a separate publication.

TRANSFER STUDENTS

A limited number of transfer students from approved colleges is accepted annually at Lesley. Advanced standing will be determined by the Admissions Committee on the basis of the nature and quality of the work offered for credit. Graduate students of approved colleges are also accepted for special programs of professional study.

TIMES OF ADMISSION

Although a majority of new students will be admitted in September, a limited number of freshmen and transfers may be permitted to enter the second semester. Students planning this sort of late entrance should be able to complete the previous semester's work through attendance at summer sessions.

included in its program the Broad Form of the Tuition Refund Plan which protects parents against loss in the event of medical absence or withdrawal, non-medical withdrawal or dismissal for academic or disciplinary reasons. Because of the protection this affords parents, and in the interest of the whole group, all students are included under this Plan unless written notice to the contrary is submitted at the time the first tuition bill is paid. Group insurance against accidents and sickness is also available. Complete details describing these Plans will be mailed with the fall college bill: Furthermore, *semester examinations, grades, certificates, and degrees will not be given until all financial obligations have been met.* All bills for a candidate for graduation must be paid on or before May 1st if her name is to appear on the Commencement program.

If special arrangements for the payment of tuition and dormitory fees are desired, requests must be made to the Treasurer in writing *at least two months* before the arrangement is to take effect. If monthly payments are desired, The Tuition Plan is available. This is a method by which the college fees are paid in eight equal monthly installments at a cost of 4% of the total fees paid.

Directions for purchasing gym uniforms and equipment will be mailed to students during the summer. While the cost of this equipment varies slightly from year to year, \$25 should cover it.

The following items are included in the annual \$30 General Student Activity fee: a subscription to *The Lantern* (the student newspaper); a copy of *The Lesleyan* (the college year-book); class dues; all presentations of the Dramatic and Glee Clubs; all contributions to college-approved charities; a \$2.00 club dues subsidy; annual dormitory or commuters' organization fee. All other activities representing the interests of specific clubs and other groups must be supported by the contributions of the individuals and organizations creating the activities.

EXPENSES

Tuition:

Registration fee (each year)	\$ 25.00
Payable on or before September 1, 1960	485.00
Payable on or before January 23, 1961	340.00
Total tuition	850.00

Dormitory:

Reservation at time of application or re-enrollment (each year)	25.00
Payable on or before July 1	100.00
Payable on or before September 1, 1960	375.00
Payable on or before January 23, 1961	300.00
Total dormitory fee	800.00

Special fees:

Graduation fee (seniors only)	15.00
Activity fee (all students)	30.00
Art fee (freshmen)	12.50
Art fee (upper classes)	5.00
Gymnasium fee (see also equipment fee page 17)	8.00
Health fee	7.50

Special and extra courses:

Per unit of credit	20.00
(Credits taken in excess of 18 per semester are usually considered extra credits)	

Auditing: (each course per semester) 20.00

Tutoring:

Individual make-up work — per hour	3.00
Group make-up work — per hour	1.50
Individual special course — per credit	25.00

Examinations:

Special examinations	5.00
Special tests	1.50

Penalty fees:

Late registration or re-registration	5.00
Change of course after semester starts	3.00
Absence from class before or after a holiday (each class missed)	3.00

Absence from semester examinations: see page 23

Students will *not* be admitted to classes or to the dormitory until bills have been paid or satisfactory financial arrangements have been made with the Treasurer at least *two weeks before the due date*. The tuition includes all regular fees except as specifically listed.

Required text books may be purchased at the college book store. Books may not be charged but must be paid for at the time of purchase. Students should be prepared to spend from \$50 to \$75 for books each year.

SCHOLARSHIPS, STUDENT AID, AWARDS

The college offers to qualified students, annually, a limited number of opportunities to earn part of the tuition or dormitory fees by undertaking certain services in the college library, in the offices, in the music or art departments or in the dining room. Such arrangements are made for one year only and are subject to cancellation at any time if the student's record, either academically or otherwise, does not justify continuing. All applications for scholarship and student aid should be made by currently enrolled students *not later than April 1st* preceding the year for which the aid is granted; by new students not later than July 15th.

Students who need to earn their entire board and room may apply to the Director of Admissions to be placed in a private home where board and room, carfare, and lunches are furnished in return for help in the household. All such homes are carefully investigated by the college authorities although the college cannot be held responsible if the arrangements do not work out satisfactorily. The student and her family should visit the home selected before accepting such a position. The college does not recommend this kind of living for first-year

students except when high academic ability combines with sound health and maturity.

Lesley College is a participant in the National Defense Student Loan Program.

THE EDITH LESLEY WOLFARD AWARD

The Edith Lesley Wolfard Award is given annually at Commencement to that senior who in the opinion of the faculty has, during her four years at Lesley, been outstanding in scholarship, in leadership, and in promise of future usefulness.

THE TRUSTEES' SCHOLARSHIP

The Trustees' Scholarship was created in the fall of 1952 by the personal contributions of members of our governing board. The award in the amount of \$250 to \$300 is to aid and recognize for the next college year an undergraduate who, in the opinion of the administrative committee, is especially deserving because of financial need, superior academic accomplishment, and selfless citizenship.

ALUMNAE ASSOCIATION AWARD

The Lesley College Alumnae Association Scholarship varies in amount and is given from time to time by the Association to that undergraduate whose scholarship and earnestness of purpose seem most likely to guarantee her special worthiness as an eventual member of the Alumnae Association.

THE MARY WRIGHT AWARD

The Mary Wright Annual Award was established in 1952 by Miss Wright, '39, a former Trustee and now director of the Lesley-Ellis School. The award — a savings bond — is to recognize that Lesley undergraduate who has done outstanding work during the year in volunteer work with children.

THE FAITH TEACHING AWARD

In 1956, Dr. David Ginsburg of Springfield, Mass. set up this award to encourage and aid financially worthy girls

from Springfield to attend Lesley. From a fund of \$1000.00, the sum of \$100.00 annually, for ten years, will be deposited in the Treasurer's Office to the credit of the girl chosen by the admissions department in consultation with the president.

THE BARBARA MALONE NADLEY AWARD

Beginning in June 1958, Mr. and Mrs. Harris J. Nadley (Mrs. Nadley was Barbara A. Malone, 1953) of Philadelphia, established this annual award in the minimum amount of \$25.

High academic standing, financial need, and intellectual independence, will be emphasized by the General Scholarship Committee in its final choice of candidates.

The award, will be presented, if possible, by a member of the Nadley family.

THE MARY LOU CATALDO MEMORIAL SCHOLARSHIP

Mr. and Mrs. Lewis J. Cataldo of Franklin, Mass., are the sponsors of this annual scholarship in the amount of \$200.00. Named (at the suggestion of the College) for their daughter, Mary Lou Cataldo, Lesley '52, who died 1954, the award will be presented to that Lesley undergraduate who has shown herself to be outstanding in selfless service and devotion to Lesley's ideals, and who needs financial assistance to continue her college career. A committee composed of the administrative officers of the College will select the recipient after recommendations by members of the faculty and student body.

