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Catalogue 1969 - 1970

**LESLEY
COLLEGE**



Lesley College prepares young women for regular classroom teaching (nursery school through grade six) including the teaching of children who are mentally retarded and/or emotionally disturbed.

UNDERGRADUATE CATALOGUE

1969 - 1970

LESLEY COLLEGE

29 EVERETT STREET
CAMBRIDGE, MASSACHUSETTS 02138

Table of Contents

A Message from the President of Lesley College	3
Lesley Facts	5
College Calendar 1969-70 School Year	6-7
Purpose	8
History	8
Lesley Today	8
Location	9
Special Programs and Facilities	10
Libraries	13
Commuters	15
Honor System	15
Resident Students	15
Activities	15
Publications	17
Non-academic Regulations	18
Counseling	19
Health Services	19
Placement	19
Admissions	21
Fees	22
Aids, Awards, Loans, Scholarships	23
Academic Regulations	28
Undergraduate Program	33
Co-operating Schools, 1968-69	33
Curriculum	34
Program of Courses	35
Summary of Requirements	36
Minor Concentrations	37
Course Descriptions	40
Course — Faculty Listing	61
Lesley College Registers	65
Non-student Organizations	77
Gifts and Bequests	78
Office Hours	79



A MESSAGE FROM THE PRESIDENT OF LESLEY COLLEGE

Our prime mission at Lesley College is to provide an excellent education on the undergraduate and graduate levels for elementary school teachers of today and tomorrow. In pursuing this endeavor there has developed at Lesley a living, evolving study of an institution which is thoughtfully considering the multiple questions of what is effective learning; what is effective teaching; and what is effective administration.

In this sense, our mission is more than the preparation of teachers for today's schools. Lesley College is also dedicated to finding ways in which the quality of the nation's college and elementary education will be improved. To accomplish this, we are innovative in our approaches to the concepts and applications of learning. Lesley College functions as an on-going "laboratory for learning."

THE INSTITUTION



LESLEY FACTS

LESLEY COLLEGE

is accredited by

The New England Association of Colleges and Secondary Schools

and by the

National Council for Accreditation of Teacher Education

PURPOSE	To prepare teachers in the fields of Early Childhood Education, Elementary Education, and Special Education.
CAMPUS	
Location	Cambridge, Massachusetts
Size	3 $\frac{3}{4}$ acres
DIVISIONS	Undergraduate Graduate School and Extension Division
FOUNDED	1909, by Edith Lesley
PRINCIPALS & PRESIDENTS	Edith Lesley (1909-1918) Gertrude Malloch (1918-1944) Dr. Trentwell Mason White (1944-1959) Dr. Don A. Orton (1960-present)
INCORPORATED	1941
ACCREDITED	1952
EMPOWERED TO GRANT GRADUATE DEGREES	1954
DEGREES GRANTED	Bachelor of Science in Education Master of Science in Education Master of Education
Undergraduate	
Graduate	
LIBRARIES	
Number	3
Volumes	45,000
STUDENT ENROLLMENT	
Undergraduate	556
Graduate	68
Evening & Extension	100
TOTAL ENROLLMENT	724 (1968-69 Academic Year)
STUDENT MAKEUP	
Undergraduate	Women only
Graduate	Coeducational
NUMBER OF FACULTY	50
FACULTY HOLDING DOCTORATES	17
FACULTY-STUDENT RATIO	1-15
ADDITIONAL FACILITIES — 3	
PRIVATE SCHOOLS FOR CHILDREN	Lesley College Schools for Children Lesley-Ellis (Pre-school) Walter F. Dearborn (Emotionally Disturbed) Carroll-Hall (Mentally Handicapped)

COLLEGE CALENDAR 1969-70 SCHOOL YEAR

I SEMESTER

Residence Directors' Meetings
 Faculty Office Time and Meetings
 Dormitories open for Seniors and New Students
 Orientation for all New Students }
 Official Registration for Seniors }
 Dormitories open for Sophomores and Juniors }
 Official Registration for New Students }
 Senior Student Teaching Observation, Teams A & B }
 Official Registration for Sophomores and Juniors }
 Seniors, Team A, begin Student Teaching }
 Seniors, Team B, begin classes }
 Testing Program for New Students
 Classes begin for Freshmen, Sophomores, and Juniors
 Official Registration for all Graduate and Extension
 Division Students
 Fall Convocation
 Classes begin for Graduate School and Extension
 Division Students
 Columbus Day (Holiday)
 Seniors, Team A terminate Student Teaching }
 Seniors, Team B terminate Classes }
 Seniors, Team B, begin Student Teaching }
 Seniors, Team A, begin Classes }
 Father-Daughter Weekend
 Veterans' Day (Holiday)
 Thanksgiving Recess
 Official Registration of all Undergraduate Students
 for Second Semester
 Examination Period
 Seniors, Team A terminate classes }
 Seniors, Team B terminate student Teaching }
 End of First Semester
 Winter Vacation for all students

II SEMESTER

Faculty Seminars
 Classes begin for Undergraduate Students
 Juniors, Team A begin Student Teaching
 Human Relations Laboratory for Team A
 Juniors, Team B, begin classes
 Winter All-College Meeting
 Official Registration for Graduate and Extension
 Division Students
 Classes begin for Graduate School and Extension
 Division
 Washington's Birthday (Holiday)
 Juniors, Team A begin classes }
 Juniors, Team B begin Student Teaching }
 Human Relations Laboratory for Team B
 Spring Vacation
 All-College Honors Assembly
 Parents' Weekend
 Official Registration of Undergraduate Students
 Examination Period
 Juniors, Team A terminate Classes }
 Juniors, Team B terminate Student Teaching }
 End of Second Semester
 Baccalaureate and Commencement
 Alumnae Reunion
 Summer Session

To be announced

*Tuesday, Wednesday, Thursday, September 2, 3, 4
 Tuesday, September 2 after 10:00 a.m.*

Tuesday, September 2 at 1:00 p.m.

Wednesday, September 3

Thursday, September 4

Thursday, September 4 through Friday, October 24

Thursday, September 4

Friday, September 5

Monday, September 8 through Friday, September 12

Thursday, September 11

Monday, September 15

Monday, October 13 (no classes)

Friday, October 24

Monday, October 27 through Friday, December 19

Dates to be announced

Tuesday, November 11 (no classes)

*Tuesday, November 25 after classes to Monday, Decem-
 ber 1*

Monday, December 1 through Friday, December 12

Monday, December 15 through Friday, December 19

Friday, December 19

Friday, December 19

Monday, December 22 to Monday, January 12

Monday, January 5 through Friday, January 9

Monday, January 12

Monday, January 12 through Friday, March 13

Monday, February 16 through Friday, February 20

Monday, January 12 through Friday, March 13

Thursday, January 15

Monday, January 19 through Friday, January 23

Monday, January 26

Monday, February 16 (no classes)

Monday, March 16 through Wednesday, May 20

Monday, April 20 through Friday, April 24

Monday, March 30 to Monday, April 6

To be announced

Friday, Saturday, Sunday, May 1, 2, 3

Monday, April 27 through Friday, May 8

Thursday, May 14 through Wednesday, May 20

Wednesday, May 20

Wednesday, May 20

Sunday, May 24

Saturday and Sunday, June 6, 7

Monday, June 22 through Friday, August 14

1969 - 1970

SCHOOL YEAR*

CALENDAR

SEPTEMBER • 1969

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JANUARY • 1970

S	M	T	W	T	F	S
					1	2
					3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

MAY

S	M	T	W	T	F	S
						1
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
		6	7	8	9	10
		11	12	13	14	15
		16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JULY

S	M	T	W	T	F	S
				1	2	3
				4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

DECEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
					1	2
					3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

AUGUST

S	M	T	W	T	F	S
						1
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

*Bold dates indicate holidays.

PURPOSE

Lesley College's basic purpose is to prepare young women for teaching careers in elementary education or special education through programs of study in the liberal arts and professional teacher education, and through exploration into all aspects of learning and teaching processes.

This purpose is the basis of Lesley's three-dimensional approach: First is the student's inquiry into and eventual mastery of her subject matter. Second is her understanding of how children learn which, in turn, gives an additional perspective to her own learning experience. Third is creating the environment or community in which optimal learning takes place.

Successful completion of the four-year undergraduate program at Lesley College leads to the degree of Bachelor of Science in Education. The graduate and extension programs award the degrees of Master of Education or Master of Science in Education.

HISTORY

The roots of Lesley College go back to the year 1909, when Miss Edith Lesley, a young teacher, established in her Cambridge home the Lesley Normal School, for women who wished to become kindergarten teachers. Miss Lesley was joined in 1912 by Miss Gertrude Malloch, who became principal in 1918 and was active until her retirement in 1944.

By 1941 the value of professional teacher education had become evident and a board of trustees was incorporated to administer the growing institution. The school legally became known as Lesley College in 1943.

Lesley's first president, Dr. Trentwell Mason White, was appointed in 1944. Under his leadership, the College received its undergraduate accreditation, and established a graduate school of teacher education.

Surviving that small and far beginning are few material things. But a great deal of the spirit remains, including the Lesley name and the original taproot of purpose. Lesley College is still a small learning community where there exists a close association among its members — students, faculty, administrators; and where young women prepare to become *teachers of children*.

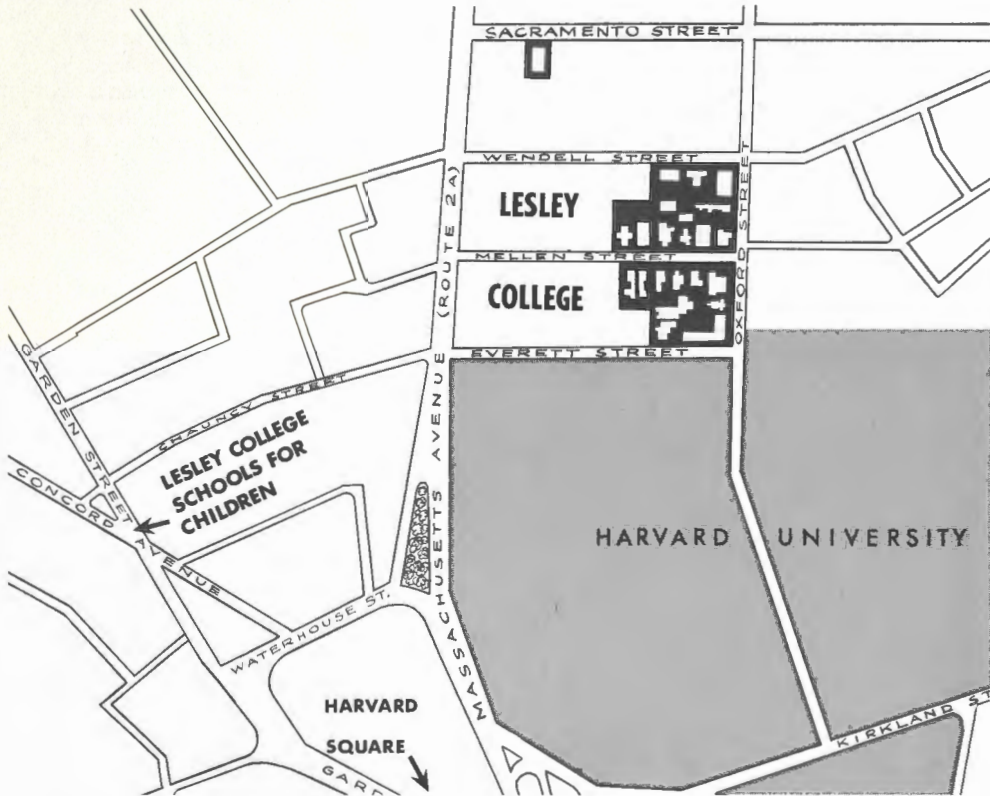
LESLEY TODAY

Lesley's second president assumed his present office in 1960. Dr. Don A. Orton brought to Lesley the concepts of a "laboratory for learning" that have become a foundation for present teacher education programs at this institution.

In utilizing these concepts, Lesley stresses the importance of innovation and change. The entire College Community is viewed as a learning environment, enabling students and teachers to leave the confines of the traditional classroom and work as a problem-solving team. Lesley's Administration and Faculty subscribe to the principle of shared decision-making, confrontation, open communication and the involvement of all those — students, faculty, residence directors, administrators — affected by a decision in the entire decision-making process.

This careful attention to the human climate, combined with its small size, (the total faculty and student body number under 800) make Lesley a unique learning community

in which new methods of teaching and learning can be tried and tested in order to improve the quality of instruction. The origin of ideas is as free as their interchange, and the only limitation on a Lesley student's involvement in a subject, a program, or an administrative action is her degree of interest in it.



LOCATION

The Boston area is one of the greatest education concentrations in the world, and Lesley College shares the advantages of the environment this concentration creates. Harvard University is next door, Radcliffe almost as close. The Massachusetts Institute of Technology is just a five-minute subway ride away; Boston University, Brandeis, and Tufts are only a little farther. These are merely the largest and nearest among many institutions in the area. The city itself without the colleges would have great educational values. Music, art, drama, the life of the intellect are here in stimulating abundance. Lesley College enjoys the double advantage of a small student body, where an individual is not lost or ignored, and of metropolitan surroundings in which the student may, as inclination and leisure permit, find personal enrichment.



SPECIAL PROGRAMS
AND FACILITIES

STUDENT TEACHING CENTERS

Cooperative efforts between Lesley College and schools in the Boston area have led to the establishment of Student Teaching Centers. At these centers the College's faculty and school personnel work as teams with Lesley students to bridge theoretical and practical differences found between the college classroom and the elementary school classroom. However, prospective teachers are not the only people to whom these centers are valuable. They also serve to bring together classroom teachers, school administrators and college instructors and enable them to share and modify their education views and techniques.

NEW DIMENSIONS IN HUMAN RELATIONS

An individual can be truly effective only by interacting fully as a person with his associates or, as in the case of teachers, with children in the classroom. Human relations training is, therefore, considered an important aspect of teacher education at Lesley. The purpose is to provide opportunities for a person to further develop an awareness of herself both as an individual and as she relates to others, and then to apply that learning in her daily life. This training not only enhances college relationships for a Lesley student, but also heightens her future professional competency through the development of an increased sensitivity to the needs of pupils and colleagues.

JUNIOR EDUCATION INSTITUTE

As part of their specific instruction in how to teach, Juniors attend an off-campus retreat for a week-long Education Institute. This program provides intensive human relations training designed especially to enable prospective teachers to apply and communicate more effectively their knowledge and insights to their pupils and to work constructively with others.

HIGHER EDUCATION LABORATORY

For the past several summers, Lesley College has participated in the Higher Education Laboratory at Bethel, Maine, sponsored by the National Training Laboratories Institute for Applied Behavioral Science. These experiences in human relations have been shared by students selected by the Student Government Association, and members of the faculty and administration.

WEEKEND HUMAN RELATIONS CONFERENCES

Human relations weekend conferences typify additional directions being taken by Lesley in the vital area of developing human understanding. Conferences are held on an average of once monthly throughout the school year. They afford an opportunity for small groups of students from Lesley and other colleges to join equally small groups of faculty members in sensitivity-oriented learning experiences. Each conference is conducted under the skilled guidance of an individual who is trained and experienced in techniques and applications of group dynamics.

URBAN EDUCATION

An important aspect of Lesley's concern for education in the city is a continuing program to attract young women from the inner city, tailor their curricula to meet special needs and prepare them to return to their communities as qualified, competent teachers.

In addition, increasing numbers of Lesley students from middle-class backgrounds are being provided with the opportunity to learn about problems that are peculiar to urban education through extended participation in urban school systems, neighborhood houses and similar operations offering community services to the inner city. The objective in this phase of the program is to graduate teachers who have personally confronted and dealt with the conflicts between new, urban values and those of the suburbs.

COOPERATIVE PROGRAMS WITH HARVARD UNIVERSITY

Lesley's proximity to Harvard presents an ideal opportunity for valuable interchange between the two institutions. One program involved Lesley College freshmen who received specialized instruction from Harvard faculty, using Harvard's laboratory facilities. Similar cooperative ventures between Lesley and Harvard include programs in the physical sciences, social studies and a mutual sharing of library facilities.

NEW ENGLAND KINDERGARTEN CONFERENCE

More than 1,000 educators from New England and other areas in the Northeast gather each year, under the sponsorship of Lesley College, to evaluate and discuss present-day methods of educating young children and to look at new developments in the field of early childhood education.