THE STEBBINS AIDS

A \$5000 fund set up by Dr. Livingston Stebbins in 1952 makes available loans to Lesley students to enable them to continue their college courses. The fund is administered by a committee consisting of the President, the Dean, and the Treasurer of the College. The grants are without interest but are made with the understanding that the recipients will repay

the loans at a time directed by the committee. Such repayments replenish the fund; thus its revolving loans create a permanently-continuing service. The donor has requested that the loans be designated simply as "Stebbins Aids". Applications may be made at any time during the calendar year.

ZONTA INTERNATIONAL LOAN FUND

In 1952, the Cambridge chapter of Zonta International, a world-wide service club for women, presented the sum of \$200 to Lesley College to set up a loan fund for undergraduates. The fund, administered through the Treasurer's Office, is available to any Lesley undergraduate to draw upon for loan purposes subject to restrictions like those of the Stebbins Aids.

SOROPTIMIST INTERNATIONAL LOAN FUND

The Soroptimist International of Boston, a service club for women, presented to Lesley in 1954, \$200.00 to establish the Dorothy Cragin Loan Fund for undergraduates. Administered by a committee composed of Lesley's president, treasurer, and director of admissions, the fund is available for both short and long-term loans, without interest, to deserving students.

THE SEABOYER LOAN FUND

Mrs. Elisabeth Seaboyer, long a member of the residence directors' staff of Lesley College, established this fund in 1959 with a gift of \$500. Needy students may apply for loans from this fund, the loans not to exceed \$100 for each student, at any time from the beginning of the second semester of the student's freshman year on. No interest will be charged. The loan, however, must be repaid within two years of the student's graduating from or leaving Lesley College.

Named as a memorial to Mrs. Seaboyer's late husband, the Reverend B. G. Seaboyer, the Fund will be administered by a committee composed of the president, dean, and treasurer of Lesley College.

REGULATIONS

Attendance is compulsory in all courses. It is expected that students will attend every scheduled meeting of every class insofar as they are physically capable of doing so. It is the belief of the Faculty that to allow absences for reasons other than those of illness or the like or to allow a limited or unlimited number of absences to be taken at the student's discretion would tend to develop an unhealthy and undesirable attitude and a lack of responsibility and devotion to duty in our students. The effect of absences upon a student's grade is left to the judgment of the instructor. Attendance is taken at each class session and each student's attendance becomes a part of her permanent record. An absence on the day before or the day after any college holiday or vacation is subject to a fine of \$3.00 per class session missed. Convocations are counted as class sessions. Dean's list students will not be subject to this fine.

Although marriage while the student is an undergraduate shall not be prejudicial to the student's status at Lesley College, absences attendant to or resulting from weddings and honeymoons shall be considered unexcused.

(Midyear and final examinations or other summarizing activities are scheduled in all courses. No excuses are acceptable for the rescheduling of these examinations except severe illness, death in the immediate family, or occasions of equal emergency. A special examination fee will be charged in such cases. Seniors graduating in June may be excused from final examinations in that semester by the decision of individual instructors. The instructor's judgment may also be applied to the excusing of students who have a semester average of 95 or better in any subject.

The college reserves the right to dismiss at any time any student who, in the opinion of the college authorities, does not attain or maintain a required standard of academic rank, attendance, or personal fitness. Such dismissal does not affect or alter in any way the student's financial obligations and arrangements of tuition and dormitory fees.

Grades are issued at the end of each semester in February and June. The grading system used is as follows: A, excellent; B, good; C, average; D, poor; F, failure. Grades are issued to parents who are earnestly urged to follow carefully the student's progress. Parents will be notified by the Dean's office in case a student is doing unsatisfactory work.

Students who maintain an average of 3.5 credit points for a semester are placed on the Dean's List. (See Curriculum and Requirements, page 26.) Students who achieve exceptional standing throughout their college work will be recognized with special honors.

One transcript is furnished each graduate upon request, free of charge. A fee of one dollar is chargeable thereafter for every transcript.

The cost of repairing the damage to any college property will be charged to the student involved. The college is not responsible for loss resulting from theft or damage or for personal property left in the institution.

Students not living near enough to commute from their own homes will live in the dormitories. The Dean's permission must be secured for any other living arrangement.

Students are advised to wait until they enter Lesley before deciding upon their rugs and window curtains. The beds are Hollywood beds. Students provide bed spreads and extra pillows. The bedrooms are supplied with the necessary furniture, but each student is expected to provide the following articles: sheets, pillowcases, and towels, quilted pad for mattress, bed spread, blankets according to individual requirements, curtains, rugs, hot water bottle (not electric pad), laundry bag. Students bringing radios, television, or record players, will be charged five dollars (\$5) per unit each college year for this privilege.

Dormitory students are urged *not* to bring automobiles to Cambridge. The College has *no facilities for student parking*, and the city authorities emphatically discourage overnight parking on Cambridge streets.

Students are responsible for their own laundry. Facilities are provided in the dormitories for the use of the students who wish to do personal laundry.

The college maintains an infirmary in charge of a registered nurse. Students with minor illnesses are required to report at once to the nurse for treatment. If, in the judgment of the nurse, further medical attention is indicated, the college physician will be called at once at the expense of the student. *Only with special permission from the parent or guardian may any other physician be consulted by the student.* Physicians' recommendations regarding diets or other special treatments must be made in writing to the college nurse. Parents are immediately notified in the case of any serious illness. Students spending more than three days total in the college infirmary during a semester will be charged at the rate of \$3.00 a day thereafter, plus the physician's fees.

Early in September every student will receive a detailed announcement of the schedule for the first week of college: dates and times for the opening of the dormitories, the serving of meals, registration, and other important matters. Students should plan *not* to arrive ahead of schedule unless special arrangements are made in advance. All dormitories are closed during the Thanksgiving, Christmas, and Spring vacations, and at noon of the day following Commencement.

Trunks, parcel post packages, and personal letters for students should be sent to the dormitory to which a student has been assigned. Parents and guardians are urged to visit the college and dormitories before making final arrangements.

Copies of student handbooks will be provided each girl on or before her arrival at college in September. Regulations for freshmen are somewhat more restricting than those for upperclassmen.

CURRICULUM AND REQUIREMENTS

The curriculum at Lesley College involves a total of 128 semester hours of credit with approximately 32 semester hours being included in each full year's work.

Grades are distributed on a percentage basis as follows: A, 90-100; B, 80-89; C, 70-79; D, 60-69; F, below 60 (Failure).

For degree credit, the following point system operates: A = 4 degree points; B = 3 degree points; C = 2 degree points; D = 1 degree point.

The Dean's List Award is given at the end of each semester to all students carrying a minimum normal load of 12 semester hours and maintaining an average of 3.5 credit points, in courses other than laboratory teaching courses.

A limited number of transfer students will be admitted each year from other accredited institutions. Work done in courses comparable to those in Lesley's curriculum is accepted with full credit if no grade is below "C".

Each degree candidate must be registered as a full-time student at the college a minimum of one year, preferably two — including the *last semester of the senior year*.

The curriculum for freshmen is designed to orient them to both academic and professional fields. In classes above the freshman year, some latitude is arranged for electives to meet the interests of individual students, but each student's program is carefully supervised to insure a balance in the total curriculum and to meet the educational requirements of the various states. Most of the emphasis in teaching methods is provided in the sophomore year so that the students will be adequately prepared for the fifteen semester hours of student teaching which follow in the junior and senior years.

LESLEY COLLEGE CURRICULUM

1960-1961

FIRST YEAR

English Fundamentals	4
Speech	2
World Backgrounds I	6
Biology	4
Health	2
Music Fundamentals	2
Art Fundamentals	2
General Psychology	2
Child Study	3
General Mathematics	2
Physical Education	1
Introduction to Education	2
Mental Hygiene	2
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	34

SECOND YEAR

English Literature	4
Children's Literature	2
World Backgrounds II	6
Physical Science	4
Teaching of Art	2
Teaching of Music	2
Early Childhood Education	3
Curriculum and Procedures in Elementary Education	10
Methods of Directing a Physical Education Program for Children	$\frac{1}{2}$
Philosophy	2
<hr/>	
	35 $\frac{1}{2}$

THIRD YEAR

American Literature	4
American Backgrounds	6
Student Teaching	10
Electives	8
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	28

FOURTH YEAR

World Literature	4
Contemporary Social Problems	4
Measurement	2
Educational Psychology	2
Problems and Policies in Elementary Education	1
Student Teaching	5
Electives	14
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	32

DESCRIPTIONS OF COURSES

Descriptions of undergraduate courses offered at Lesley College are included in the following list. The College reserves the right to withdraw or modify the courses of instruction to meet current needs. When these courses are offered as extension courses, they are expanded in time and content so that they may be offered for three credits.*

In general, courses designed for the freshman year are numbered between 100 and 200; those for the sophomore year are numbered between 200 and 300; for the junior year between 300 and 400; for the senior year between 400 and 500; and for electives beginning at 500.

* Such courses are marked hereafter with an asterisk.

ARTS

FUNDAMENTALS OF ART 101

This course is an approach to creative expression with an emphasis upon the fundamentals of drawing and color. A variety of art materials is used to acquaint the student with their possibilities and to develop the individual's power to create.

2 credits

Miss Sharples

METHODS OF TEACHING ART (SEE EDUCATION 203D)

ART APPRECIATION 501A

This course is designed to develop individual taste and appreciation of the world around us through the study of contemporary forms of art expression. Planned especially to enable the student to make intelligent choices and artistic selections in her future environment, the course includes a study of architecture, ceramics, costume, and furniture of various countries and periods with their use in modern decoration.

2 credits*

Miss Sharples

LABORATORY IN ARTS AND CRAFTS 501B

This course presents the opportunity for the student to develop individual skills, or further abilities, in any phases of art expression. Particular emphasis is placed upon painting and the decorative arts for the promotion of personal hobbies and cultural interests.

2 credits *

Miss Sharples

FINE ARTS SURVEY 501C

This is a survey of the historic periods in art development as related to the cultural, social, and intellectual growth of man. Architecture, painting, and sculpture from primitive to modern times is the basis of this study to further the cultural enjoyment of the future teacher and to prepared her to foster the standards of appreciation in the classroom.

2 credits *

Miss Sharples

CREATIVE ART 501D

Students with a particular interest in art may be permitted to elect this course to further their interests and perfect their abilities in art expression — drawing, painting, or sculpture. Opportunity is provided for each student to work in the following media: pencil, charcoal, pen and ink, scratchboard, water color, pastelle, oils, and clay — or to major in one or more of these.

2 credits *

Miss Sharples

ART IN THE THIRD DIMENSION 501E

An extension of Art for the Classroom Teacher. This includes clay modeling, the making of dolls, puppets, papier maché, mobiles, stables, dioramas, and panoramas, as well as the development of various individual techniques which the student teacher will find necessary for classroom activities.

2 credits *

Miss Sharples

ART FOR THE CLASSROOM TEACHER

(SEE EDUCATION 503O)

CRAFTS FOR TEACHERS OF SPECIAL CLASSES

(SEE EDUCATION 503P)

ART IN EARLY CHILDHOOD EDUCATION

(SEE EDUCATION 503Y)

FUNDAMENTALS IN MUSIC 102

This course is designed to provide adequate preparation for successful work in the Music Teaching classes. It includes practice in note reading, rhythm reading, and ear training and a study of chord structure. Opportunity will be provided to develop essential skills in singing and playing piano, auto-harp, xylophone, song-flutes, and rhythm instruments.

2 credits

Mr. Benjamin, Mrs. Ring

METHODS OF TEACHING MUSIC (SEE EDUCATION 203E)

MUSIC APPRECIATION I & II 502A

An opportunity is given to hear and review important compositions by famous composers to enhance students' enjoyment in listening. These works will be used as a basis for developing skill in listening to music and as an aid in evaluating it.

2 credits *

Mr. Benjamin, Mrs. Ring

MODERN MUSIC 502B

This is a study of the development and trends of music from 1900 up to the present day. The lives and music of the following 20th century composers are studied: Debussy, Ravel, Schoenberg, Shostakovitch, Prokofiev, Bartok, Stravinsky, Hindemith, and Copland.

2 credits *

*Mrs. Ring
Mr. Benjamin*

HARMONY I & II 502C

Elementary knowledge of piano forte playing is a prerequisite. Students will be given experience in harmonizing melodies and writing simple four-part music. Harmonic analysis of short compositions by Bach, Haydn, and Mozart will be made.

4 credits

Mr. Benjamin

BASIC PIANO 502D

Graduates of Lesley College are expected to have some skill in piano playing as a part of their professional equipment. A piano teacher is available to provide instruction for students who need it.

No credit

Miss Salomon

SEMINAR IN MUSIC TEACHING (SEE EDUCATION 503Q)

EDUCATION

ORIENTATION TO EDUCATION 103A

This course is designed to introduce Freshmen to the profession of their choice. It includes basic understandings of the history, philosophy, and principles of education. It will also provide opportunities for observation of present-day classrooms.