THE GRADUATE SCHOOL AND EXTENSION DIVISION

Programs of full or part-time study leading to the degrees of Bachelor of Science in Education, Master of Education and Master of Science in Education, are offered to both men and women who are graduates of accredited institutions. Course work is especially tailored to meet the particular need of each student.

Areas of concentration are Early Childhood Education, Elementary Education, or Special Education, which involves preparation for teaching the emotionally disturbed, the mentally retarded, or children with learning disabilities.

LESLEY COLLEGE SCHOOLS FOR CHILDREN

As part of its "laboratory for learning" concept, Lesley operates three private elementary schools. The *Lesley-Ellis School* is a nursery and kindergarten for normal and gifted children; the *Walter F. Dearborn School* provides special programs for children who are mentally disturbed or have learning disabilities; and the *Carroll-Hall School* provides education and training programs for children who are mentally retarded. These schools not only meet the special needs of the children enrolled, but also provide Lesley students and faculty with invaluable direct experience in the field of education. Numerous programs are tested in these schools under the direction of qualified researchers, so that

not only does the student gain practical experience, but the researcher has the opportunity to explore new methods of reaching and teaching the normal child or the child who has special learning gifts or learning problems.



LIBRARIES OF LESLEY COLLEGE

Lesley College Libraries contain more than 45,000 volumes.

The *Main Library* houses a book collection which covers the major fields of the liberal arts and specializes in works that relate to teacher education. The periodicals collection, consisting of approximately 500 journals and newsletters, is also located here.

The *Curriculum Center Library*, located in the Graduate Center, contains an array of learning materials used in elementary school instruction. Textbooks, juvenile books, filmstrips, tapes, records, and other forms of educational media are available for critical examination and use.

The *Graduate School Microfilm Library*, established in 1967 under a federal grant, contains back-files of important journals on microfilm.

In addition to the College's own extensive libraries, many of the great library resources in Boston and Cambridge, including some specializing in teacher education, are available to Lesley students.

STUDENT LIFE



COMMUTERS

Commuting students are an integral part of the Lesley Community. They are encouraged to participate fully in the life of the College. In their moments of leisure they have the use of the Commuters' Lounge and of the coffee bar in White Hall Lounge. Snacks and meals may be purchased at the cafeteria. The Commuters' Club exists to represent the interests of the commuters and to bring them together as a social group. A special scholarship (see p. 21) is available for commuters only.

HONOR SYSTEM

At Lesley College it is believed that the student is a person of honor, that her word is reliable, and that she is to be trusted in all aspects of college life. The Honor System aims to develop principles of honorable conduct and to foster integrity in all areas both social and academic.

It is the responsibility of all members of this college community, i.e. students, faculty, administration, and residence directors, to protect the Honor System from impairment. In addition, it is their responsibility to uphold the principles of the Honor System not only by personal adherence, but also by assuming collective responsibility to help incoming students to understand and support the system by means of explanations, attitudes, and example.

RESIDENT STUDENTS

The College houses its resident students in two kinds of dormitories. First, there is the modern White Hall, which accommodates 146 students, with lounges, dining hall, and kitchen. Other students live in smaller groups in separate houses—the typical comfortable middle-class residences of this older Cambridge section. After the freshman year students indicate their choice of roommates and quarters. As far as possible these preferences are respected, but seniors have first choice, and juniors second. The fee for living quarters and food is the same for all.

Undergraduate students may live off campus *only* in the homes of parents or legal guardians, close relatives, or in the "live-in-job" situation. (See p. 28.)

ACTIVITIES

The extra-curricular activities of Lesley students cover a wide range attesting their many interests and offering a wealth of opportunity for every student to choose an activity or interest suited to her own ability or inclination.

BUILDING FUND The purpose of the organization is to raise funds for the erection of new college buildings. Examples of the various fund-raising activities include food sales and bazaars.

COMMUTERS' CLUB, composed of all Lesley College commuting students, unites the commuters in social relationships.

COUNCIL FOR EXCEPTIONAL CHILDREN The Lesley Chapter of the Council for Exceptional Children, part of the national CEC organization, is a division of the National Education Association (NEA). Lesley's organization proposes to promote the welfare and education of exceptional children and youth, and to encourage the professional growth of council members in the field of special education.

EMERALD KEY HONOR SOCIETY members greet visitors; take them on tour of the College; provide official hostesses for all major College functions; and accompany the Director of Admissions to local high schools. Members are selected for their personal graciousness, active interest in the College Community and satisfactory academic standing.

INTERNATIONAL RELATIONS CLUB promotes an awareness of the problems of the world, while cooperating with and supporting other international organizations devoted to better understanding of controversial issues. The club's activities have included fund raising drives for worthy projects such as Biafra and UNICEF; sponsoring of lectures; and special projects, such as a clothing drive for Sunflower County, Mississippi.

JUDICIAL BOARD shall establish a court or courts for the purpose of hearing charges or violations of the Constitution and By-Laws of the Student Government Association, and rendering such verdicts, decisions, etc., as the court or courts may deem advisable. The final decision in all cases involving suspension and expulsion from the College shall rest with the President of the College and its Board of Trustees. The Judicial Board shall, from time to time, interpret the provisions of the Constitution and of such amendments as shall be added to it. (See Honor System, p. 10.)

LESLEY COLLEGE GLEE CLUB furnishes music for various college functions and joins with other college and university glee clubs in the presentation of choral programs.

LESLEY COLLEGE HUMAN RELATIONS COUNCIL is a student-faculty organization with the students in the majority. The Council manages a series of weekend human relations (T-group or sensitivity) conferences each year, available at nominal cost to volunteers in the Lesley under-graduate body and other members of the Lesley Community. They are also open to a few selected non-Lesley persons, most commonly undergraduates of other colleges. The purposes of these conferences may be briefly stated as the personal growth of the participants through learning about oneself and others on the behavioral level. This skill and knowledge is especially valuable in the teacher's professional life. In recent times the funds for this activity have come from the Simons-Gutman Foundation and from Lesley College.

LESLEY COMMITTEE ON GUEST SPEAKERS serves to bring to the campus speakers who can add to the intellectual challenge of life at Lesley. Membership includes two students (one being the Student Government Cultural Chairman), one faculty member and a member of the College Administration.

LESLEY SERVICE ORGANIZATION (L.S.O.) sends volunteers to work at local settlement houses and hospitals. Volunteers work individually and in groups to raise funds and sponsor various parties and holiday activities for the underprivileged and ill in the Greater Boston Area. As a member of the Volunteer Service Bureau, L.S.O. works to develop a better understanding of the community and its problems.

LORD NEWARK SOCIETY is devoted to continuing and furthering public relations for Lesley College. This includes publicizing activities on and off campus and representing Lesley at functions requiring public relations assistance. Members are selected for their dependability, graciousness, and achievements, such as overall scholastic record, public relations orientation, and their interest in — and awareness of — their surroundings on and off campus.

RELIGIOUS ORGANIZATIONS Lesley College sponsors branches of two inter-collegiate religious groups: the Student Christian Association and the Newman Club, both of which hold regularly scheduled meetings throughout the year. The churches and temples of Cambridge and Boston also provide generous facilities for college students, and Lesley students take part in the programs provided by the churches of their choice.

STUDENT GOVERNMENT COUNCIL The students, faculty, and administration of Lesley College believe that students mature through the process of self-government. The S.G.C. is the elected governing body of the students, who are automatically members of the Student Government Association. Through the Legislative Branch of S.G.C., each student is able to express her opinion on the academic and non-academic affairs of her College. The S.G.C. is the channel for all student activities. It represents a liaison to the administration and faculty in areas of concern to the student body.

STUDENT TEACHING ADVISORY COUNCIL is composed of Junior and Senior Lesley students. Members are elected by their dormitory peers in the Junior year for a two-year term. Members serve as liaison between the Juniors and Seniors and the Coordinator of Student Teaching and perform several functions: (a) advise and recommend on matters relating to student teaching; (b) visit schools with the Coordinator; and (c) communicate the purposes and procedures of the student teaching program to students. The major goal of the Council is the continuous improvement of the student teaching program.

STUDENT TEACHER EDUCATION ASSOCIATION OF MASSACHUSETTS (STEAM) is the local branch of the Student National Education Association (SNEA). Lesley's group subscribes to the purpose established by the national organization, to promote professional growth, leadership skills, ethical understanding, and active professional participation.

THALIAN DRAMATIC CLUB, a member of the New England Theatre Conference, offers one or more major productions each year and contributes to programs under the auspices of other groups. The Thalian Honorary Society is included in the Thalian Dramatic Club.

THETA ALPHA THETA is a scholastic honor society in Education for undergraduates. Members are selected from the highest-standing students in the junior and senior classes. The primary aim of Theta Alpha Theta is to stimulate intellectual and scholastic achievement among the students.

PUBLICATIONS

LANTERN, the Lesley College student newspaper, is published once a month throughout the college year by editors elected from the student body, and by students working under their direction. The students themselves write and edit the copy. Students express their own opinion on their work, on social or cultural events, and on the news of the day. *The Lantern* also prints feature articles, verse, and essays.

LESLEY ALUMNAE REVIEW is the College's alumnae magazine. Published three times a year by the Office of Alumnae Affairs, the *Review* is distributed to Lesley Alumnae, friends of the College and the Lesley College Community.

LESLEY PARENTS' NEWSLETTER is published regularly during the school year by the Office of Public Relations. The newsletter reviews campus activities and programs and policies of the College that are of interest to parents.

LESLEYAN, the College yearbook, is a project of the senior class, but its production demands the cooperation of the entire student body and gives many kinds of valuable experience to many students. The book becomes a lifelong memento for every student.

PENDULUM is the literary magazine of Lesley College, published annually in the Spring. Edited by students, *Pendulum* contains fiction, verse, essays, and art work by undergraduates, alumnae and school children.

REGISTER OF NEW STUDENTS is published each September by the Student Government Council and contains the picture, with name and address, of each new student. Its purpose is to help acquaint each new student with her classmates.

STUDENT HANDBOOK OF LESLEY COLLEGE is the most widely used book on campus. It is published annually by the Student Government Association to provide students with information about college rulings and student affairs.

NON-ACADEMIC REGULATIONS

Marriage — A student's marriage while she is an undergraduate will not be prejudicial to her status at Lesley College. Students must, however, notify the Dean of Students prior to any change in their marital status. Absences resulting from weddings and honeymoons will be considered unexcused.

Off-Campus Living — The College permits students to live off Campus only in the home of parents or legal guardians, close relatives or in a "live-in-job" situation. All other students will reside in one of the College's dormitories during their undergraduate years.

Student Parking — The College has no facilities for student parking of cars. Dormitory students, are, therefore, urged not to bring automobiles to Cambridge.

Dormitory Closing — All dormitories are closed after classes for the Thanksgiving, Christmas and Spring vacations, and reopened at 3:00 p.m. on the final day of all vacations. Any other arrangements must be approved by the Dean of Students.

Damage to College Property — *The cost of repairing any damage to College property will be charged to the student(s) responsible.* The College will not be liable for loss resulting from theft or damage, or for personal property left in the buildings of the College.

College Schedule — Before the opening of the fall semester every student will receive a detailed schedule for the first week of college: dates and hours for the opening of the dormitories and the serving of meals, hours of registration, and other matters. Students, and especially freshmen, should plan *not* to arrive ahead of schedule; if such arrival is absolutely necessary, special arrangements with the Dean of Students must be made in advance.

Trunks, packages, and personal letters for students should be addressed to the dormitory to which the student has been assigned.

STUDENT PERSONNEL SERVICES

Counseling

A well-coordinated counseling program helps each student to use her full potential as she develops as a person, a teacher, and a citizen. The study of previous records as well as the results of examinations administered during orientation week provide one part of the basis for counseling and the selection of students for accelerated or specialized programs. Midway during the first semester the faculty informally evaluates each student's academic standing. In cases where weaknesses are noted, the Committee on Academic Status recommends counseling and/or remedial assistance.

For consultation regarding personal or academic problems a student may confer with the Dean of Students, the Assistant to the Dean of Students, the Dean of Teacher Education, the Dean of General Education, or the Registrar. On the basis of individual interests and abilities, the Registrar will provide guidance in course selection. Faculty members are also available to students for consultation. The College Psychiatrist works through the Office of the Dean of Students and provides psychiatric evaluation as part of the Health Service provided by the College. Whenever necessary, students in need of therapy are referred to outside resources. It is assumed that students will consult with their parents regarding the financial obligations for this additional service. Students may also consult with the College Chaplain and advisors to religious clubs, classes, and various student organizations.

Health Services

It is the aim of the College to promote and maintain a high standard of personal health and physical fitness for its students. The College maintains an infirmary staffed with a physician as well as three registered nurses. *Students with minor illnesses are required to report at once to the Residence Director and then to the infirmary.* If in the judgment of the nurse medical attention is desirable, she will call the College Physician at the expense of the student. Only with permission of the parent or guardian may the student consult any other physician. Other physicians' recommendations concerning diets or special treatments must be made in writing to the Dean of Students. Parents are immediately notified by the Dean of Students of any serious illness. Students spending more than three days per semester in the infirmary will be charged at the rate of \$3 per day, plus the physician's fee. (The preceding expenses are covered in most cases if the student has the Optional Group Health Insurance Plan.)

Placement Services

Lesley College maintains a placement service, without charge, for all its graduates. The College does not, of course, guarantee positions to its alumnae and students, but attempts to keep the appropriate fields of employment surveyed and to place the right person in the right position. The files of this office contain an active placement folder for every graduate. The demand for Lesley graduates far exceeds the supply.

Students may apply for part-time employment (i.e. baby sitter, group leaders, jobs in stores and banks, summer jobs) to members of the Student Government Council working in conjunction with the Office of the Dean of Students.



ADMISSIONS and FINANCES

ADMISSIONS

Undergraduates

Applicants who hope to enter as *freshmen* in September will, in most cases, be notified by April 1, of the action of the Admissions Committee.

ALL candidates for admission must submit their senior-year scores for the Scholastic Aptitude Test and the English Achievement conducted by the College Entrance Examination Board. It is recommended that out-of-state candidates plan to take these examinations in December. Lesley's Code Number is 3483.

Graduates of accredited secondary schools presenting a total of fifteen academic units earned in a college preparatory course may become candidates for admission by:

- (1) achieving the college recommending grade of the high school in these fifteen units; or
- (2) attaining upper-quarter standing.

Candidates must present eight *prescribed* units: English, 4 units; American History, 1 unit; mathematics (Algebra and Geometry), 2 units; laboratory science, 1 unit; plus seven *additional* units so distributed that the numbers offered in any field shall not be more than: English, 2; Social Studies, 4; science, 3; foreign language, 5 (no credit accepted for less than 2 units of any language); mathematics, 3; fine and practical arts, 2.

At the discretion of the College, its own special examinations may also be required.

Scholarship, character, personality, speech, hearing, vision, and health are basic considerations. The College reserves the right to refuse admission to any candidate it considers inadequately qualified to undertake Lesley's program, and to request withdrawal of any student who shows inability to meet the Lesley standards of scholarship and conduct.

The College requires a personal interview with each applicant. Selection is based in part upon appraisals obtained in such interviews. A tour of the College buildings and grounds is normally a part of the interview procedure. Parents or guardians are welcome to accompany the applicant.

Transfer Students

Lesley College accepts annually a limited number of transfer students from accredited colleges. Applicants for transfer must meet all general admissions requirements, including the testing of the College Entrance Examination Board. In addition, these applicants should have a cumulative average of not less than C+. The Admissions Committee will determine advanced standing by the nature and quality of the work offered for credit. Courses completed in another accredited college with the grade of C or better may be transferred if they are equivalent to or parallel with courses offered by Lesley College.

It is usually necessary for transfer students to attend at least one summer session. Once accepted at Lesley, such candidates for degrees should earn all further degree credits here.

No transfer students are accepted above the junior level.

FEES

A non-refundable \$15.00 fee is required from all new students at the time they submit application for acceptance to the College. When a student receives notification of her acceptance, a non-refundable deposit of \$100.00 is required within three weeks if she affirms her intention to enroll at Lesley. This deposit is deducted from her first year tuition fee.

The expenses of the College are of an annual nature and must be contracted for months in advance. Therefore, students are accepted only for the full academic year and must assume the financial obligation to pay all fixed fees for the entire year. When a student withdraws or is withdrawn by the College, the College costs are not reduced. It is for this reason that a student may not receive a refund of fixed fees for any reason. An insurance plan is made available to protect against financial loss in event of withdrawal.