2 credits

*Mrs. Berglund, Mrs. Donahoe, Mrs. Huff, Mrs. Locke,
Dr. Thurber, Mrs. Wales*

CHILD STUDY (SEE PSYCHOLOGY 111B)

EARLY CHILDHOOD EDUCATION 203A

This course provides for an analysis of the curriculum in the nursery school and kindergarten. It includes a study of the activities in the areas of the sciences, language, art, and music, based on an understanding of the needs of children between the ages of two and five. The curriculum is developed from a study of principles by which physical, intellectual, social, and emotional growth can be attained. The importance of play, creative expression, the routine procedures, equipment, records, and parent cooperation are evaluated.

3 credits

*Mrs. Mindess
Mrs. Locke*

CURRICULUM AND PROCEDURES IN ELEMENTARY EDUCATION
203B

This is a comprehensive course involving study of methods and procedures of teaching throughout the elementary field. It will include development of the curriculum in elementary school subjects aside from art and music, and will provide opportunity for the development of units and the making of detailed lesson plans as well as a consideration of suitable textbooks and other teaching aids.

10 credits

*Mrs. Berglund, Mrs. Donahoe,
Mr. Morris, Mr. Spear*

CHILDREN'S LITERATURE AND STORY TELLING 203C

This course will acquaint students with literature suitable for various occasions and appropriate for children of various ages. Much practice in story-telling is provided.

2 credits *

Mrs. MacCormack

METHODS OF TEACHING ART 203D

This is a professional course to develop skill in the teaching of art and the use of art techniques with children.

2 credits

Miss Sharples

METHODS OF TEACHING MUSIC 203E

This is a professional course to train students in the teaching of music and in the development of an appreciation for music in children from nursery through grade six.

2 credits

*Mr. Benjamin
Mrs. Ring*

METHODS OF DIRECTING A PHYSICAL EDUCATION PROGRAM FOR CHILDREN 203F

This is an advanced course for the training of prospective teachers in the type of work which they will do with children. It will include playground games suitable for elementary grades and indoor recreational activities which could be used in a typical school classroom.

$\frac{1}{2}$ credit

Miss Brennan

STUDENT TEACHING AND EDUCATION SEMINAR 304-404

Students have three terms of student teaching on a half-day basis in three levels, pre-primary (nursery school or kindergarten), primary grades I-III, and intermediate grades IV-VI. Each student receives teaching experience in both public and private schools.

15 credits

*Mrs. Berglund, Mrs. Donahoe, Mrs. Gifford, Mrs. Huff,
Mrs. Locke, Mrs. Mindess, Mrs. Ring,
Miss Sharples, Miss Wright
Mrs. Wales, Director*

MEASUREMENT IN EDUCATION 403

This is an introductory course dealing with the construction, administration, and interpretation of measuring instruments. Emphasis will be placed on the measurement of achievement in school subjects, intelligence testing, and the measurement of special abilities.

2 credits *

Miss Freeman, Dr. Lair

PROBLEMS AND POLICIES IN ELEMENTARY EDUCATION 403A

Students in their senior year will have the opportunity to consider current educational issues and to face the problems of the beginning teacher with the background of the mature student and under the guidance of skilled professional leaders.

2 credits

Mrs. Wales

REMEDIAL PROCEDURES 503A

This course provides an opportunity for the analysis of difficulties encountered by elementary school children and a study of appropriate remedial procedures. Students work with children in a laboratory situation.

2 credits *

*Dr. Lair
Mrs. Gifford*

ELEMENTARY ADMINISTRATION 503B

This course is designed to train advanced students and graduates for positions involving administrative responsibilities in elementary schools.

2 credits *

Mrs. Wales

AUDIO-VISUAL AIDS 503C

Students will have an opportunity to become acquainted with audio-visual devices and materials. They will learn to recognize the best in equipment, to operate it efficiently, and to use it effectively in the classroom.

2 credits *

Mr. Morris

SPEECH IN THE ELEMENTARY CLASSROOM 503D

This course will enable teachers and prospective teachers to recognize in children speech habits which deviate from the normal and to take the necessary procedures to correct them or to refer them to specialists when necessary.

2 credits *

Mrs. MacCormack

TECHNIQUES OF TEACHING THE MENTALLY RETARDED 503E

A specialist in the teaching of mentally-retarded children will help students to gain insight into the content and methods essential for a good terminal program designed to make mentally-retarded children socially and economically acceptable in their community. Both undergraduates and others interested in working with special class children will find this course extremely beneficial.

2 credits *

*Miss Freeman***DIAGNOSIS AND TREATMENT OF READING DIFFICULTIES 503F**

This course is intended primarily for experienced teachers, reading consultants, and those who are interested in remedial reading.

Major emphasis will be the diagnosis of reading difficulties and the planning of appropriate remedial programs. Students will gain experience in the use of various diagnostic techniques through experience in the laboratory school where they will plan a remedial program for several children under the guidance of the instructor.

Some attention will be given to remedial procedures appropriate for those children with difficulties in arithmetic as well as general problems of school adjustment.

6 credits

*Mrs. Berglund***KINDERGARTEN SEMINAR 503G**

This is an advanced course that analyzes problems involved in the modern kindergarten. The completion of a recent course in Early Childhood Education is a prerequisite for this course.

2 credits *

*Mrs. Locke
Mrs. Mindess***CONTEMPORARY PHILOSOPHIES OF EDUCATION 503H**

This course will acquaint the student with the philosophies underlying current educational practices and assist in the process of self-evaluation, and in the organization of personal philosophy.

2 credits *

*Dr. Thurber
Mrs. Wales***METHODS OF TEACHING A FOREIGN LANGUAGE 503I**

This course is designed to prepare elementary school teachers for the teaching of a foreign language on the elementary level — a rapidly growing field of specialization. Reading and discussion of leading articles in this field as well as application and study of the oral — aural or direct method will be the procedure in this course.

2 credits *

*Mrs. Levitine***HISTORY OF EDUCATION 503J**

This is an advanced course tracing trends in education through the years and analyzing major contributions of outstanding educators.

2 credits *

*Dr. Thurber
Mrs. Wales***SUPERVISION OF THE ELEMENTARY SCHOOL 503K**

This course is for principals and supervisors and for those preparing for such positions. It deals with the responsibilities and practices of principals, supervisors, and teachers in the improvement of elementary school instruction.

2 credits *

Mrs. Wales

THE READING PROGRAM: CURRENT PROBLEMS AND PRACTICES 503L

This course is designed for students who plan to serve as reading consultants or supervisors of elementary education. It will also be of interest to experienced classroom teachers who wish a broader knowledge of the reading program.

The major emphasis of this course will be placed upon a critical analysis of current problems, issues and practices in the reading program. The planning of a systematic course of instruction based upon modern principles of curriculum development will also be considered.

2 credits *

Mrs. Berglund

ENRICHMENT ACTIVITIES IN ELEMENTARY SCHOOL SCIENCE 503M

This is a methods course for elementary school teachers where special emphasis will be placed on the development of experiments, demonstrations, and projects for use in teaching science on the elementary school level.

2 credits *

Mr. Morris

WOODWORKING FOR TEACHERS OF SPECIAL CLASSES 503N

To be well-equipped as a Special Class Teacher, one needs experience in simple woodworking and related projects. The Lesley-Dearborn Shop is being made available for this purpose.

2 credits

Miss Freeman

ART FOR THE CLASSROOM TEACHER 503O

This will enable members of the profession to acquire additional skill in the teaching of art and the use of art techniques with children.

2 credits *

Miss Sharples

CRAFTS FOR TEACHERS OF SPECIAL CLASSES 503P

This course will assist prospective teachers of special classes in fulfilling state requirements for certification in their field of specialization.

2 credits *

Miss Sharples

SEMINAR IN MUSIC TEACHING 503Q

This course is for those who have already had teaching or practice teaching experience. Students will be invited to bring problems to class for group study. Individuals will be given opportunity to work on projects of their own choice and on the grade level in which they are interested.

2 credits *

*Mrs. Ring
Mr. Benjamin*

TEACHING LANGUAGE ARTS IN THE ELEMENTARY SCHOOLS 503R

Language, Spelling, Writing, Speech, Literature:

This course is planned for supervisors and classroom teachers. The work will be concerned with the improvement of instruction in language, spelling and writing. The diagnosis and treatment of minor speech difficulties will also be considered.

2 credits *

Mrs. Berglund

PRINCIPLES OF TEACHING IN THE ELEMENTARY SCHOOLS 503S

This course proposes to develop an understanding of the principles of teaching underlying elementary education and will be based upon the philosophy and purposes of education as a whole. It is planned particularly to help the graduate student to teach more effectively in the elementary school.

2 credits *

Mrs. Wales

PRACTICUM FOR GRADUATES OF LIBERAL ARTS COLLEGES: (*Student teaching and instruction in methods and materials in education arranged to meet the needs of individual students.*) 503T

LABORATORY SCHOOL

Instruction after analysis will be designed to meet the needs of individual children with their different learning problems. Children from grade levels 1-6 will be accepted for this laboratory experience. There will be special integrating experiences provided to enrich the daily program.

2 credits

*Mrs. Berglund***METHODS AND MATERIAL IN ELEMENTARY EDUCATION**

For graduates of liberal arts colleges, opportunity will be provided for student teaching in the Laboratory School from 9:00-12:00. In the afternoon these students will participate in a seminar in elementary education. This class will include methods of teaching reading, language, arts, social studies, and arithmetic in the elementary grades. There will be work in the planning of units and demonstration of teaching procedures.

3 credits

*Mrs. Berglund***METHODS OF TEACHING MUSIC**

This is a professional course to train students in the teaching of music and in the development of an appreciation for music in children from nursery through grade six.

2 credits

*Mr. Benjamin***METHODS OF TEACHING ART**

This is a professional course to develop skill in the teaching of art and the use of art techniques with children.

2 credits

*Miss Sharples***SPEECH AND HEARING PROBLEMS OF CHILDREN 503U**

Problems encountered in young children because of speech and hearing difficulties will be discussed. Different types of speech defects and hearing losses will be covered as well as ways by which the classroom teacher may help speech and hearing in handicapped children.

2 credits *

*Dr. Sortini***METHODS OF TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOLS 503V**

This course will deal with the development of social studies in the primary and intermediate grades.

2 credits *

*Mrs. Berglund
Mrs. Wales*

METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOLS 503W

Emphasis will be on the nature of the number system and on methods and materials for making arithmetic meaningful to children. Recent research will be considered and needs for further research will be indicated. *Special attention will be given to the development of skill in the use of the Cuisenaire materials recently introduced in this country and being currently used in some of the leading private schools and public school systems.*

2 credits *

Mrs. Berglund

SEMINAR IN THE EDUCATION OF THE GIFTED 503X

In a workshop situation the identification, curriculum and methods of teaching gifted children will be considered. A group of faculty members and outside speakers will work with teachers and administrators who are concerned with the problems of challenging the child with high potentials.

2 credits *

Chairman, Miss Sharples

ART IN EARLY CHILDHOOD EDUCATION 503Y

This course is designed to assist teachers of nursery school and kindergarten to develop skills useful for work with very young children and to make materials which can be used in their classrooms.

2 credits *

Miss Sharples

CREATING EFFECTIVE TESTING 503Z

This is an advanced course in measurement in which students consider the problems of classroom testing and develop numerous techniques of evaluation.

2 credits *

Miss Freeman

ELEMENTARY TEACHER IN THE GUIDANCE PROGRAM

(SEE GUIDANCE 514A)

SEMINAR IN GUIDANCE TECHNIQUES (SEE GUIDANCE 514B)

SEMINAR IN COUNSELING

(SEE GUIDANCE 514C)

FUNDAMENTALS OF CAMPING AND PLAYGROUND WORK

(SEE HEALTH 510A)

OUTDOOR EDUCATION (SEE HEALTH 510B)

CREATIVE WRITING FOR CHILDREN (SEE ENGLISH 505V)

ENGLISH

FUNDAMENTALS OF COMPOSITION, GRAMMAR, AND LITERATURE

105

Good thinking and accurate expression of thought go hand in hand. One cannot exist without the other. Accordingly, the course places great emphasis upon thought and upon methods of organization. Specific matters of correct usage are stressed. Frequent written articles are assigned.

4 credits

Dr. Oliver

Mr. Honick

Mrs. McCann

SPEECH 106

Emphasis is placed on speech as a means of communication, particularly with reference to the potential teacher. Both underlying principles as well as practice in effective speaking are stressed. Analysis is made of individual speech problems.

2 credits

*Mrs. MacCormack**Mrs. McCann***SURVEY OF ENGLISH LITERATURE 205**

This course includes a survey of English literature from the Anglo-Saxon Age 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.

4 credits

*Mrs. MacCormack***CHILDREN'S LITERATURE AND STORY TELLING
(SEE EDUCATION 203C)****AMERICAN LITERATURE 305**

This course consists of a general survey of American literature. Selections from the work of the chief writers will be read and discussed to make clear their literary and historical value.

4 credits

*Dr. Oliver***WORLD LITERATURE 405**

An introduction to the outstanding literary contributions to human culture will help to develop a cosmopolitan interest and appreciation.

4 credits

*Dr. Oliver**Mrs. MacCormack**Dr. Schofield***CREATIVE WRITING 505A**

Originality and versatility are very desirable qualifications for teachers. This course will assist those who seek to develop such qualifications and to use them for their own enjoyment and the enjoyment of others.