Fixed Fees:

Tuition	\$2,050.00
Room and Board	1,000.00
Comprehensive fee*	90.00

Special Fees:

Special and extra courses, † per credit hour	65.00
Auditing, per credit hour	65.00
Make-up examination	5.00
Late registration	5.00
Change of course after classes begin	3.00
Additional transcripts of academic records ‡	1.00
Cap and Gown (Seniors only)	8.00
Art-elective courses	10.00

Payment of Fixed Fees:

	Commuting Students	Resident Students
Payable on or before April 1 (Returning students only)	\$ 100.00	\$ 100.00
Payable on or before July 1		100.00
Payable on or before August 20§ (Tuition and all fees)	1,220.00	1,720.00
Payable on or before December 15§	820.00	1,220.00

Students will be allowed to complete registration and attend class ~~in~~ ⁱⁿ September only if the first semester payment has been received. Students will be allowed to complete registration for the second semester only if all financial obligations due the College have been paid.

The College is not in a position to allow monthly or deferred payments. Parents and students desiring to pay education expenses in monthly installments may do so under a deferred payment program available through Education Funds, Inc.

A candidate for graduation may not have her name listed in the commencement program unless all her financial obligations to the College have been met by May 1.

*Comprehensive fee covers all former required fees, i.e., student activity, health, graduation, art (required courses), gymnasium, and science laboratory.

†Courses taken in excess of 18 credit hours per semester are usually considered extra courses.

‡One transcript of her academic record is given to each graduate on request. This fee will be charged for each additional copy.

§Students will not be allowed to register or admitted to class until this bill has been paid.

Insurance Plans

Parents and students may be protected against financial loss in the event of medical absence or withdrawal, non-medical withdrawal, or dismissal for academic or disciplinary reasons through the *Broad Form of the Tuition Refund Plan*. The cost of this protection is listed as an item on the first tuition bill. The College includes all students under this plan unless parents make a written request to the contrary when the first tuition bill is paid.

A group accident and sickness insurance plan is available for all students. The cost is listed as an item on the first tuition bill. Parents and students not desiring this coverage should deduct the cost from the total of the first tuition bill.

Complete details of the above two plans will be mailed with the first tuition bill.

AIDS, AWARDS, LOANS, SCHOLARSHIPS

Lesley College participates in the College Scholarship Service (CSS) of the College Entrance Examination Board which subscribes to the principle that the amount of financial aid granted a student should be based upon financial need.

All students seeking financial assistance are required to submit a copy of the Parents' Confidential Statement (PCS) form to the College Scholarship Service by January 1st, designating Lesley College as one of the recipients.

The PCS form may be obtained from a secondary school or the CSS (P.O. Box 176, Princeton, New Jersey 08540 or P.O. Box 1025, Berkeley, California 94704).

Aids

EDUCATIONAL OPPORTUNITY GRANTS The purpose of this program is to provide assistance to students of exceptional financial need who, for lack of financial means of their own or their families, would be unable to enter or remain in institutions of higher education without such assistance. Grant monies are made available by the federal government with a matching amount of financial aid provided by the College.

GRANTS IN AID The College offers annually to qualified students 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 academic departments, or in the dining room. Such arrangements are for one year only and are subject to cancellation at any time if the student's record, academic or other, does not justify continuing.

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. The College carefully investigates all such homes, but cannot be held responsible if the arrangement becomes unsatisfactory. The student and her parents should visit the home selected before accepting such a position. The College does not recommend this kind of living for first-year students, and for others only when high academic ability combines with sound health and maturity.

Awards

Awards are citations or prizes intended to honor high achievement. They are announced in Honors Convocation in April of each year, and are usually prized far beyond their limited financial value.

ACADEMIC EXCELLENCE In 1964 the members of the General Scholarship Committee voted to recognize annually the student who has the highest academic average in each of the four classes by the presentation of a gift edition book at Honors Convocation.

ACADEMIC HONORS LIST is a citation of all students who achieve an average of B+ while carrying a schedule of at least 12 semester hours, including laboratory teaching courses. There is no money prize; this is a highly coveted honor.

EDITH LESLEY WOLFARD AWARD, named for our Founder, is a savings bond given by vote of the faculty to the student in the graduating class who by high scholarship, by demonstrated qualities of leadership, and by promise of future usefulness, best exemplifies the Lesley ideal.

FREDERICK CHARLTON WRIGHT MEMORIAL AWARD (formerly The Mary V. Wright Award established in 1952). In 1965 Miss Wright, '39, former Trustee of Lesley College, renamed this annual award in memory of her father. This award, which is a savings bond, recognizes that Lesley undergraduate who has done outstanding volunteer work during the year with underprivileged children.

Loans

MARY E. ARMSTRONG TRUST FUND In the fall of 1962, the trustees of the Mary E. Armstrong Trust Fund created a revolving loan fund to be administered by Lesley College for deserving students.

NATIONAL DEFENSE STUDENT LOAN PROGRAM Full-time students needing loans to pursue their studies may borrow, under this plan, and repay the loan after graduation. Part of the debt, plus interest, may be cancelled at the rate of 10% for each year of teaching service, up to a maximum of 50%, if the borrower becomes a full-time teacher. Students who become full-time teachers of handicapped children or who teach in systems in which there is a high concentration of low-income families, can have their loan reduced at a rate of 15% of the total amount, plus interest thereon, for each year of teaching service up to the full amount of the loan.

MRS. ELIZABETH SEABOYER, long a beloved house director at Lesley College, in memory of her husband established in 1959 a loan fund with a gift of \$500. After the beginning of her second freshman semester, a student may apply for a loan not exceeding \$100. The loan must be repaid without interest within two years of graduation, or of leaving Lesley College.

SOROPTIMIST INTERNATIONAL OF BOSTON, a service club for women, has given the sum of \$200 to establish the Dorothy Cragin Loan Fund for undergraduates. The fund is available for either short- or long-term loans, without interest, to deserving students.

STEBBINS AIDS derive from a fund set up by Dr. Stebbins in 1952, to make possible loans to Lesley students to help them continue their college courses. The grants are without interest, but with the understanding that the recipient will repay the loan as soon as possible.

ZONTA INTERNATIONAL (CAMBRIDGE CHAPTER), a world-wide club for women, has presented the sum of \$200 to Lesley College, to be used as a loan fund for undergraduates. Its purpose and administration are similar to those of the Stebbins Aids.

Scholarships

Many scholarships are intended to recognize and reward scholarly merit, actual or potential, and many also are designed to help the needy student who might, without help, not complete her education and thus not realize her potential. Most of the grants in this list combine the two purposes. Unless otherwise stated, the General Scholarship Committee of Lesley College chooses the recipients. Students should request appropriate application blanks, addressing the requests and all inquiries on such matters to the Director of Admissions, who is chairman of the general committee. Most decisions are made by late spring. Formal application should be filed no later than March 1st of each year for grants to be effective the following fall.

CITY OF CAMBRIDGE SCHOLARSHIPS A fund of \$75,000 has been set aside by the Trustees of Lesley College, making full-tuition scholarships available to applicants whose parents or legal guardians are residents of the City of Cambridge, Massachusetts. Scholarships will be awarded on the basis of financial need and promise as a teacher.

Applicants must meet all of the admissions requirements of the College and demonstrate creditable willingness to teach in the elementary schools of Cambridge.

CORPORATION SCHOLARSHIP The members of the Corporation, by personal gifts, created in 1960 a scholarship fund. To be eligible for a grant from this fund, a student must show high academic achievement, seriousness of purpose, and need of financial assistance to continue her education.

MARK V. CROCKETT MEMORIAL SCHOLARSHIPS Named for a beloved professor who taught at Lesley from 1937 to 1961, and who continued his close association with the College until his death in 1966. These scholarships, varying in number and amounts, are awarded annually by the Student Government Association to students who, in the judgment of the association, have good grades, character, and personality; have contributed notably to the student community, and who need financial aid. Funds for these grants come from the profits of the student store, and from donations of overnight guests in the dormitories. Applications should be addressed to the Treasurer of the Student Government Council, and should be submitted before March 1 of each year.

FACULTY SCHOLARSHIP The faculty and administration of Lesley College, by personal gifts, created in 1963 a scholarship fund. The monies of the fund shall be awarded each year to such worthy student or students as shall be determined by the Lesley College Scholarship Committee.

FOREIGN STUDENT SCHOLARSHIP This scholarship of \$200.00 is awarded automatically each year to any student from outside of the United States who is attending Lesley College full-time and is a degree candidate in good standing.

MARTIN LUTHER KING MEMORIAL SCHOLARSHIP Monies for this fund come from voluntary personal contributions from the faculty, administration, staff, and other members of the Lesley Community. Established in the spring of 1968 as a memorial to the late Dr. King to assist worthy students of his race to continue their education.

LESLEY COLLEGE SPECIAL SCHOLARSHIP FUND The Board of Trustees has recently voted additional scholarship monies to assist deserving students to continue their education at Lesley College.

LESLEY MERIT FULL-TUITION SCHOLARSHIPS The Trustees of Lesley College established in 1960 a scholarship fund from which a varying number of full tuition scholarships will be granted annually to freshmen entering Lesley College whose legal residence is within commuting distance of the College. The purpose of The Lesley Merit Scholarship is to attract outstanding young women to teaching careers in the elementary schools.

The applicant must evidence high scholarship by: presenting a *minimal* grade of B in ALL academic units completed in high school, *minimal* scores of 500 in the senior year Scholastic Aptitude Tests and *minimal* scores of 500 in the three Achievement Tests of the senior year (as designated below):

- A. English Achievement REQUIRED
- B. Language OR Social Studies Achievement
- C. Mathematics OR Science Achievement (Biology preferred).

Her character, personality, and motivation for teaching will be other basic considerations.

The applicant has the option of being a dormitory student at her own expense.

CORA E. MacKENZIE SCHOLARSHIP In April, 1964, Miss Cora E. MacKenzie, a member of the Corporation since 1955, a member of the Board of Trustees since 1958, and a member of the general Scholarship Committee of Lesley College since 1962, established a scholarship fund in the amount of \$300.00. This scholarship is to be given to an undergraduate who is particularly deserving because of her academic standing, personal worthiness, and financial need.

GERTRUDE MALLOCH ALUMNAE SCHOLARSHIP In memory of Lesley's former principal, the Alumnae Association offers a scholarship to an undergraduate whose need, academic record, and service to the College indicate that she is a deserving recipient. The scholarship is available to senior Lesley students. It is granted by the Alumnae Scholarship Board in cooperation with the Scholarship Committee of the College. To be eligible, students should apply personally at the Lesley Alumnae Office by April 30 of their junior year.

CAROL LEE MORROW MEMORIAL SCHOLARSHIP The family and friends of Carol Lee Morrow, a member of the class of 1965, have established a scholarship trust fund in the amount of \$5,000.00. The income from this scholarship trust fund

will be awarded annually in perpetuity to some deserving Lesley College student without regard to race, creed, or nationality.

PRESIDENT'S GRANT The Board of Trustees of Lesley College have set aside an amount equal to four full tuitions for scholarships. Annually, one full tuition grant is allotted to the freshman class. If the recipients maintain the high academic and personal standards of the College they will be eligible for continuation of the grant.

SEILER'S SCHOLARSHIP In 1964, Servend, Inc., established an annual scholarship in the amount of \$250.00 to be awarded to a deserving Lesley student. Preference is for a girl who has been an assistant in the College dining room.

TRUSTEES' SCHOLARSHIP The Trustees, by personal gifts, created in 1952 a scholarship fund to recognize and aid an undergraduate who is especially deserving because of financial need, academic accomplishment, and selfless citizenship.

MR. AND MRS. SAMUEL D. WONDERS SCHOLARSHIP Mr. Samuel D. Wonders, Honorary Chairman of the board of Trustees, has been associated with Lesley since 1955. In 1960 he and Mrs. Wonders established a scholarship in the amount of \$500 to be given annually to an undergraduate who is particularly deserving because of superior academic accomplishment, good college citizenship, and financial need.



ACADEMIC REGULATIONS

4



Academic Honors

A student whose grades for a semester average B+ (3.3 credit points) while carrying a schedule of at least 12 semester hours is placed on the Academic Honors List. Students who achieve exceptional standing throughout their college work are graduated with honors.

To graduate with honors, a student must achieve the following cumulative point average:

Cum Laude	3.4
Magna Cum Laude	3.6
Summa Cum Laude	3.8

College Withdrawal

Students planning to withdraw from the College must notify *in writing* the Dean of Students *at least two weeks in advance of withdrawal*. In addition, the following procedure should be followed: (1) Notice of withdrawal in writing with parent's signature to the Dean of Students stating the reasons and date of prospective withdrawal. (Forms are obtained from the Office of the Dean of Students for this purpose.) (2) Verification of records and financial responsibilities by the Registrar's and Treasurer's offices. (3) Conference with the Residence Director before leaving the dormitory.

Course Changes

Students will not be permitted to change courses after the third hour of the class meeting.

Course Withdrawal

When a student withdraws from a course after the third hour of class meetings her permanent record will indicate her grade as passing (W/P) or failing (W/F) at the time of withdrawal. No credit will be given, nor will this grade be counted in reckoning her cumulative average, unless a withdrawal-failure occurs after the eighth week of a one-semester course or after the fourth week of a half-semester course. After this point withdrawal will be recorded as a failure and will be counted in computing her cumulative grade point averages.

CREDIT indicates successful completion of course requirements. These credits are not included in the computation of credit point average.

Degree Requirements

To gain the degree of Bachelor of Science in Education, the student must earn a total of 128 semester-hour credits with a cumulative average of not less than 2.0 credit points. Of the 128 credits, 100 are for required courses, as indicated below; the remaining 28 credits are for courses the student may elect, choosing from a variety of offerings in various fields. A student's program must not exceed a maximum of 18 credit hours per semester unless special permission is obtained from the Registrar. All candidates for the bachelor's degree must be registered as full-time students at the College for a minimum of one year, including the second semester of the senior year.

Dismissal

The College reserves the right to suspend or dismiss at any time any student who in the opinion of the college authorities does not achieve and maintain any one of the required academic, personal and professional standards as stated below. Such dismissal does not affect the student's financial obligation to the College, or the arrangements for paying tuition and dormitory fees.

1. *Academic*: A cumulative grade point average of 2.0.
2. *Health*: Adequate physical health and absence of physical condition handicapping effective performance as a teacher.
3. *Adjustment*: Evidence of adequate social and emotional adjustment which indicate ability to serve effectively as a teacher; identification with and support of Lesley College Community system of values; character development of sufficient strength to live up to reasonable standards of behavior; cooperation with the College in its attempts to help the student with problems of adjustment to college life.
4. *Professional goals*: Continuing commitment to the teaching profession.

Examinations

Midyear and final examinations or other summarizing activities are scheduled in most courses. No excuses are acceptable for absences from these examinations except severe illness, death in the immediate family, or occasions of equal exigency. A special fee of \$5 will be assessed for rescheduling any examination.

FAILING (F) requires that the course be repeated or an equivalent course taken. When a student repeats a course after a failure, both grades will be recorded on her permanent record, but only the second will be included in computing her cumulative average.

A student who for an acceptable reason is unable to complete the work of a course within the semester will be assigned a temporary grade of *Incomplete (Inc.)*. The work must then be completed within the time limit established by the professor. The maximum time allowable is the end of the next semester for which the student is registered, or the *Incomplete* will automatically be recorded as a *Failure (F)*.

Grades

Grades are issued at the end of each semester, in February and June. The following grade system is in use:

A, Superior;	90-100%	D, Passing;	60-69%
B, Good;	80-89%	F, Failing;	less than 60%
C, Average;	70-79%	Inc., Incomplete;	becomes F if not removed
		Cr., Credit	

The student accumulates credit points for her work on a 4.0 scale, as follows:

A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0.0

To be eligible for honors at graduation, the student must have completed at least 48 credit hours in residence at the College.

Probation

A student whose cumulative average is below 2.0 or who receives one or more failures in a semester will be placed on *Academic Probation* for the next semester. Whenever a student incurs Probation both the student and her parents or guardian will be notified in writing. The program of students on Probation will be limited.

A student who fails to earn removal from Probation the following semester, or who incurs Probation for a third time may be required to withdraw from the College.

Promotion

Promotion to the Junior year is dependent upon the vote of the Academic Status Committee after careful evaluation of all aspects of the student's record. Students who have been unable to achieve a cumulative average of 2.0 or have not removed any deficiency from their record are liable to be required to resign from the College. Promotion to the Senior year for students with a deficiency on their record is dependent upon the vote of the Academic Status Committee after careful evaluation of all aspects of the student's record.

In order to qualify for a degree Seniors must remove any deficiency from their records before entering the last semester of the senior year.

Transfer Credit

A Lesley student in good standing may enroll in a course at another accredited college during the academic year. Credit so acquired with a grade of C or better may be transferred to her Lesley record, provided she obtains, before undertaking the course, the written approval of the Registrar of the College.

Students planning to enroll in a summer session in another accredited college to obtain credits transferable to Lesley College should first consult the Registrar of Lesley College for written assurance that the credits will be acceptable. A grade of C or better is required for transfer of credit, and the course must be parallel or equivalent to one offered by Lesley College. Credit for student teaching is not transferable.

Readmission

Any student requesting readmission to the College must notify the Registrar *in writing* in sufficient time to enable the Academic Status Committee to review and act upon the request.



UNDERGRADUATE PROGRAMS

THE UNDERGRADUATE PROGRAM

While providing a comprehensive program in teacher education, the four-year undergraduate curriculum primarily reflects Lesley's conviction that a thorough grounding in the liberal arts is basic to all education. Students find that courses in the liberal arts account for three-fourths of their undergraduate study, and include the following areas: art, art history, English, economics, literature, physical education, languages, mathematics, music, philosophy, psychology, biology, physical science, philosophy of science, physiology, sociology, history, cultural anthropology, and political science.

Minor concentration areas include the social sciences, English literature, dramatic literature, teaching the mentally retarded and teaching the emotionally disturbed.

Believing the old adage that "experience is the best teacher," Lesley provides its students 16 weeks of full-time teaching experience in the public schools — eight weeks in each of the junior and senior years.

CO-OPERATING SCHOOLS, 1968-69

The Superintendents, principals and teachers in the following metropolitan and suburban Boston communities and schools have cooperated with Lesley's Student Teaching program for the academic year 1968-69.

<i>ARLINGTON</i>	Harrington School	Dwight School
Brackett School	Lesley Ellis School	Elliot School
Crosby School	Neighborhood House	Harris School
Fidelity House	Peabody School	Hillside School
Thompson School	Roberts School	Mitchell School
WEMBROC — Calvary Methodist Church	Thorndike School	<i>NEWTON</i>
	Webster School	Carr School
<i>BEDFORD</i>	<i>CONCORD</i>	Ward School
Center School	Wheeler School	<i>NORWOOD</i>
Page School	<i>LEXINGTON</i>	Callahan School
<i>BELMONT</i>	Bowman School	Cleveland School
Burbank School	Estabrook School	Prescott School
Butler School	Hancock School	<i>SOMERVILLE</i>
Kendall School	<i>LINCOLN</i>	Cummings School
Payson Park School	Hanscom Middle School	<i>WALTHAM</i>
Winn Brook School	Hanscom Primary School	Walter Fernald School
<i>BOSTON</i>	Hartwell School	<i>WATERTOWN</i>
Boardman School	<i>MALDEN</i>	Coolidge School
Faneuil School	Lincoln Elementary School	Hosmer School
Mackey School	<i>MELROSE</i>	<i>WELLESLEY</i>
<i>BROOKLINE</i>	Horace Mann School	Fiske School
Devotion School	Roosevelt School	<i>WESTON</i>
Lincoln School	<i>MILTON</i>	Weston Roxbury Nursery School
<i>CAMBRIDGE</i>	Collicott School	<i>WINCHESTER</i>
Agassiz School	Tucker School	Lincoln School
Buckingham School	<i>NAHANT</i>	Mystic School
Carroll Hall School	Johnson School	Wyman School
Fitzgerald School	<i>NEEDHAM</i>	
Fletcher School	Broad Meadow School	

CURRICULUM

To gain the degree of Bachelor of Science in Education, the student must earn a total of 128 semester-hour credits with a cumulative average of not less than 2.0 credit points. Of the 128 credits, 100 are for required courses, as indicated below; the remaining 28 credits are for courses the student may elect, choosing from a variety of offerings in various fields. A student's program must not exceed a maximum of 18 credit hours per semester unless special permission is obtained from the Registrar. Guidance is available to help the student choose wisely, but she is encouraged to gain maturity by planning her own program. All candidates for the bachelor's degree must be registered as full-time students at the College for a minimum of one year, including the second semester of the senior year.



PROGRAM OF COURSES

The College reserves the right to modify the curriculum, or to withdraw or modify courses of instruction to meet current needs.

Freshman Year		<i>Semester Hours Credit</i>
Art 101	Fundamentals of Art	3
Eng 101	English Composition	3
Eng 105	Fundamentals of Speech	3
PE 101-2	Physical Education	2
Psy 101	General Psychology	3
Sci 101-2	Biology	6
SS 107-8	Survey of American History	6
	*Electives	6
		32

Sophomore Year		
ED 207	Children's Literature	2
Math 204	The Structure of Arithmetic	4
Mus 201	Introduction to Music	3
Phil 201	Introduction to Philosophy	3
Psy 203	Human Growth and Development	2
Psy 204	Mental Hygiene	3
Sci 203-4	Physical Science	6
	*Electives	9
		32

Junior Year		
ED 301-2	Curriculums and Procedures in Elementary Education	10
ED 305	Early Childhood Education	2
ED 306	Educational Psychology and Measurement	3
ED 310	Student Teaching and Seminar in Education	6
Math 301	Essential Backgrounds of Mathematics	4
**{SS 301	Introduction to Sociology	3}
{SS 325	Introduction to Economics	4}
	*Electives	3
		31/32

Senior Year		
ED 428	Foundations of Education	2
ED 429	Student Teaching and Seminar in Education	8
**{SS 301	Introduction to Sociology	3}
{SS 325	Introduction to Economics	4}
	*Electives	19/20
		32/33

**Junior/Senior year option.

*The student is required to choose 9 credits in literature from the ff. list: Eng. 209, 210, 212, 215, 216, 217, 219, 220, 231, 327, 328, 332, 336, 342, 344, 345, 346, 354, 356, 448, 449; ML 413, 414, 415, 416; PHIL 308.

A maximum of 8 credits may be earned in independent study courses.

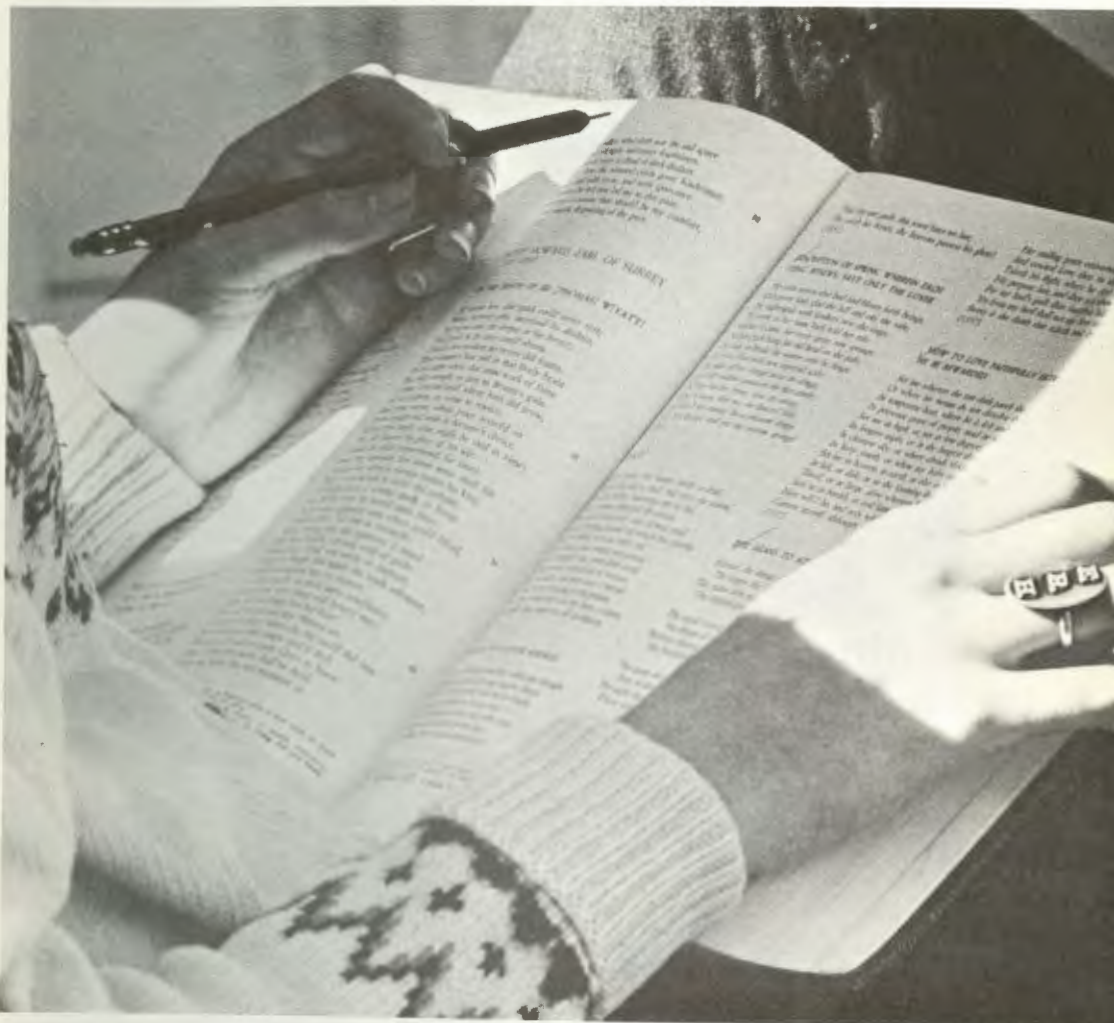
LESLEY COLLEGE
SUMMARY OF REQUIREMENTS FOR THE FOUR YEARS

<i>Program Required</i>	<i>Sem. Hour Credit</i>	<i>Year</i>			
		1	2	3	4
LIBERAL ARTS					
HUMANITIES					
Eng 101 — English Composition	3	X			
Literature (choice of 3 courses among 26)	9	X	X	X	X
Phil 201 — Introduction to Philosophy	3		X		
Eng 105 — Fundamentals of Speech	3	X			
FINE AND APPLIED ARTS					
Art 101 — Fundamentals of Art	3	X			
Mus 201 — Introduction to Music	3		X		
PE 101-2 — Physical Education	2	X			
NATURAL SCIENCE & MATHEMATICS					
Sci 101-2 — Biology	6	X			
Sci 203-4 — Physical Science	6		X		
Math 204 — The Structure of Arithmetic	4		X		
Math 301 — Essential Backgrounds of Mathematics	4			X	
SOCIAL SCIENCES					
*SS 301 — Introduction to Sociology	3			X	X
SS 107-8 — Survey of American History	6	X			
*SS 325 — Introduction to Economics	4			X	X
PSYCHOLOGY					
Psy 101 — General Psychology	3	X			
Psy 203 — Human Growth and Development	2		X		
Psy 204 — Mental Hygiene	3		X		
LIBERAL ARTS FOCUSED TOWARD EDUCATION					
HUMANITIES					
Ed 207 — Children's Literature	2		X		
SOCIAL SCIENCE					
Ed 428 — Foundations of Education	2				X
PSYCHOLOGY					
Ed 306 — Educational Psy. and Measurement	3			X	
EDUCATION					
EDUCATION					
Ed 301-2 -- Curriculum and Procedures	10			X	
Ed 305 — Early Childhood Education	2			X	
Ed 310 — Student Teaching and Seminar	6			X	
Ed 429 — Student Teaching and Seminar	8				X
Electives or Concentration	28	X	X	X	X
TOTAL					
		128			

*Junior or Senior Year Option.

MINOR CONCENTRATIONS

A student may choose to concentrate a number of her elective courses in one general area, and so achieve a continuity of study and a depth of knowledge that might not otherwise be possible. Such a series of courses will normally culminate in a research seminar or in individual reading and research. Such minor concentrations are possible in the social sciences, in literature, and in the teaching of emotionally disturbed and mentally retarded children.



Minor Concentration Areas

A. Dramatic Literature — maximum, 23 credits; minimum 16		
1. Any four of the following courses:		
Eng 216	Shakespearean Drama	3 Credits
Eng 220	Modern European Drama	3
Eng 223	Play Production	3
Eng 224	History of the Theatre	3
Eng 346	Tragedy	4
Eng 354	Modern American Drama	3
Eng 460	English Honors	4
(with a subject in the field of theatre or dramatic literature)		
B. English Literature — total 25 credits, 9 of which are a general requirement for graduation		
Eng 209, 210	English Literature	6 Credits
Eng 448 or 449	World Literature	3
Eng 216	Shakespearean Drama	3
	Other courses in literature	9
Eng 460	English Honors	4
C. Teaching the Mentally Retarded — maximum, 35 credits, 12 of which are general requirements; minimum 30		
Ed 211	Introduction to Exceptional Children	3 Credits
*Psy 207	Psychology of Subnormal and Unadjusted Children	3
Ed 306	Educational Psychology and Measurement	3
Ed 316	Art for Special Classes	2
†Ed 317	Woodworking for Special Classes	2
†Ed 318	Sewing for Special Classes	2
†Ed 320	Cooking for Special Classes	2
*Ed 335	Techniques of Teaching the Mentally Retarded	3
*Ed 340	Speech Development and Correction	3
*Ed 429	Student Teaching (Special Class) and Seminar	8
*Gui 462	Seminar in Guidance of Exceptional Children	3
Psy 309	Abnormal Psychology	3
D. Teaching the Emotionally Disturbed — maximum, 34 credits, 14 of which are general requirements; minimum 28		
*Ed 211	Introduction to Exceptional Children	3 Credits
SS 103	Childhood in Contemporary Cultures	3
Psy 207	Psychology of Subnormal and Unadjusted Children	3
*Psy 203	Human Growth and Development	2
*Psy 309	Abnormal Psychology	3
*Psy 420	Diagnosis and Treatment of Emotionally Disturbed Children	3
*Ed 337	Education of Emotionally Disturbed Children	3
*Ed 316	Art for Special Classes	2
*Ed 306	Educational Psychology and Measurement	4
*Ed 429	Student Teaching (Special Class) and Seminar	8
*Psy 313	Theories of Personality	3
SS 333	Juvenile Delinquency and Crime	3

* Required course for minor concentration.

† Required for certification in the State of Massachusetts.

Some states require the appropriate elementary or secondary certificate and teaching experience at that level preparatory to placement as a teacher of the Emotionally Disturbed. Massachusetts does not have certification in this field at this time. The above program is within the guidelines recommended by the Massachusetts Department of Education.

E. Social Sciences Concentration

(For purposes of concentration, courses in the following subjects are included in the Social Sciences: History, Geography, Economics, Political Science, Psychology, and Sociology.)

1. Application to and approval by the Social Sciences faculty.
2. A minimum of 15 credit hours to be taken in courses in the Social Sciences, in addition to the courses in the Social Sciences required for all students in the College.
3. Of the 15 credit hours, all concentrators must take:
 - a. Three credit hours of European History, before the senior year if possible.
 - b. A minimum of 8 credit hours of electives in the Social Sciences, or in courses approved by the Social Sciences faculty as related to the area.
 - c. A seminar, supervised field work, or supervised independent study for 4 credit hours in the senior year.
4. Since all the seminar, field work, and independent study courses have prerequisites, the student must plan her concentration electives in order to complete the prerequisites for those courses before she enters them in her senior year.
5. Students who do not satisfactorily complete the senior year work in the concentration cannot be recognized as having concentrated.



COURSE DESCRIPTIONS



COURSE DESCRIPTIONS

The courses marked with an asterisk are offered not only in daytime hours but also as extension courses in the late afternoon or evening or in summer sessions.

Courses are numbered on the following plan: the letter prefix (e.g. ED) indicates the department in which the course is offered. In the three-digit number, the hundreds indicate the year in which the course is normally scheduled. Thus, freshman courses are in the 100's, senior courses in the 400's. Elective courses are numbered to suggest the level for which the instructor has planned each course, though other classes are not usually excluded. The other two digits are assigned arbitrarily as a permanent identification for each course.

Some of these courses (e.g. SS 107, 108) extend through two semesters; for the permanent record these are treated as two courses with consecutive numbers, and a separate grade is recorded for each. When such a course is elective, unless otherwise stipulated the first half may be taken alone, but the first half is prerequisite for the second half.