2 credits *

*Dr. Oliver***CONTEMPORARY DRAMA 505B**

This course provides an opportunity for students to discuss several plays written by modern dramatists and to become acquainted with the achievements of outstanding actors and actresses.

2 credits *

*Mrs. MacCormack***TWENTIETH-CENTURY ENGLISH LITERATURE 505C**

This course will include lectures and readings covering some forerunners of the modern school and the most characteristic works of a considerable number of contemporaries.

2 credits *

*Mrs. MacCormack***DISCOVERING POETRY 505D**

This is an introduction to the study, appreciation, and enjoyment of poetry.

2 credits *

Mrs. MacCormack

VOCABULARY AND SELF-EXPRESSION 505E

Through a study of etymology and semantics, students are led to a fuller understanding of the nature of their language, and to a greater facility and accuracy in their use of it.

2 credits *

Dr. Oliver
Mrs. Honick

CURRENT BOOKS 505F

Students are helped to a full and adult awareness of the literature that is being published currently. Criticism and publishing practices receive attention. Book reviews, both oral and written, help the student to develop her own critical faculties.

2 credits *

Dr. Oliver

THE SHORT STORY 505G

The evolution of the short story forms the essence of this course. The contribution of American authors is a major consideration.

2 credits *

Mrs. MacCormack

STUDIES IN THE OLD AND NEW TESTAMENT 505H

This is a study of stories, religious ideas, and outstanding personalities of the Old and New Testament.

2 credits *

Dr. Schofield

SHAKESPEAREAN DRAMA 505I

This course is designed to give the student an acquaintance with the language and the dramatic and poetic techniques of Shakespeare's great plays. One play — an important tragedy — will be studied intensively. Students will also be required to read other plays and background corollary material.

2 credits *

Dr. Oliver
Mrs. MacCormack

LITERATURE OF THE RENAISSANCE 505J

The outstanding authors of the Renaissance are read. Some intensive work is done with Petrarch, Boccaccio, Dante, Machiavelli, Cervantes, Ronsard and Erasmus.

2 credits *

Dr. Schofield

ROMANTIC POETS 505K

This is a survey of the Romantic movement as seen through the works of Wordsworth, Coleridge, Byron, Shelley, and Keats.

2 credits *

Dr. Oliver

BROWNING 505L

This is a study of Victorian optimism as shown in the works of one of the period's most influential poets.

2 credits *

Dr. Oliver

DRAMATIC PRODUCTION 505R

This is an introductory course in the study of the theater as a performing art. Theories of directing, acting and basic principles of stagecraft are included, as well as practical experience in the various phases of play production.

2 credits

Mrs. McCann

TRANSCENDENTALISM 505S

The student will read widely in Emerson, Thoreau, and the lesser figures of the Transcendental movement. The course will emphasize an understanding of the body of Transcendental thought and its influence on American civilization.

2 credits *

*Mr. Honick***NATHANIEL HAWTHORNE 505T**

This course will be a comprehensive study of Hawthorne's fiction. Students will read all of the novels and most of the tales.

2 credits *

*Mr. Honick***GREAT BOOKS 505U**

Some of the outstanding books in literature, philosophy and religion such as Plato's *Republic*, Dante's *Inferno*, *The Bible*, Dostoevsky's *Crime and Punishment* and many others are read either as selections or in their entirety. The attempt will be made to find the contributions these books have made to modern Western culture.

2 credits *

*Dr. Schofield***ENGLISH LYRIC POETRY, 1550-1631 505V**

The lyrics of Sidney, Shakespeare, Spenser, Donne and others will be studied in some detail for understanding and appreciation.

2 credits *

*Dr. Oliver***CREATIVE WRITING FOR CHILDREN 505W**

This course will assist teachers in stimulating children to write creatively, and to help them to make creative writing an integral part of the school program.

2 credits *

*Miss Wright***LANGUAGES****FRENCH I 505M**

This is a course in beginning French with special emphasis laid in pronunciation, conversation, and the development of simple reading skills. It is open to those students with no previous knowledge of French.

2 credits *

*Mrs. Levitine***FRENCH II 505N — INTERMEDIATE FRENCH**

Students who have some background in French may enroll in this course. There will be intensive drill in pronunciation and conversation, grammar review, and the reading of French texts.

2 credits *

*Mrs. Levitine***FRENCH III 505O — ADVANCED FRENCH**

This course is for those students who have completed either French I or French II and/or who give evidence of oral proficiency in French. It will deal primarily with vocabulary building, development of fluency, and the reading of modern French texts.

2 credits *

*Mrs. Levitine***SPANISH I 505P**

Treatment of the Spanish language as in French I above.

2 credits *

Mrs. Levitine

SPANISH II 505Q

An advanced course treated as indicated in French III above.
2 credits *

Mrs. Levitine

METHODS OF TEACHING A FOREIGN LANGUAGE
(SEE EDUCATION 503I)

GUIDANCE

ELEMENTARY TEACHER IN THE GUIDANCE PROGRAM 514A

Whether or not a particular individual is designated to carry the main responsibilities for guidance in a school system, since "education is guidance", every professional teacher should have at her command the basic principles and techniques developed by specialists in this area and should be skilled in cooperating efficiently with them.

2 credits *

Dr. Thurber

SEMINAR IN GUIDANCE TECHNIQUES 514B

Analysis and practice in counseling, interviewing, and other specialized techniques will enable students to use these procedures effectively as guidance specialists.

2 credits *

Dr. Thurber

SEMINAR IN COUNSELING 514C

Students preparing for specialization in the field of Guidance will consider various counseling techniques and in a laboratory situation develop skill in using them.

2 credits *

Dr. Thurber

CLINIC FOR COLLEGE STUDENTS WITH REMEDIAL PROBLEMS
514D

Students who have been admitted conditionally to the college or as "special students with a limited program" are urged to increase their skill in all fundamental processes — reading, language, mathematics — through work in this clinic. Other students who need to increase their proficiency in these fields are also welcome to enroll.

No credit

Dr. Lair
Dr. Thurber

HEALTH

PERSONAL HEALTH 109

Using the background of biology the class considers problems relating to the health of individuals and communities. Prospective teachers are led to recognize their responsibility for keeping physically fit and for promoting an adequate health program in schools and communities for which they are responsible.

2 credits

Dr. Vallee
Miss Brennan

PHYSICAL EDUCATION I 110

A definite program is provided for maintaining the physical fitness of the students through systematic exercise and healthful recreative activities.

1 credit

*Miss Brennan*METHODS OF DIRECTING A PHYSICAL EDUCATION PROGRAM
FOR CHILDREN

(SEE EDUCATION 203F)

NUTRITION 509A

This course deals with the fundamentals of the chemistry and physiology of nutrition. Methods of establishing the minimum and optimum nutritional requirements for the school child will be considered. The effects of physiological, social and economic factors upon food habits will be discussed in terms of nutritional deficiencies.