Art

ART 101 FUNDAMENTALS OF ART. An approach to creative expression with an emphasis upon the fundamentals of drawing and color. The student will gain acquaintance with a variety of art materials, learn their possibilities, and develop her own power to create. This course is oriented to creative classroom teaching.

One semester, three credits, required

*Given yearly in both semesters

ART 203, 204 ARTS AND CRAFTS. Design, color, painting, the decorative arts, and many types of crafts are studied for the promotion of skills, hobbies, and cultural interests. A student may continue her interests through a second semester, using new media and advanced techniques in projects of her own choice.

Two semesters, two credits for four class hours each semester, elective

Offered yearly

ART 205 FINE ARTS SURVEY. The historic periods in architecture, painting, and sculpture, from primitive to modern times, as related to the cultural, social, and intellectual growth of man. The course should be useful to the future teacher in raising the quality of her own appreciation, and in preparing her to foster appreciation in the classroom. Museum trips and individual research required.

One semester, three credits, elective

*Will be offered in the second semester

ART 206 ART APPRECIATION. Designed to develop individual taste and appreciation of the world around us through the study of contemporary forms of artistic expression. Planned especially to enable the student to appreciate intelligently the painting, architecture, and sculpture of the twentieth century. Five museum and field trips required.

One semester, three credits, elective

*Will be offered in the second semester

ART 208 OIL PAINTING. A developmental approach with particular emphasis on individual style will be the content of this course. Instructor's permission required.

One semester, two credits for four class hours, elective
Offered yearly in the second semester
Prerequisite: Art 101

ART 307 CREATIVE ART. This course will emphasize individual creativity in varied media.

One semester, two credits for four class hours, elective
Offered yearly in the first semester
Prerequisite: Art 101

ART 308 DESIGN AND COLOR. This course will emphasize the dynamics of color and space relationships.

One semester, two credits for four class hours, elective
Offered yearly in second semester
Prerequisite: Art 101

ART 410 CONSULTATION IN ART. For students planning to specialize in the teaching of art, a conference in advanced techniques of art in the classroom.

One semester, two or three credits, elective
Offered yearly

ART 460 DIRECTED INDEPENDENT STUDY. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning and groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective
Offered yearly in both semesters
Prerequisite: Upperclass standing and consent of the instructor

METHODS IN APPLIED ART, see ED 301.

ART FOR SPECIAL CLASSES, see ED 316.

ART FOR THE CLASSROOM TEACHER, see ED 543.

Education

ED 207 CHILDREN'S LITERATURE AND STORY TELLING. Literature appropriate for children of various age levels and suitable for various occasions. Practice in story telling.

One semester, two credits, required
*Given yearly in both semesters

ED 111 INTRODUCTION TO EXCEPTIONAL CHILDREN. A survey course to acquaint the student with the range of significant exceptionalities in children which result in modified programs. Current educational provisions examined. Opportunity for observation and experience with children.

One semester, three credits, elective
Offered yearly in both semesters
Open to Freshmen only

Note to Juniors

Included as a part of the education courses during the second semester of the Junior year is one full week of off-campus human relations sensitivity laboratory training. During the month of February, while the public schools are out for winter vacation, Sections A, B, and C of the Junior class move to a nearby off-campus retreat for five days of concentrated training in human relations for educators. A similar retreat is arranged for Sections D, E, and F in April.

Although this human relations training for educators is not organized as a required course, instructional time for the laboratory is taken from ED 302, ED 306 and ED 310, and students are expected to attend.

ED 301, 302 CURRICULUM AND PROCEDURES IN ELEMENTARY EDUCATION. The principles of teaching, curriculum development, and the role of the school in American society are explored. Methods of teaching reading, language arts, social studies, science and applied arts are presented. Classroom observation and professional demonstration teaching as a preparation for later internship in the public schools are an integral part of this course.

Two semesters, ten credits, required
Given yearly

ED 305 EARLY CHILDHOOD EDUCATION. Program planning for the nursery school and kindergarten; the role of the pre-school in the total educational program. Emphasis is on teaching techniques that foster full development of the pre-school child through language arts, science, and creative activities.

One semester, two credits, required
*Given yearly in the first semester

ED 306 EDUCATIONAL PSYCHOLOGY AND MEASUREMENT. The learner, the learning process, and the learning situation; motivation, psychodynamics, learning theory, and the sociology of learning. Measurement and evaluation, the principles of test construction, elementary statistics, and the criteria for selecting and using tests of intelligence, aptitudes, achievement, and personality.

One semester, three credits, required
Given yearly in both semesters

ED 308. PHYSICAL EDUCATION III. An advanced course in the Methods of Teaching Physical Education in the Elementary School. Students will have an opportunity to organize and develop a physical education program through demonstration, participation and creative lesson planning. Opportunities will be provided to work with children from Lesley's Schools for Children.

One semester, three credits, elective
Offered yearly in the second semester

ED 310 STUDENT TEACHING AND SEMINAR. The student practices the science and art of teaching for three full days and two mornings per week for eight weeks, in a public school classroom under an experienced professional teacher, with frequent observations by a Lesley supervisor. The student meets with her supervisor weekly for a two hour seminar to examine the problems growing out of the daily student

teaching experiences and to relate these to the more general educational theory and practice.

One semester, six credits, required
Offered yearly in the second semester

ED 311 ENRICHMENT IN ELEMENTARY SCHOOL SCIENCE. Various approaches to the teaching of science, with special emphasis on the development of experiments, demonstrations, and projects. Each student will compile a complete science unit to fit his own particular needs.

One semester, three credits, elective
*Offered yearly

ED 316 ARTS AND CRAFTS FOR SPECIAL CLASSES. Designed to include all deviations from the average classroom situation; deals with the individual or small groups. A variety of art activities and three-dimensional projects that can be used equally well in the teaching of exceptional children or camp and club groups, with simple adjustments of the activities to correspond with the mental age and physical coordination of the pupils.

One semester, two credits, elective
Will be offered second semester

ED 317 WOODWORKING FOR SPECIAL CLASSES. Meets the certification requirements for Special Class teachers. Students will acquire a knowledge of tools and their uses, and how to repair them. At least three woodworking projects will be completed. Each student will be taught how to equip a shop properly, and how to develop a course tailored to the needs of mentally retarded boys and girls.

One semester, two credits for three class hours, elective
*Offered yearly in both semesters; enrollment restricted

ED 318 SEWING FOR SPECIAL CLASSES. Meets the certification requirements for Special Class teachers. Basic sewing stitches; the operation of the sewing machine. Several projects combining hand and machine stitching will be finished. The student will learn to develop a course suitable for mentally retarded children.

One semester, two credits for three class hours, elective
*Offered yearly in the first semester; enrollment restricted

ED 320 COOKING FOR SPECIAL CLASSES. This course meets the certification requirements for Special Class teachers. Basic foods, their preparation, and the planning of well balanced meals. Each student will cook various kinds of food. An outline of effective lessons will be prepared for Special Class boys and girls.

One semester, two credits for three class hours, elective
*Offered yearly in the second semester; enrollment restricted

ED 335 TECHNIQUES OF TEACHING THE MENTALLY RETARDED. Content and methods in an instructional program for mentally retarded children. Emphasis on the development of skills that assist the mentally retarded in becoming socially and economically competent in the community.

One semester, three credits
Offered yearly in the first semester
Requires ED 335 and ED 429 as concurrent enrollment

***ED 337 EDUCATION OF EMOTIONALLY DISTURBED CHILDREN.** Examines the role of the teacher in relation to children with emotional handicaps. Reviews methods, programs and supportive services in relation to education.

One semester, three credits, elective

Will be offered first semester

Prerequisite: upperclass standing

***ED 340 SPEECH DEVELOPMENT AND CORRECTION.** A study of speech and language development in children and a survey of speech disorders and remedial procedures. The course content is related to language arts and the education of exceptional children.

One semester, three credits

Required of Special Education minors

Will be offered first semester

ED 428 FOUNDATIONS OF EDUCATION. An introduction to the analysis of the community as a social system and its relationship to and impact upon the role of the school. Emphasis given to the teacher's role as liaison between school and community. A major student task assignment involves field work in local communities in eastern Massachusetts. Selected economic, political and social issues affecting the conduct of education in the wider culture are analyzed. Course content draws upon the behavioral sciences, history and philosophy.

One semester, two credits, required

Offered yearly in both semesters

ED 429 STUDENT TEACHING AND SEMINAR. The student continues her growth in the science and art of teaching. Four full and one half days per week for eight weeks she teaches in a public school classroom under an experienced professional teacher, with frequent observations by a Lesley supervisor. The student meets weekly with her supervisor for a two hour seminar to examine problems growing out of the daily student teaching experiences and to relate these to the more general educational theory and practice. As a part of this program, an effort is made to have each senior observe elementary school rooms during opening days in September.

One semester, eight credits, required

Offered yearly in the first semester

ED 430 AUDIO-VISUAL METHODS AND MATERIALS. Theories underlying the application of audio-visual technology in the classroom, and some practical training in operating a variety of audio-visual machines in a laboratory situation. Students become acquainted with equipment; they learn to operate it efficiently and to use it effectively in the classroom.

One semester, three credits, elective

*Offered yearly in the second semester

ED 432 EXPLORATIONS IN KINDERGARTEN CURRICULUM. Analysis of various approaches to this critical school year. Discussions, lectures, some observation of programs, films, group work and individual projects are included in the course design. Each student is encouraged to formulate her own philosophy.

One semester, three credits, elective

*Offered yearly in the second semester

Prerequisites: ED 305 or its equivalent and teaching experience in a nursery school or kindergarten

ED 460 DIRECTED INDEPENDENT STUDY. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning and groundwork for this paper should begin not less than one full semester before registration.

One semester, one to four credits, elective

Offered yearly in the second semester

Prerequisite: Senior status and consent of the faculty members concerned

ED 503 MATHEMATICS FOR TODAY'S TEACHERS. Integrates the basic concepts of mathematics with a variety of methods of classroom instruction. The goal of understanding the newer experimental programs in math will be achieved by utilizing the team approach in presenting various lectures and demonstrations.

One semester, three credits

Offered in extension division and summer session only

ED 540 SEMINAR IN THE TEACHING OF MUSIC. For those who have already had teaching experience or practice teaching. Students will bring problems to class for group study, and will work on projects of their own choice and on the grade level in which they are interested.

One semester, three credits

Offered in extension division and summer session only

ED 541 TEACHING THE LANGUAGE ARTS IN ELEMENTARY SCHOOLS. For supervisors and classroom teachers. The objective is improvement of instruction in language, spelling, writing, speech, and literature. Diagnosis and treatment of minor speech difficulties will also be considered.

One semester, three credits

Offered in extension division and summer session only

ED 543 ART FOR THE CLASSROOM TEACHER. This course will enable members of the profession to acquire additional skill in the teaching of art and the use of art techniques with children.

One semester, three credits

Offered in extension division and summer session only

ED 546 TEACHING SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. An analysis and comparison of social studies programs. A number of techniques are examined, criticized, and evaluated for use in the classroom.

One semester, three credits

Offered in extension division and summer session only

THE ELEMENTARY TEACHER IN THE GUIDANCE PROGRAM, see GUI 103.

SEMINAR IN GUIDANCE TECHNIQUES, see GUI 304.

SEMINAR: THE TEACHER AS COUNSELOR, see GUI 402.

SEMINAR IN COUNSELING, see GUI 406.

SEMINAR IN THE GUIDANCE OF EXCEPTIONAL CHILDREN, see GUI 462.

HUMAN GROWTH AND DEVELOPMENT, see PSY 203.

INDIVIDUAL PSYCHOLOGICAL TESTING, see PSY 510.

English and Literature

ENG 101 ENGLISH COMPOSITION. The student reads a number of modern writers, and attacks the problem of how to write effective modern English prose. Weekly papers.

One semester, three credits, required
Given yearly in both semesters

ENG 105 — A, B FUNDAMENTALS OF SPEECH. An introduction to speech as a humanistic discipline and as the basic craft of communication examined in its various aspects, formal and informal, from poetry and oratory to interviewing and teaching. Section A, *Instrument of Drama and Literature*, includes reading materials taken from the drama and from literature particularly suitable for spoken presentation, such as the works of Shakespeare, Donne, Dylan Thomas and E. E. Cummings. Section B, *Communication and Persuasion*, includes group discussion and informal debate on contemporary social and political subject matter of student choice.

One semester, three credits, required (Students may choose Section A or B)
Given yearly in both semesters

ENG 209, 210 ENGLISH LITERATURE. Introduces the student to a critical survey of English literature, in the main lines of its development, from the beginning to the present: Eng 209, Anglo Saxon Period to the Restoration Age; Eng 210, Restoration Age to the present.

Two semesters, three credits each
*Given yearly

ENG 212 THE ENGLISH ROMANTIC POETS. A survey of the romantic movement as seen through the works of Wordsworth, Coleridge, Byron, Shelley, and Keats. Students will write papers.

One semester, three credits, elective
*Alternate years only; will be offered first semester, 1969-70

ENG 215 ROBERT BROWNING. Intensive reading and explication of this often-ignored poet will uncover value in his ideas and attitudes for our own time.

One semester, three credits, elective
*Alternate years only; will be offered first semester, 1970-71

ENG 216 SHAKESPEAREAN DRAMA. The dramatic, poetic, and linguistic techniques of Shakespeare; one play, *King Lear*, will be studied intensively. Students will read other plays and background material, and write papers. The class may also produce an important scene from *Lear*.

One semester, three credits, elective
*Offered yearly in the second semester

ENG 219 STUDIES IN THE OLD AND NEW TESTAMENTS. Stories, religious ideas, and outstanding personalities of the Old and New Testaments.

One semester, three credits, elective
Alternate years only; will be offered first semester, 1969-70

ENG 220 MODERN EUROPEAN DRAMA. The study of the drama as a form of literary expression in relation to the theatre. Representative European and British dramas

written since about 1870 will be read and discussed; in addition, attention will be given to the theatre as a social institution and as an art form in modern times.

One semester, three credits, elective

Alternate years only; will be offered second semester, 1970-71

Prerequisite: Sophomore standing or consent of instructor

ENG 223 PLAY PRODUCTION. Designed to introduce the student to the principles and techniques involved in the production of a play. The student is provided with an opportunity to reinforce her understanding of principles and to acquire skill in techniques through practical projects in directing, acting, and stagecraft.

One semester, three credits, elective

Alternate years only; will be offered first semester, 1970-71

ENG 224 HISTORY OF THE THEATRE. A course designed to acquaint the student with the theatre as a social institution and as an art. The theatre and its place within the social framework of representative periods and countries will be studied, including the playhouses, settings, lightings, costumes, and actors and acting styles of the age. Emphasis is placed on the theatre as a whole rather than on any one particular age. Representative plays will be read.

One semester, three credits, elective

Alternate years only; will be offered first semester, 1969-70

ENG 227 CREATIVE WRITING. A work course based on the theory that the student must teach himself to write by writing. Prose or verse may be attempted.

One semester, three credits, elective

Alternate years only; will be offered first semester, 1969-70

ENG 231 THE SHORT STORY. This course will present the development of the short story as a literary form. The student is introduced to a carefully selected group of American, British and Continental authors.

One semester, three credits, elective

Offered yearly in the first semester

ENG 238 THE ENGLISH LANGUAGE. An introductory course designed as a liberal arts background for students who will someday teach the language arts to children. It will include a brief history of the language, the elements of semantics, and an introduction to linguistics.

One semester, three credits, elective

Not recommended for freshmen

Alternate years only; will be offered second semester, 1969-70

ENG 327, 328 AMERICAN LITERATURE. A general historical survey of American literature from the earliest colonial times to the present day; Eng 327, Bradford to Whitman; Eng 328, Dickinson to Faulkner.

Two semesters, three credits each

*Given yearly

ENG 332 TWENTIETH CENTURY ENGLISH LITERATURE. Lectures and readings covering some forerunners of the modern school and characteristic works of a number of contemporaries.

One semester, three credits, elective

*Offered yearly in the second semester

ENG 336 THE PSYCHOLOGICAL NOVEL. A rigorous experience in reading that type of modern novel which focuses its attention largely on the inner life of the mind. Dostoevski, James, Proust, Joyce, Faulkner and Bellow will be read.

One semester, four credits, elective
Offered yearly second semester

ENG 342 NATHANIEL HAWTHORNE AND HENRY JAMES. A study in literary relationship. The class will read a selection of the work of both men. The student will be required to present several papers during the course. Limited to 15 students.

One semester, three credits, elective
Alternate years only; will be offered second semester, 1970-71

ENG 344 AMERICAN ROMANTICISM. The Romantic Movement in American literature; selected readings of the major authors; the philosophical and artistic background.

One semester, three credits, elective
*Alternate years only; will be offered first semester, 1970-71

ENG 345 COMEDY. A study of comedy as a "criticism of life." The class will read a selection of comic drama, fiction, and verse from Aristophanes to the theater of the absurd, plus a number of critical essays.

One semester, three credits, elective
Offered yearly in the first semester

ENG 346 TRAGEDY. A study of the problem and theory of tragedy. The class will read a selection of tragic drama from Aeschylus to O'Neill plus a number of critical essays.

One semester, four credits, elective
*Given yearly second semester

ENG 354 MODERN AMERICAN DRAMA. The study of the drama as written in America since 1920. Representative American dramas beginning with O'Neill and ending with Albee will be read and discussed; in addition, attention will be given to the American theatre as a social institution and as an art form in modern times.

One semester, three credits, elective
Alternate years only; will be offered second semester, 1969-70
Prerequisite: Sophomore standing or consent of instructor

ENG 356 THE POETRY OF ROBERT FROST. A close examination of the whole body of Frost's work. There will be critical and biographical reading, and students will write papers. The student may find this course a useful training in the art of extracting the fullest meaning from any poetry, and a way of increasing her own sensitivity even beyond the printed word.

One semester, three credits, elective
Offered yearly

ENG 359 CONTEMPORARY BLACK LITERATURE. A study of selected works by black writers, including fiction, nonfiction, poetry, drama, and criticism. The course will attempt to develop understanding of the writers' views of American society and their relevance to contemporary affairs. Some relevant works by non-black writers may be included.

One semester, three credits, elective

***ENG 418 ADVANCED SHAKESPEAREAN DRAMA.** A continuation of the work done in ENG 216. Further studies of Shakespearean and other English drama of the same period or earlier. Intensive work in one major tragedy. Readings in modern scholarship and criticism. Papers will be required.

One semester, three credits, elective

Offered yearly in the second semester

Prerequisite: ENG 216 and the consent of the instructor

ENG 448, 449 WORLD LITERATURE. An introduction to the outstanding literary contributions to human culture; Eng 448, Oriental, Classical and Neo-Classical; Eng 449, Romanticism to Modern Existentialism.

Two semesters, three credits each

*Given yearly

ENG 460 ENGLISH HONORS. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning, and groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective

Offered yearly, in both semesters

Prerequisite: Upperclass standing and consent of the instructor

CHILDREN'S LITERATURE AND STORY TELLING, see ED 207.

MAJOR FRENCH WRITERS, see ML 411, 412.

ASPECTS OF FRENCH CIVILIZATION, see ML 413, 414.

FRENCH LITERATURE OF THE TWENTIETH CENTURY, see ML 415, 416.

EXISTENTIALISM IN LITERATURE, see PHIL 308.

Guidance

GUI 103 PRINCIPLES OF GUIDANCE. An introduction to guidance and counseling including historical background, philosophy, principles, practices and various determinants that underlie organized guidance services. The role of the teacher as a team member in a developmental guidance program will be emphasized.

One semester, three credits, elective

Offered yearly in the first semester

GUI 304 SEMINAR IN GUIDANCE TECHNIQUES. An intensive study of — and supervised practice in — the use of tools and techniques used in guidance.

One semester, three credits, elective

Offered second semester

GUI 402 SEMINAR: THE TEACHER AS COUNSELOR. Seniors may elect this seminar at Lesley College. The course will be approached as a problem-solving, open-ended discussion based upon case study presentations. The seminar will also consider the feelings of students regarding problem areas in the school setting. Case studies will be assigned weekly as preparation for class analysis, discussion, and resolution of problems presented. Case presentations will be taken from published sources and from original

case material developed by the instructor. Corollary questions from students' own experiences will also be presented. Additional bibliographical references will be provided as needed.

Second semester, three credits, elective

GUI 406 SEMINAR IN COUNSELING. Students preparing for specialization in Guidance will consider various counseling techniques and, in a laboratory situation, develop skill in using them.

One semester, three credits, elective

*Offered primarily for graduate students in the extension division

Prerequisites: GUI 103 and GUI 304

GUI 460 DIRECTED INDEPENDENT STUDY. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning, and groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective

Offered yearly in both semesters

Prerequisite: Upperclass standing and consent of the instructor

GUI 462 SEMINAR IN GUIDANCE OF EXCEPTIONAL CHILDREN. Guided experiences in selected programs for advanced students. Weekly seminar meetings provide for discussion of the students' field work and review of pertinent literature. Examines the counseling needs of parents.

One semester, three credits, elective

*Offered yearly in second semester

Prerequisite: Senior class standing

Physical Education

PE 101, 102 PHYSICAL EDUCATION I. Designed to develop physical fitness, along with an introduction to anatomy, physiology, and body mechanics.

Two semesters, one credit for two class hours each, required

Given yearly

PE 205 PHYSICAL EDUCATION II. An introduction to rhythmic gymnastics, tumbling, vaulting and indoor games. A brief history of physical education, first aid, anatomy, physiology and body mechanics will be included.

One semester, two credits for four class hours each, elective

Offered yearly in both semesters

PE 460 DIRECTED INDEPENDENT STUDY. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning, and groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective

Offered yearly in both semesters

Prerequisite: Upperclass standing and consent of the instructor

FOR METHODS OF TEACHING PHYSICAL EDUCATION, see ED 301 and 308.

Languages

ML 203, 204 INTERMEDIATE FRENCH. Intensive review of grammar and discussion of simple French texts to develop skills in reading, comprehension, and conversation.

Two semesters, three credits each, elective
Prerequisite: two years of French or qualifying examination

ML 303, 304 CONVERSATIONAL FRENCH. Rapid review of grammar, syntax, and pronunciation. Concentration on development of new vocabulary. Practice in the spoken language based on contemporary French texts and current magazine articles.

Two semesters, three credits each, elective
Offered yearly; can be taken separately
Prerequisites: ML 203, 204; also open to qualified Freshmen

ML 411, 412 MAJOR FRENCH WRITERS. Study and discussion of selected masterpieces and major trends in French Literature.

Two semesters, three credits each, elective
Prerequisites: ML 305, 306 or consent of instructor
*Either ML 413-414 or ML 415-416 would be acceptable as part of the Literature requirement

ML 413, 414 ASPECTS OF FRENCH CIVILIZATION. Reading and discussion of selected materials, integrating literary expression, historical events, and social ideas of France, to develop an intelligent understanding of French life and culture.

Two semesters, three credits each, elective
Offered yearly; can be taken separately

ML 415, 416 FRENCH LITERATURE OF THE TWENTIETH CENTURY. Readings in contemporary French literature and study of the chief literary trends from symbolism to the present day. First semester, drama and poetry; second semester, novel.

Two semesters, three credits each, elective
Prerequisites: ML 203, 204 or consent of instructor
*Alternate years only; will be offered, 1969-70

ML 460 DIRECTED INDEPENDENT STUDY. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning, and groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective
Offered yearly, in both semesters
Prerequisite: Upperclass standing and consent of the instructor

Mathematics

MATH 201 GENERAL MATHEMATICS. Intended to fill the need for a more thorough knowledge of the fundamentals of basic mathematics. This includes arithmetic and some selective topics from algebra, geometry and numerical trigonometry.

No credit

MATH 204 INTRODUCTION TO BASIC MATHEMATICS. Includes the development of number systems, the study of sets, as well as elements of probability and statistics. Some attention is given to a study of the history of mathematics. A laboratory supplement is included.

One semester, four credits, required
Prerequisite: MATH 201 or its equivalent
Offered yearly in the second semester

MATH 301 ESSENTIAL BACKGROUNDS OF MATHEMATICS. An introduction to mathematical logic, the development of intuitive geometry, and the unification of algebra and geometry by means of coordinate geometry. A laboratory supplement is included.

One semester, four credits, required
Prerequisite: MATH 204
Offered yearly, first semester

MATH 305 SPECIAL APPLICATIONS OF GEOMETRY. A laboratory approach to representations of objects in space. This course will cover such topics as pictorial representation, perspective and development drawings. The development drawings would lead to special techniques dealing with assembly of special models. Other related topics will be covered, such as map representation. These topics will be considered with the elementary school in mind.

One semester, three credits, elective
Prerequisites: MATH 204, MATH 301 or equivalents

MATH 306 THE MEANING OF MATHEMATICS. Deals with the meaning and methods of Mathematics — Mathematics as a search for patterns; Mathematics as a tool; Mathematics as a part of our culture; Mathematics as a way of thinking. This course also makes use of a "laboratory" approach.

One semester, three credits, elective
Prerequisites: MATH 204, MATH 301 or equivalents
Offered yearly in the second semester

MATH 460 DIRECTED INDEPENDENT STUDY. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning, and ground-work for this paper should begin not less than one full semester before registration.

One semester, four credits, elective
Offered yearly, in both semesters
Prerequisite: Upperclass standing and consent of the instructor

Music

MUS 201 INTRODUCTION TO MUSIC. Designed to introduce students to the study of musical theory, to help them acquire vocal and instrumental facility, and to develop criteria for evaluating music.

One semester, three credits, required
*Given yearly in both semesters

MUS 205 MUSIC APPRECIATION. Students will hear and review important compositions by famous composers of the 17th, 18th, and 19th centuries; they will develop skill in listening to and evaluating music, and will increase their enjoyment of it.

One semester, three credits, elective

*Offered yearly

MUS 206 MUSIC OF THE TWENTIETH CENTURY. A study of the compositions and techniques of Debussy, Stravinsky, Schoenberg, Bartok, Hindemith, Milhaud, and Copland.

One semester, three credits, elective

Offered yearly in second semester

Prerequisite: MUS 205

MUS 312 HARMONY. Students gain experience in harmonizing melodies and in writing four-part music.

One semester, three credits, elective

Offered yearly in the second semester

Prerequisite: Permission of instructor

MUS 314 RUSSIAN NATIONAL MUSIC. A study of the music of the composers of Russian National Music: Glinka, Rimsky-Korsakov, Mussorgsky and Borodin; also the music of Tchaikovsky.

One semester, three credits, elective

Prerequisite: MUS 205 or its equivalent

MUS 320 VOCAL LITERATURE. A study of the basic vocal repertoire, including the Italian, French and German art song, opera, oratorio, musical comedy, and folk music.

One semester, three credits, elective

Prerequisite: MUS 201 or permission of instructor

MUS 460 DIRECTED INDEPENDENT STUDY. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning, and groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective

Offered yearly, in both semesters

Prerequisite: Upperclass standing and consent of the instructor

METHODS IN APPLIED MUSIC, see ED 302.

SEMINAR IN THE TEACHING OF MUSIC, see ED 540.

Philosophy

PHIL 201 INTRODUCTION TO PHILOSOPHY. The chief problems of philosophy, considered historically and with particular attention to developments since the modern advance in the sciences.

One semester, three credits, required

*Given yearly in both semesters

PHIL 204 GREAT RELIGIONS OF MANKIND. The nature of religion, the ethnic and primitive religions; the major contemporary religions, each historically and by its principal tenets. If possible, representatives of the various religions will be invited to speak to the class.

One semester, three credits, elective

*Alternate years only; will be offered first semester, 1970-71

PHIL 308 EXISTENTIALISM IN LITERATURE. The modern literary and philosophical trends of existentialism. Kierkegaard, Heidegger, Sartre, and Camus.

One semester, three credits, elective

*Alternate years only; will be offered second semester, 1969-70

Prerequisite: PHIL 201 and consent of professor

PHIL 311 CREATIVE THINKING. Creative thinking through the combined use of mental discipline (logic), the scientific method, the consideration of alternatives, and intuition (the individual contribution). John Dewey's *How We Think* will be closely studied.

One semester, three credits, elective

*Alternate years only; will be offered second semester, 1969-70

Prerequisite: PHIL 201 and consent of the instructor

PHIL 460 DIRECTED INDEPENDENT STUDY. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning, and groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective

Offered yearly, in both semesters

Prerequisite: Upperclass standing and consent of the instructor

Psychology

PSY 101 GENERAL PSYCHOLOGY. A rigorous introduction to psychology, including historical background. The nervous system, the emotions, sensations, perception, thinking, memory, intelligence. The experimental method, theories of learning; an introduction to testing and to statistical terms.

One semester, three credits, required

*Given yearly in both semesters

PSY 203 HUMAN GROWTH AND DEVELOPMENT. A survey of psychological and social development from birth through adolescence. Characteristic behavior at various age levels with analysis of parental and extrafamilial influences which impinge upon it. Guided observation of children.

One semester, two credits, required

*Given yearly in both semesters

PSY 204 MENTAL HYGIENE. The dynamics of adjustment. Basic needs and how they are met; depth psychology, defense mechanisms, and maladjustive behavior; the responsibilities of specialists, the home, the school, and the community in the maintenance of good mental hygiene and the prevention of disorder.

One semester, three credits, required

*Given yearly in both semesters

PSY 207 PSYCHOLOGY OF SUBNORMAL AND UNADJUSTED CHILDREN. The nature of mental retardation and its relation to emotional, sensory and physical handicaps; causes, consequences and psychological considerations in planning for these children.

One semester, three credits, elective

*Offered yearly in the first semester

Prerequisite: PSY 101

PSY 309 ABNORMAL PSYCHOLOGY. A survey of the field of psychopathology. The theoretical groundwork for understanding the dynamics of personality development is reviewed. Major emphasis is given to the symptoms, dynamics, therapy and prognosis of major abnormal reaction patterns.

One semester, three credits, elective

*Offered yearly in the first semester

PSY 313 THEORIES OF PERSONALITY. The major theories of personality and the explanation by each of psychodynamics and psychotherapy. These theories will be viewed primarily in their relation to the functioning of the normal personality.

One semester, three credits, elective

Offered yearly in the second semester

Prerequisite: PSY 204

PSY 315 LEADERSHIP IN SMALL GROUPS. In addition to conventional instruction methodologies, students will experience and learn from a live, on-going group situation. Emphasis will be given to such common leadership problems as authority, cohesion, communications, productivity, and conflict.

One semester, three credits, elective

Offered yearly in both semesters

Students of all classes are welcome, group enrollment is limited to twelve

PSY 316 LEADERSHIP AND PLANNED CHANGE. Students will acquire theory and skills of planned change as relevant to the teaching-learning process.

One semester, three credits, elective

Offered yearly in the second semester, enrollment limited to twelve

Prerequisite: PSY 315

PSY 410 SEMINAR IN CLINICAL PSYCHOLOGY. Primarily concerned with the study of persons from the viewpoint of clinical psychology. The course will consist of a survey of a variety of techniques both of a diagnostic and counseling nature to help students develop the ability to think critically and creatively about the behavior of people. Students will be expected to complete a case study of an individual in a field situation.

One semester, four credits, elective

Offered yearly in the second semester

Prerequisite: PSY 309

PSY 420 DIAGNOSIS AND TREATMENT OF EMOTIONALLY DISTURBED CHILDREN. Analyzes the causes, diagnosis and treatment of emotionally and socially maladjusted children and youth. Consideration of educational-treatment programs and implications for community planning.

One semester, three credits, elective

Prerequisite: Senior standing and PSY 207 or PSY 309

PSY 460 DIRECTED INDEPENDENT STUDY. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning, and groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective

Offered yearly, in both semesters

Prerequisite: Upperclass standing and consent of the instructor

EDUCATIONAL PSYCHOLOGY AND MEASUREMENT, see ED 306.

SEMINAR IN COUNSELING, see GUI 406.

Science

SCI 101, 102 BIOLOGY. A comprehensive course dealing with basic biological principles and the nature of living things. First semester: organization of all living things from cells to highly differentiated organisms. Emphasis is upon the interrelationship of all living things, and their life processes in terms of maintenance, integration, growth, development, reproduction and continuity of life. Second semester: genetics, evolution and phylogenetic organization.

Main groups of plants and animals, their structure, diversity, distribution and ecological relationships will be considered.

Two semesters, three credits each, required

Given yearly

SCI 203, 204 PHYSICAL SCIENCE. An intensive introductory course in the physical sciences; chemistry, physics, astronomy, geology, and meteorology, covering the organized knowledge essential to the interpretation of natural phenomena to the elementary school child. First semester: Astronomy, essential concepts of atomic theory from the viewpoint of the chemist and the physicist, and thermonuclear energy. Second semester: Geology and/or meteorology; heat, light, electricity and magnetism.