2 credits *

Dr. Vallee

FIRST AID 509B

This course meets the standards of the American Red Cross, and students who do satisfactory work in it will receive the Red Cross certificate in addition to their college credit.

2 credits *

Miss Brennan

FUNDAMENTALS OF CAMPING AND PLAYGROUND WORK 510A

This is a study of the playground and camping movement in America with emphasis placed on the daily program, activities taught, and qualifications for leadership.

2 credits

Miss Brennan

OUTDOOR EDUCATION 510B

This course will help to prepare prospective teachers to take their share of responsibility for this program in school systems which have it in their curriculum. Students will be encouraged to become familiar with common plants, animals, and natural formations so that they can help children to enjoy and appreciate the great out-of-doors.

2 credits

Miss Brennan

MATHEMATICS

GENERAL MATHEMATICS 112

This is not a methods course but rather an opportunity for prospective teachers to gain a deeper understanding of basic concepts in general mathematics — arithmetic, algebra and geometry — and greater skill in employing them for the solution of practical problems.

2 credits

Mr. Morris
Mr. Spear

ELEMENTARY STATISTICS 512A

It is important for each elementary teacher to know how to interpret the results obtained in a standard testing program and to understand the terms used in obtaining such results. Since many teachers are requested to participate in educational research, an elementary knowledge of statistical procedures enables them to be more proficient in their profession.

2 credits

*Mr. Morris***METHODS OF TEACHING MATHEMATICS IN THE ELEMENTARY SCHOOLS**

(SEE EDUCATION 503W)

NATURAL SCIENCES**BIOLOGY 108**

This course furnishes a background of biological science for teachers of elementary grades. It emphasizes an appreciation of living things, the inquiring mind, and scientific methods of thinking. The life story of both plants and animals and the physical structure and behavior of human beings are considered.

4 credits

*Dr. Vallee***PHYSICAL SCIENCE 208**

This is a basic course in natural science covering the most essential organized knowledge of natural phenomena necessary to the interpretation of everyday science to the elementary school child.

4 credits

*Mr. Morris**Dr. Vallee***RECENT TRENDS IN SCIENCE 508A**

In the past decade there have been numerous outstanding developments in the various sciences and their allied technologies. This course will attempt to develop an understanding of the most significant of these recent attainments, to evaluate their influence on present-day life, and to foresee what the immediate future may bring in the way of newer developments. (No science background is required.)

2 credits *

*Mr. Morris***HUMAN SOCIO-BIOLOGY 508B**

This course deals with the interaction of biological needs of man with the demands of social structure. The effect of biological, psychological and economic factors on the adjustment of the individual in modern society will be covered. Marriage and aspects of home and family life will be discussed.

2 credits *

*Dr. Vallee***METHODS OF TEACHING NATURAL SCIENCE**

(SEE EDUCATION 203B)

ENRICHMENT ACTIVITIES IN ELEMENTARY SCHOOL SCIENCE

(SEE EDUCATION 503M)

PHILOSOPHY

INTRODUCTION TO PHILOSOPHY 213

The chief problems of philosophy are considered historically and with particular attention to developments since the modern advance in sciences.

2 credits *

Dr. Schofield

CONTEMPORARY RELIGIONS 513A

After a short introduction consisting of the nature of religion and the ethnic and primitive religions, the course will study the major religions of today, taking each one historically and by its principal tenets. As far as possible, representatives of the various religions will be invited to speak at some session of the class.

2 credits *

Dr. Schofield

ELEMENTARY LOGIC 513B

The ability to think clearly and to analyze problems efficiently is a valuable asset to all in positions of responsibility and leadership. An acquaintance with great thinkers of all time should stimulate and guide in the development of this ability.

2 credits *

Dr. Schofield

PHILOSOPHY IN THE TWENTIETH CENTURY 513C

In a seminar group consideration will be given to the trends in philosophy since 1900, studying the works of leading philosophers, such as, Whitehead, Maritain, Dewey, and others.

2 credits *

Dr. Schofield

CREATIVE THINKING 513D

Creative thinking is achieved through the combined use of mental discipline (Logic), the Scientific method (DesCartes), the consideration of alternatives (Dewey), and intuition (the individual contribution).

All of these factors will be considered in the course. A close study will be made of John Dewey's book, *How We Think*.

2 credits *

Dr. Schofield

CONTEMPORARY PHILOSOPHIES OF EDUCATION

(SEE EDUCATION 503H)

PSYCHOLOGY

FUNDAMENTALS OF PSYCHOLOGY 111A

The general principles of psychology are studied during the first half year with especial attention to the subjects of motivation, interest, learning, intelligence, emotional development, and human relations with a view to their applications in the second semester to the problems of child and educational psychology.

2 credits

Dr. Lair

CHILD STUDY 111B

This course combines child psychology and child development. It includes a study of the child from infancy to adolescence; origins of child behavior; physical, mental, social, and emotional aspects of growth. It provides for analysis of behavior problems and principles of child guidance.

3 credits

*Mrs. Locke
Mrs. Mindess*

MENTAL HYGIENE 111C

This course deals with the adjustment of the individual to the environment, the needs of human nature, problems of mental health with emphasis on the periods of childhood and adolescence, factors influencing mental health, and symptoms and treatment of social maladjustments. Particular reference is made to use in the classroom.

2 credits

*Dr. Lair***MEASUREMENT (SEE EDUCATION 403)****EDUCATIONAL PSYCHOLOGY 411**

This course includes a study of experimental data and principles of psychology applicable to education with a review of results of laboratory and field studies in the psychology of learning, discussion of principal theories, experiments, problems of emotional stress and discipline, the development of intellectual efficiency and learning.

2 credits *

*Dr. Lair***PSYCHOLOGY OF SUBNORMAL AND UNADJUSTED CHILDREN 511A**

This course interprets for prospective teachers the problems of the mentally deficient and retarded, and of children with personality problems.

2 credits *

*Dr. Lair**Miss Freeman***INDIVIDUAL PSYCHOLOGICAL TESTING 511B**

Proficiency is gained in this course in giving the Stanford-Binet Intelligence Scale and the Wechsler-Bellevue Children's Scale and in interpreting and reporting the results. Other personality and intelligence tests are considered in less detail.

2 credits *

*Miss Freeman**Dr. Lair***REMEDIAL PROCEDURES (SEE EDUCATION 503A)****ABNORMAL PSYCHOLOGY 511C**

The dynamics and characteristics of neurosis, psychosis and behavior disorders of children are considered in this course.

2 credits *

*Dr. Lair***METHODS OF RESEARCH 511D**

This course covers basic methods, procedures, and statistics necessary for planning and carrying out research.