Two semesters, three credits each, required

*Given yearly

SCI 207 HISTORY AND PHILOSOPHY OF SCIENCE. A consideration of the questions man has asked about his physical environment, and the answers he has found satisfying, from the time of the Greeks to the present. The study will follow certain main currents in the stream of scientific thought in various disciplines: mathematics-astronomy, physics-chemistry, biology-medicine.

One semester, three credits, elective

Offered yearly in both semesters

Freshmen may enroll with permission of the instructor

SCI 309 RECENT TRENDS IN SCIENCE. In the past two decades, developments in the sciences and technologies have profoundly affected our society. This course attempts to develop an understanding of these changes, to evaluate their influence on our life, and to foresee imminent additional developments.

One semester, three credits, elective

*Offered yearly in the first semester

SCI 316 HUMAN PHYSIOLOGY. Considers the structure and function of various systems of the human body. Emphasis will be given to the integrated function of all systems. Discussions of the inter-relationships of these systems and the effects of outside influences upon them will be considered.

One semester, three credits, elective
Offered yearly in the second semester
Prerequisite: SCI 101, 102

SCI 408 HEALTH SCIENCE. A biological approach to the process and conditions that determine the health of individuals. Recognition and understanding of childhood diseases, personal and school health problems will be stressed. Emphasis will be placed on effective preventive measures with special application to factors which promote sound personal and community health practices.

One semester, three credits, elective
Offered yearly in the second semester

SCI 460 DIRECTED INDEPENDENT STUDY. For seniors or especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning, and groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective
Offered yearly, in both semesters
Prerequisite: Upperclass standing and consent of the instructor

ENRICHMENT IN ELEMENTARY SCHOOL SCIENCE, see ED 311.

METHODS OF TEACHING SCIENCE, see ED 301-302.

The Social Sciences

SS 103 CHILDHOOD IN CONTEMPORARY CULTURES. A study of the role of childhood in various cultures; the life of the child as it is affected by major tendencies and characteristics of life, government, and culture in contemporary societies.

One semester, three credits, elective
Alternate years only; will be offered first semester 1969-70

SS 105 ANCIENT GREECE. An introduction to the study of the history through attention to the development of the civilization of classical Greece. Emphasis on social, cultural and intellectual comparisons with contemporary society. Ends with the death of Alexander.

One semester, three credits, elective
Offered yearly

SS 107, 108 SURVEY OF AMERICAN HISTORY. The origin and development of major American institutions, with emphasis on social, political, and constitutional developments. Some attention to historiography, the use of source material, and the methods of historical analysis.

Two semesters, three credits each, required
*Given yearly

SS 209, 210 MODERN EUROPEAN HISTORY. Social, political, and economic forces and their development in nineteenth-century Europe.

Two semesters, three credits each
Offered yearly

SS 221 CULTURAL ANTHROPOLOGY. The origin of man, the origin of races; the development of the family, culture, and the social system in primitive and contemporary cultures; anthropological methods and current issues in anthropology.

One semester, three credits, elective
*Offered yearly in the first semester

SS 301 INTRODUCTION TO SOCIOLOGY. A consideration of the basic concepts of sociology. Emphasis is placed on systematic theorizing about sociological data. A range of selected studies and investigations are examined to discover their bearing on sociological theory. Special attention is paid to cross-cultural findings.

One semester, three credits, required
Given yearly in both semesters

SS 325 INTRODUCTION TO ECONOMICS. Economic problems and methods of analysis; national income and its distribution; capital accumulation, changing population, and labor force.

One semester, four credits, required
Given yearly in both semesters

SS 328 INTRODUCTION TO AMERICAN POLITICS. The origins and fundamental principles of government, with applications to American governmental agencies.

One semester, three credits, elective
Offered yearly in the first semester

SS 333 JUVENILE DELINQUENCY AND CRIME. The nature, variety and causes of juvenile delinquency and crime; the organizations responsible for the care and treatment of juveniles and criminals.

One semester, three credits, elective
*Alternate years only; will be offered first semester, 1970-71

SS 340 MINORITY CULTURES. Designed to give the student an understanding of culture and sub-culture, the meaning of ethnic attachment and identification especially as it has influenced our thinking in America. Ethnicity by virtue of religion, race, or national origin is the stuff of the course. Examination will be made of how members of the sub-culture confront the encounter with the host cultures and with other sub-cultures, and how the great variety of ethnic sub-cultures have amalgamated into the American Character. Among the fundamental concepts to be considered are: assimilation, culture conflict, and the relationship of ethnicity to education.

One semester, three credits, elective
Offered yearly

SS 343 SEMINAR, COMMUNITY SERVICES IN THE INNER CITY. Identification, location and procurement of resources for understanding life and education in the inner city; will include field work to study first-hand how certain programs function and to interview key personnel.

One semester, three credits, elective
First semester

SS 437 CONTEMPORARY CIVILIZATIONS. Focuses on major conceptual tools for the study of modern societies. Readings will be drawn from literature, history, anthropology and psychology in an attempt to enlarge the student's awareness of the perspectives from which modern societies can be viewed.

One semester, three credits, elective
Limited to seniors with the consent of the instructor

SS 440 SEMINAR IN TWENTIETH CENTURY AMERICA. Studies in considerable depth, with emphasis on individual research, of the development of the major issues of modern American politics, economics, foreign relations, and society.

One semester, four credits, elective
Limited to seniors with the consent of the instructor

SS 444 SEMINAR IN PROBLEMS OF ECONOMIC DEVELOPMENT. Deals with the political and economic problems and prospects of the underdeveloped areas of the world which are inhabited by more than two thirds of the world population. After a general examination of the morphology of backwardness, the dynamics of political and economic growth of the developing nations will be studied through a case-study method. Each student in the seminar will write and present an extensive research paper on a developing country to be chosen from the following models of growth strategy: Soviet Union, Japan, China, India, and any other "typical" countries that suit the interests of the students and the purposes of the seminar.

One semester, four credits
Offered yearly in the second semester
Prerequisite: SS 325

SS 446 THE UNITED STATES IN WORLD AFFAIRS. Selected problems in the foreign affairs of the United States in the twentieth century. Emphasis will be on the influence of domestic politics and "myths" on foreign policy-making, and on the reasons for the reactions of key foreign nations to American policies.

One semester, three credits, elective
Offered yearly in the second semester

SS 449 CURRENT AFFAIRS. The historic, geographic, and economic backgrounds of the major contemporary problems, national and international.

One semester, three credits, elective
Offered yearly in both semesters

SS 460 DIRECTED INDEPENDENT STUDY. For seniors and especially capable upperclassmen. The student will choose a subject for investigation (usually in the area of her concentration) and, working individually under the guidance of the appropriate instructor, will write an extensive paper. Consultation, planning, and groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective
Offered yearly in both semesters
Prerequisite: Upperclass standing and consent of the instructor

COURSE — FACULTY LISTING

Course No.	Title	Credits	Faculty
ART			
101	Fundamentals of Art	3	Mrs. Steig
203, 204	Arts and Crafts	2	Staff
205	Fine Arts Survey	3	Mrs. Steig
206	Art Appreciation	3	Mrs. Steig
208	Oil Painting	2	Mrs. Steig
307	Creative Art	2	Mrs. Steig
308	Design & Color	2	Mrs. Steig
410	Consultation in Art	2 or 3	Mrs. Steig
460	Directed Independent Study	4	
EDUCATION			
111	Introduction to Exceptional Children	3	Mr. Benitz
207	Children's Literature and Story Telling	2	Miss Cohan, Mrs. MacCormack
301, 302	Curriculum and Procedures in Elementary Education	10	Mr. Benjamin, Miss Bergsten, Miss Braein, Miss Cohan, Mr. Dee, Miss Irving, Dr. Miller, Mrs. Parker, Miss Riley, Mrs. Steig
305	Early Childhood Education	2	Mrs. Mindess, Mrs. Small, Mrs. Tait
306	Educational Psychology and Measurement	3	Dr. Manno, Dr. Miller, Mrs. Ulman, Dr. Van Egmond
308	Physical Education III	3	Miss Braein
310	Student Teaching and Seminar	6	Dr. Miller, Dean of Teacher Education; Dr. Clayman, Coordinator of Student Teaching; Supervisors: Miss Bergsten, Miss Cohan, Mr. Dee, Miss Irving, Dr. Manno, Mrs. Mindess, Mrs. Parker, Mrs. Tait, Mrs. Ulman
311	Enrichment in Elementary School Science	3	Mr. Morris
316	Arts and Crafts for Special Classes	2	Staff
317	Woodworking for Special Classes	2	Miss Freeman
318	Sewing for Special Classes	2	Mrs. Finn
320	Cooking for Special Classes	2	Mrs. Finn
335	Techniques of Teaching the Mentally Retarded	3	Dr. Craig
337	Education of Emotionally Disturbed Children	3	Dr. Plattor
340	Speech Development and Correction	3	Staff
428	Foundations of Education	2	Dr. Clayman, Dr. Siegle
429	Student Teaching and Seminar	8	Dr. Miller, Dean of Teacher Education; Dr. Clayman, Coordinator of Student Teaching; Supervisors: Miss Bergsten, Miss Cohan, Mr. Dee, Miss Irving, Dr. Manno, Mrs. Mindess, Mrs. Parker, Mrs. Tait, Mrs. Ulman

Course No.	Title	Credits	Faculty
EDucation			
430	Audio-Visual Methods and Materials	3	Staff
432	Exploration in Kindergarten Curriculum	3	Staff
460	Directed Independent Study	1-4	
503	Mathematics for Today's Teachers	3	Dr. Berglund, Mr. Spear
540	Seminar in the Teaching of Music	3	Mr. Benjamin
541	Teaching the Language Arts in Elementary Schools	3	Staff
543	Art for the Classroom Teacher	3	Mrs. Steig
546	Teaching Social Studies in the Elementary School	3	Staff
ENGLISH			
101	English Composition	3	Mr. Honick, Dr. Oliver, Staff
105	Fundamentals of Speech	3	Mr. Brower
a & b			
209, 210	English Literature	3 each	Mrs. MacCormack
212	The English Romantic Poets	3	Dr. Oliver
215	Robert Browning	3	Dr. Oliver
216	Shakespearean Drama	3	Dr. Oliver
219	Studies in the Old and New Testaments	3	Dr. Schofield
220	Modern European Drama	3	Mr. Brower
223	Play Production	3	Mr. Brower
225	History of the Theatre	3	Mr. Brower
227	Creative Writing	3	Dr. Oliver
231	The Short Story	3	Mrs. MacCormack
238	The English Language	3	Dr. Oliver
327, 328	American Literature	3 each	Mr. Honick, Dr. Oliver
332	Twentieth Century English Literature	3	Mrs. MacCormack
336	The Psychological Novel	4	Dr. Oliver
342	Nathaniel Hawthorne and Henry James	3	Mr. Honick
344	American Romanticism	3	Mr. Honick
345	Comedy	3	Mr. Honick
346	Tragedy	4	Mr. Honick
354	Modern American Drama	3	Mr. Brower
356	The Poetry of Robert Frost	3	Dr. Oliver
359	Contemporary Black Literature	3	Mr. Brower
418	Advanced Shakespearean Drama	3	Dr. Oliver
448, 449	World Literature	3 each	Dr. Schofield
460	English Honors	4	Staff
GUIDance			
103	Principles of Guidance	3	Dr. Kugris
304	Seminar in Guidance Techniques	3	Dr. Kugris
402	Seminar: The Teacher as Counselor	3	Mrs. Ulman
406	Seminar in Counseling	3	Staff
460	Directed Independent Study	4	
462	Seminar in Guidance of Exceptional Children	3	Dr. Zalk

Course No.	Title	Credits	Faculty
Physical Education			
101, 102	Physical Education I	1 each	Miss Braein
205	Physical Education II	2	Miss Braein
460	Directed Independent Study	4	
Modern Language			
203, 204	Intermediate French	3 each	Staff
303, 304	Conversational French	3 each	Staff
411, 412	Major French Writers	3 each	Staff
413, 414	Aspects of French Civilization	3 each	Staff
415, 416	French Literature of the Twentieth Century	3 each	Staff
460	Directed Independent Study	4	
Math			
201	General Mathematics	—	Mr. Spear
204	Introduction to Basic Mathematics	4	Dr. Berglund, Mr. Spear, Mr. Spikel
301	Essential Backgrounds of Mathematics	4	Dr. Berglund, Mr. Spear, Mr. Spikel
305	Special Applications of Geometry	3	Mr. Spear
306	The Meaning of Mathematics	3	Mr. Spear
460	Directed Independent Study	4	
MUSic			
201	Introduction to Music	3	Mr. Benjamin, Mr. Ostrander
205	Music Appreciation	3	Mr. Benjamin, Mr. Ostrander
206	Music of the Twentieth Century	3	Mr. Benjamin, Mr. Ostrander
312	Harmony	3	Mr. Benjamin
314	Russian National Music	3	Mr. Benjamin
320	Vocal Literature	3	Mr. Ostrander
460	Directed Independent Study	4	
PHILosophy			
201	Introduction to Philosophy	3	Dr. Schofield
204	Great Religions of Mankind	3	Dr. Schofield
308	Existentialism in Literature	3	Dr. Schofield
311	Creative Thinking	3	Dr. Schofield
460	Directed Independent Study	4	
PSYchology			
101	General Psychology	3	Dr. Kugris, Dr. Lair
203	Human Growth and Development	2	Mrs. Mindess
204	Mental Hygiene	3	Dr. Kugris, Dr. Lair
207	Psychology of Subnormal and Unadjusted Children	3	Dr. Craig
309	Abnormal Psychology	3	Mr. Benitz, Dr. Gertz, Dr. Lair
313	Theories of Personality	3	Dr. Kugris
315	Leadership in Small Groups	3	Staff
316	Leadership and Planned Change	3	Staff
410	Seminar in Clinical Psychology	4	Dr. Gertz, Dr. Lair
420	Diagnosis and Treatment of Emotionally Disturbed Children	3	Dr. Nagle
460	Directed Independent Study	4	

Course No.	Title	Credits	Faculty
Science			
101, 102	Biology	3 each	Dr. Vallee, Mr. Blumenberg
203, 204	Physical Science	3 each	Mr. Morris, Mr. McPherson
207	History and Philosophy of Science	3	Staff
309	Recent Trends in Science	3	Mr. Blumenberg
316	Human Physiology	3	Staff
408	Health Science	3	Dr. Vallee
460	Directed Independent Study	4	
Social Science			
103	Childhood in Contemporary Cultures	3	Dr. Berglund
105	Ancient Greece	3	Mr. Slattery
107, 108	Survey of American History	3 each	Mr. Cilley, Mr. Fideler, Miss Wechsler
209, 210	Modern European History	3 each	Mr. Fideler
221	Cultural Anthropology	3	Dr. Siegle
301	Introduction to Sociology	3	Dr. Siegle
325	Introduction to Economics	4	Dr. Tehranian
328	Introduction to American Politics	3	Dr. Tehranian
333	Juvenile Delinquency and Crime	3	Dr. Schofield
340	Minority Cultures	3	Dr. Siegle
343	Seminar, Community Services in the Inner City	3	Dr. Siegle
437	Contemporary Civilizations	3	Miss Wechsler
440	Seminar in Twentieth Century America	4	Miss Wechsler
444	Seminar in Problems of Economic Development	4	Dr. Tehranian
446	The United States in World Affairs	3	Miss Wechsler
449	Current Affairs	3	Staff
460	Directed Independent Study	4	





LESLEY COLLEGE REGISTERS

THE LESLEY COLLEGE CORPORATION

	<i>Residence</i>	<i>Year Appointed</i>
Honorary Chairman, DR. FRANK C. DOBLE <i>President, Doble Engineering Company</i>	Belmont	1948
Chairman, MR. HOLLIS G. GERRISH <i>President, Squirrel Brand Company</i>	Cambridge	1953
MR. JULIUS ABRAMS <i>President, Poley-Abrams Corporation</i>	Brookline	1968
MR. HAROLD W. ATKINSON <i>Vice President, Cambridge Electric Light Company</i>	Cambridge	1965
MRS. JOHN S. BAILEY '53	Lexington	1968
MRS. COUNT BASIE	St. Albans, N. Y.	1965
MR. EVERETT H. BELLOWES <i>Vice President, Olin Mathieson Chemical Corporation</i>	Arlington, Va.	1964
DR. RUTH F. BOLAND '24 <i>Director of Pupil Services, Cambridge School Department</i>	Cambridge	1944
DR. LELAND P. BRADFORD <i>Executive Director, NTL-Institute for Applied Behavioral Science</i>	Washington, D. C.	1961
MR. H. GARDNER BRADLEE <i>President, Cambridge Trust Company</i>	Winchester	1965
MRS. ARTHUR J. CONNELL '26	Winchester	1968
DR. CHESTER L. DAWES <i>Associate Professor Emeritus, Harvard University</i>	Winchester	1959
MR. RICHARD K. DE L'ETOILE <i>President, Delbrook Engineering, Inc.</i>	Canaan, N. H.	1958
MR. WILLIAM P. DOLE <i>Publisher, Dole Publishing Company, Inc.</i>	Wellesley Hills	1967
MR. JOHN H. DYER <i>Partner, Storer, Damon & Lund</i>	Lexington	1965
MRS. CHARLES EATON '29	Framingham	1957
MR. ANDREW W. EDMONDS <i>Treasurer and Director, IDR Enterprises, Inc.</i>	Chestnut Hill	1968
MR. ROBERT W. FAWCETT <i>President, Robert Fawcett & Son Company, Inc.</i>	Duxbury	1958
MR. MAURICE T. FREEMAN <i>Chairman of the Board and Chief Executive Officer, Loomis, Sayles & Company, Inc.</i>	Winchester	1968
MRS. RICHARD S. GORDON	St. Louis, Mo.	1964
MR. DON S. GREER <i>President, Harvard Trust Company</i>	Winchester	1967
MR. VINCENT R. HERTERICK <i>Vice President, TRW, Inc.</i>	Lexington	1967
MR. CHARLES H. HOOD <i>Treasurer, H. P. Hood & Sons, Inc.</i>	Brookline	1968
MR. CLIFFORD JOHNSON <i>President, H. A. Johnson Company</i>	Wellesley	1968
MR. ANDREWS S. MACALASTER <i>Science Education Materials Consultant</i>	West Newton	1968
MISS CORA E. MACKENZIE <i>Former Treasurer, Johnson-Appleby Company</i>	Auburndale	1955
MRS. ROLAND MACKENZIE '35	Lincoln	1948
MR. PAUL D. MAGEE <i>Manager, Sears, Roebuck and Company</i>	Goshen, N. Y.	1968
MR. C. CHARLES MARRAN <i>President and Chairman of the Board, Spencer Shoe Corporation</i>	Waban	1968

	<i>Residence</i>	<i>Year Appointed</i>
MR. WILLIAM C. McCONNELL, JR. <i>President, Servomation of New England, Inc.</i>	Winchester	1967
MR. GEORGE A. McLAUGHLIN, JR. <i>Partner, The McLaughlin Brothers</i>	Belmont	1968
MRS. FRANCIS M. MEAD '25 <i>Alumnae Representative-at-Large</i>	Belmont	1966
MR. JOSEPH L. MILHENDER <i>President, Milhender Distributors, Inc.</i>	Brookline	1964
MR. RICHARD D. MUZZY <i>Vice President, Howard D. Johnson Company</i>	Wellesley Hills	1958
MR. HARRIS J. NADLEY <i>Partner, Michael Nadley Company</i>	Glenside, Pa.	1962
MR. DEXTER NEWTON <i>Vice President, Harvard Trust Company</i>	Westboro	1964
MR. CHARLES D. ORTH, III <i>Managing Director, Executive Development Center, Sterling Institute</i>	Weston	1968
MR. CARLOS M. PASSALACQUA <i>President, Passalacqua & Cia., Inc.</i>	Puerto Rico	1963
MR. ERVIN PIETZ <i>President and Chief Executive Officer, Barry Wright Corporation</i>	Belmont	1967
MR. PETER W. PRINCI <i>Partner, Princi & Lecomte</i>	Winthrop	1968
MISS WINIFRED M. RANDALL '48	Newtonville	1948
DR. DENIS M. ROBINSON <i>President and Director, High Voltage Engineering Corporation</i>	Arlington	1968
MR. RALPH L. ROSE <i>Director, Photographic Society of America</i>	Great Neck, N. Y.	1967
MRS. BEATRICE HOLT ROSENTHAL	Waterford, Conn.	1961
MR. JACK T. SCHWARTZ <i>President, Beacon Advertising Associates, Inc.</i>	Larchmont, N. Y.	1968
MRS. MELVIN SHAPIRO '42 <i>President, Lesley College Alumnae Association</i>	Haverhill	1969
MR. WALTER D. SILCOX <i>Vice President, Loomis, Sayles & Company, Inc.</i>	Wellesley	1968
DR. IRWIN W. SIZER <i>Dean of the Graduate School, Massachusetts Institute of Technology</i>	Lexington	1961
MR. ELIOT I. SNIDER <i>President, Massachusetts Lumber Company</i>	Brookline	1958
MRS. ROGER P. SONNABEND	Chestnut Hill	1961
MR. VARNUM TAYLOR <i>Partner, Taylor, Ganson & Perrin</i>	Dedham	1944
MR. ROBERT TONON <i>President, Peter Gray Corporation</i>	Winchester	1968
MR. C. VINCENT VAPPI <i>President, Vappi & Company, Inc.</i>	Milton	1968
MR. ANDREW M. WALES <i>President, Brown-Wales Company</i>	Lincoln	1958
MR. JAMES O. WELCH <i>Trustee and Director of various corporations</i>	Brookline	1952
MR. DONALD B. WILSON <i>Executive Vice President, A. O. Wilson Structural Company</i>	Concord	1958
MRS. MARIE B. WOLFARD	San Gabriel, Calif.	1967
MR. SAMUEL D. WONDERS <i>Former President, Carter's Ink Company</i>	Peterborough, N.H.	1955

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DR. DENIS M. ROBINSON	1971
MR. ELIOT I. SNIDER	1969
MR. VARNUM TAYLOR	1971
MR. C. VINCENT VAPPI	1971
MR. JAMES O. WELCH	1970
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Legal Advisor

MR. VARNUM TAYLOR

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B.A., Dartmouth; M.A., Harvard University
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B.S., Ed.M., Boston University
- NATALIE K. VALLEE *Professor, Biology, Health*
B.S., Ed.M., Ed.D., Boston University
- ELMER E. VAN EGMOND *Professor, Education*
A.B., A.M., Ph.D., University of Michigan
- MARJORIE E. WECHSLER *Assistant Professor, Social Sciences*
B.A., Barnard College; M.A., Harvard University
- RUTH S. WINETT *Lecturer*
B.A., University of Pennsylvania; M.A.T., Harvard University
- ALLAN W. ZALK *Instructor, Education*
A.B., Ed.M., Boston University; Ed.D., Yeshiva University

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LAWRENCE W. MARBLE	<i>Director of Libraries and Audio-Visual Aids</i>
A.B., Tufts University; M.Ed., Keene State College; M.S., Simmons College	
BETTY ANN CABRAL	<i>Periodicals Librarian</i>
EDITH FERRELL	<i>Curriculum Center Library Coordinator</i>
B.A., Swarthmore College; M.Ed., Boston University	
SYLVIA HURWITCH	<i>Readers' Services</i>
B.S., Simmons College	
NANCY LEE MILLER	<i>Curriculum Center Assistant</i>
A.B., Lycoming College	
ROSE A-TSING	<i>Cataloger-Acquisitions Librarian</i>
B.A., National Taiwan University; M.S., the Catholic University of America	

LESLEY COLLEGE SCHOOLS FOR CHILDREN

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FLOYD L. BENITZ	<i>Coordinating Director</i>
B.A., M.A., Wayne University	
AUDREY T. HARDY	<i>Assistant Treasurer for the Schools</i>
S.S.B., Boston University; M.Ed., Lesley College	
LOUIS P. MESSIER	<i>Assistant to the Director, Walter F. Dearborn School</i>
B.S., Johnson College; M.Ed., Boston University	
ROLAND A. NAGLE	<i>Director of Psychological Services</i>
B.A., M.A., Ph.D., University of Michigan	
STANTON D. PLATTOR	<i>Director of Walter F. Dearborn School</i>
B.A., M.A., Brooklyn University; D.Ed., University of Rochester	
MARY COX SMALL	<i>Coordinating Teacher, Lesley-Ellis Pre-School</i>
B.E., San Francisco State College; M.Ed., Lesley College	
ALLAN W. ZALK	<i>Director of Carroll-Hall School</i>
A.B., Ed.M., Boston University; Ed.D., Yeshiva University	

Central Services

BEVERLY BALL	<i>Media Coordinator</i>
B.S., Cornell University	
NATALIE FUCHS	<i>Child Therapist</i>
A.A., Stephens College; B.A., DePauw University; M.A., Brandeis University	
PAUL GATELY	<i>Instructor, Physical Education</i>
B.S., State College at Boston	
JEAN GILMARTIN	<i>Instructor, Physical Education</i>
B.S., Union College	
ELLEN HELLER	<i>Instructor</i>
A.B., Clark University	
LAURENCE W. HOWARD, JR.	<i>Instructor, Art</i>
B.E., Keene State College	
MICHAEL C. HUGHES, M.D.	<i>Consulting Psychiatrist</i>
B.S., University of Notre Dame; B.A., University of Wisconsin; M.D., University of Wisconsin Medical School	
CAROL JOHNSON	<i>Instructor, Music</i>
B.A., Boston University	
ANNE LARKIN	<i>Instructor, Reading Lab</i>
B.S., M.Ed., State College at Boston	
CATHERINE TLUMACKI	<i>Librarian</i>
ARNOLD MILLER	<i>Consultant</i>
B.A., City College of New York; M.A. in Ed., Ph.D., Clark University	
BRIAN ROACH	<i>Instructor, Physical Education</i>
B.S. Ed., State College at Boston	

Carroll-Hall School — Faculty

LINDA AZEN	<i>Instructor</i>
B.A., University of Michigan; M.Ed., University of Pittsburgh	
CHARLOTTE BAREISS	<i>Instructor</i>
B.S. Ed., Lesley College	
MATTHEW BUTLER	<i>Instructor</i>
B.S., Boston College; M.Ed., State College at Boston	
MARJORIE DANER	<i>Instructor</i>
B.S., Boston University; M.S. in Ed., Lesley College	
ELLEN GOLDBERG	<i>Instructor</i>
B.S. in Ed., Lesley College	
MATILDA KHIRALLA	<i>Social Worker</i>
B.S. in Social Service, Boston University; M.Ed., Lesley College	
PAULA MURPHY	<i>Instructor</i>
B.S., M. Ed., Boston University	

Walter F. Dearborn School — Faculty

VIVIAN ABELES	<i>Instructor</i>
B.S. in Ed., Lesley College	
RICHARD BAKER	<i>Instructor</i>
A.B., Earlham College; M.A., University of North Carolina	
DONALD H. CILLEY	<i>Instructor</i>
A.B., Michigan State University	
MARY F. FINNERAN	<i>Assistant Professor</i>
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EILEEN G. FLYNN	<i>Instructor</i>
B.S. in Ed., State College at Salem	
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HELEN C. GRINNELL	<i>Associate Professor</i>
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MARION T. HAYES	<i>Associate Professor</i>
B.A., Wellesley; M. Ed., Lesley College	
SUSAN J. HEIFETZ	<i>Instructor</i>
B.A., Jackson College; M.Ed., Tufts University	
E. PEARL JANSZEN	<i>Counselor</i>
B.S. in Ed., M.Ed., State College at Boston	
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A.B., Ed.M., Boston University	
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A.A., Centenary College for Women; B.S. in Ed., University of Michigan	
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SUSAN SCHNEIDER	<i>Instructor</i>
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PRISCILLA SPEAR	<i>Assistant Professor</i>
B.S. in Ed., Boston College; M.Ed., State College at Boston	

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LYNNE S. KRAMLICH	<i>Teacher</i>
B.A., Southern Methodist University; M.Ed., Lesley College	
TURID LARSON	<i>Teacher</i>
B.A., Sagene College, Oslo, Norway	
ANNEKE VAN ETTEN	<i>Aide</i>

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RUTH M. MURPHY, M.D.	<i>College Psychiatrist</i>
HELEN B. ALLEN, R.N.	<i>College Nurse</i>
MARGARET BATTLES, R.N.	<i>Substitute Nurse</i>
MARY FOSTER, R.N.	<i>College Nurse</i>
MARGARET MULLEN, R.N.	<i>College Nurse</i>



GENERAL
INFORMATION



NON-STUDENT ORGANIZATIONS

Lesley College Alumnae Association

The objectives of this association are to promote the interests of Lesley College, to continue old and promote new friendships, and to establish mutually beneficial relations between the College and its Alumnae.

Membership includes any former full-time student regularly enrolled as an undergraduate at Lesley College for one or more semesters, as well as any former graduate student who has completed at least one-half of the requirements.

Contact with the College is promoted through a chain of regional Alumnae Clubs throughout the country.

Lesley College Parents' Committee

Organized by parents, the committee seeks to promote the welfare and to strengthen academic programs of the College through annual and capital giving programs.

The Lord Newark Associates

The Lord Newark Associates has been formed by parents and friends who are vitally concerned with the College's continuing quest for academic excellence and overall service to our community and nation. The purpose of the association is to provide Lesley College annually with a sustaining fund to be used in the persistent effort to achieve the goals of the College.



GIFTS AND BEQUESTS

The educational programs of Lesley College are financed by tuition, fees and gifts. Income from tuition and fees does not cover all expenses, therefore Lesley College, in the American private college tradition, needs and welcomes gifts and bequests.

Suggested Forms For Bequests

Unrestricted Bequest

I give and bequeath to Lesley College, a corporation established under the laws of Massachusetts, and situated in the City of Cambridge, the sum of dollars, to be appropriated by the Trustees for the benefit of the College in such manner as they shall deem most desirable.

Bequest for Endowment

I give and bequeath to Lesley College, a corporation established under the laws of Massachusetts, and situated in the City of Cambridge, the sum of dollars, to be held and mingled with other funds of the College. The net income of the fund to be used as follows: The Fund shall be known as The

Bequest for a Facility or Other Stated Purpose

I give and bequeath to Lesley College, a corporation established under the laws of Massachusetts, and situated in the City of Cambridge, the sum of dollars, to be used for the following purposes:

Checks and securities should be made payable to Lesley College. Gifts and bequests to Lesley College are regarded as charitable deductions for federal income tax and estate tax purposes.

OFFICE HOURS

Lesley College Offices are open from *nine* to *five*, Mondays through Fridays. It is requested that appointments be made in advance for admissions interviews or visiting College facilities.

For further information address:

The Secretary
LESLEY COLLEGE
29 Everett Street
Cambridge, Massachusetts 02138
Tel.: (617) 868-9600

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 specially reserved.



Date_____

Please send the necessary forms for filing an application for admission to Lesley College.

I wish to apply for ^{entrance} in _____
_{transfer} MONTH YEAR

Name_____

Address: Street_____

City_____State_____Zip Code_____

PLACE
STAMP
HERE

LESLEY COLLEGE

29 EVERETT STREET

CAMBRIDGE, MASSACHUSETTS 02138

LESLEY COLLEGE CAMPUS

WENDELL STREET

WENDELL STREET

Sacramento Hall
6 Sacramento Street

Wendell Hall
30-32
Wendell

Bouma Hall
34 Wendell

Court Hall
69 Oxford

Boothby Hall
63 Oxford

Malloch Hall
68 Oxford St.

Graduate Center and
Curriculum Library

Faculty Parking

Infirmary
33½
Mellen

Kirkland Hall
61 Oxford

Res. Dir.
Parking

OXFORD STREET

O'Connor Hall
27
Mellen

29
Mellen

Jenckes Hall
31
Mellen

Fine Arts
33
Mellen

Reed Hall
35 Mellen

Glennon Hall
37 Mellen

MELLEN STREET

MELLEN STREET

Cambridge Hall
26
Mellen

Thurber Hall
28
Mellen

Browne Music Bldg.
30
Mellen

Mellen Hall
32 Mellen

Crockett Hall
34 Mellen

Parking for
Kitchen Personnel

Grey Hall
51
Oxford

Faculty Parking

Faculty Parking

OXFORD STREET

Classroom Building

Curriculum Library

Oxford Hall
Psy. 49
Lab. Oxford

Livingston Stebbins Library

Gym-Basement

Administration Building
29 Everett

Outdoor Amphitheater

Kitchen

OXFORD STREET

WHITE HALL
31 Everett

Dining Room

EVERETT STREET

EVERETT STREET

LESLEY COLLEGE

CAMBRIDGE, MASSACHUSETTS 02138