2 credits *

*Dr. Lair***PSYCHOLOGY OF ADOLESCENCE 511E**

This course will incorporate an understanding of the physical and emotional characteristics peculiar to adolescents with a view to assisting them in their adjustments to school and to society.

2 credits *

*Dr. Lair***SOCIAL SCIENCES****WORLD BACKGROUNDS I 107**

This course is a comprehensive study of the world from 1500 to 1848. Emphasis is placed upon the great movements in history and the interrelation of the geographic, social, political and economic factors which influence world developments.

6 credits

Dr. Crockett
Miss Fitzpatrick

WORLD BACKGROUNDS II 207

This is a continuation of World Backgrounds I from 1848 to the present date.

6 credits

Dr. Crockett

Miss Fitzpatrick

AMERICAN BACKGROUNDS 307

A comprehensive study will be made of the history and government of the Americas. Definite consideration will be given to the effect of the geographic features of the region upon the progress in the above fields.

6 credits

Mr. Oedel

Dr. Oliver

CONTEMPORARY SOCIAL PROBLEMS 407

Fundamental principles of economics and sociology are applied to the national and international problems in order to gain a better conception of the meaning of present social trends.

4 credits

Dr. Crockett

Miss Fitzpatrick

Mr. Honick

SOCIOLOGY 507A

This is a study of the development of group life of man. Patterns of individual and group behavior, social interaction, the rise and diffusion of culture elements, customs, caste, social classes, folkways, family organizations are considered.

2 credits *

Dr. Crockett

CURRENT PROBLEMS IN ECONOMICS AND GOVERNMENT 507B

This is a study of the role of government with respect to the basic problems of the American economy, covering such topics as — employment, policy, labor legislation, monopoly control, agricultural subsidies, tariffs, and related topics.

2 credits *

Miss Fitzpatrick

Mr. Honick

COLONIAL HISTORY 507C

A study of Colonial beginnings in American national rivalries, the English colonies, the Revolution and our national life to 1789.

2 credits *

Dr. Crockett

Mr. Oedel

GEOGRAPHY OF NORTH AMERICA 507D

This course is a study of North America by geographic regions, demanding considerable library and map study. It is designed to give familiarity with methods of securing, organizing, and presenting geographical data.

2 credits *

Dr. Crockett

Mr. Oedel

GEOGRAPHY OF WORLD PROBLEMS 507E

The changing map pattern of the contemporary world with emphasis on the critical political areas of the present day will be considered.

2 credits *

Dr. Crockett

Mr. Oedel

THE CHILD IN WESTERN CIVILIZATION 507F

This course will be concerned with a study of the place of the child in society.

Major emphasis will be upon a consideration of the life of the child as it has been affected by major tendencies and characteristics of life, government and culture of western civilization during various periods of history from ancient to modern times.

2 credits *

Mrs. Berglund

OUR AMERICAN HERITAGE 507G

This course will enable mature students to probe deeply into the background of American ideals and values. American emphasis on the expanding roles of the individual will be considered in relation to the contribution of outstanding citizens.

2 credits *

Mr. Oedel

FAMILY RELATIONS 507H

A course dealing with continuing processes of personality development as these are initiated through family relationships.

In Greater Boston, students meet children and adults in various centers where conditions increase the students' appreciation of reciprocal development between family and community.

2 credits *

Dr. Schofield

PROBLEMS OF LATIN AMERICA 507I

An introduction to the geographical, social, political, and economic problems of present-day Latin America through discussion of the historical background, current events, and the development of the Pan-American Union and the Organization of American States.

2 credits *

Mr. Oedel

THE SOVIET UNION'S CHALLENGE TO THE FREE WORLD 507J

A global view of Russia's long-range policies and program with particular emphasis on evaluating Soviet institutions and aims as contrasted to our own.

2 credits *

Mr. Oedel

AMERICAN POLITICAL SCIENCE 507K

This is a study of the origins and fundamental principles of government with applications to American governmental agencies. Effect of the theory of the state and political and social philosophy upon political thought and the development of the state will be investigated.

2 credits *

Dr. Crockett

Miss Fitzpatrick

JUVENILE DELINQUENCY AND CRIME 507L

This is a study of the nature, varieties, and causes of juvenile delinquency and crime. Special attention will be given to the environmental and psychological factors in crime causation. The organizations and institutions responsible for the care and treatment of juveniles and criminals will be considered.

2 credits *

Dr. Schofield

CULTURAL ANTHROPOLOGY 507M

This is a study of the primitive cultures and their contribution to the development of educational procedures.

2 credits *

Dr. Lair

HISTORY OF THE MIDDLE AGES 507N

This is the study of the history of European ideas and institutions from the fall of Rome to the Renaissance.

2 credits *

Dr. Crockett

ECONOMICS 507O

Students especially interested in this field of the social sciences may gain a broader understanding of it through participation in the activities of this elective course.

2 credits *

Dr. Crockett

Miss Fitzpatrick

ANCIENT CIVILIZATIONS 507P

This is a study of old world cultures, particularly Greece and Rome, with a view of more effective teaching of elementary social studies with special emphasis on geography, language and the arts.

2 credits *

Mr. Oedel

FRENCH CULTURE AND CIVILIZATION 507Q

The aim of this course is to characterize the most significant cultural phases of French civilization from the beginning of the medieval period to our own times. The discussion will stress the world of ideas and customs as well as the great creative masterpieces in the field of literature and the arts. (Lectures and reading will be in English. No previous knowledge of French is required.)

2 credits *

Mrs. Levitine

STUDIES IN THE OLD AND NEW TESTAMENT

(SEE ENGLISH 505H)

CONTEMPORARY RELIGIONS (SEE PHILOSOPHY 513A)

OFFICE HOURS

The general office is open from *nine to four-thirty*, Mondays through Fridays, and from *nine to twelve* on Saturdays. Appointments may be made for other hours. The office is not open on holidays.

To interview the Director of Admissions, Dean, or President, or to see the college buildings and facilities, it is more satisfactory to make an appointment in advance whenever possible.

For further information address:

The Secretary
LESLEY COLLEGE
29 Everett Street
Cambridge 38, Massachusetts

Tel.: KIrkland $\left\{ \begin{array}{l} 7-2218 \\ 7-2219 \\ 7-4219 \end{array} \right.$

Whenever changes in requirements, regulations, courses of instruction and costs are made, the College tries to give such notice as will insure adjustments without undue inconvenience; however the right to make whatever changes may be deemed necessary at any time is specifically reserved.

 FORM OF BEQUEST*

To Lesley College, a not-for-profit educational corporation of Cambridge, Massachusetts, I give and bequeath the sum of

\$.....
for the uses and purposes of said corporation.

Signed.....

* Gifts and bequests to Lesley College are regarded as charitable deductions for federal income tax and estate tax purposes.

