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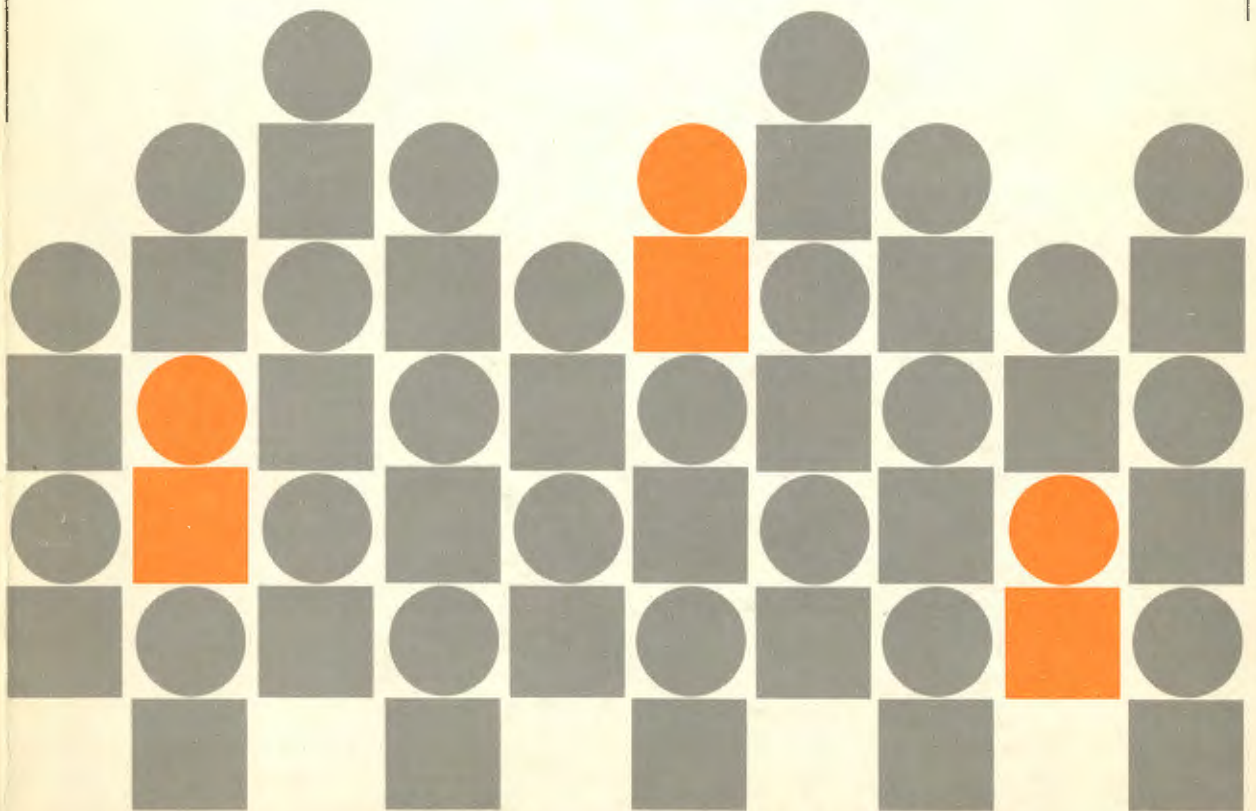
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Lesley College

CATALOG 1971-72





I had perished had I not persisted.



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.

LESLEY COLLEGE

29 Everett Street
Cambridge, Massachusetts

UNDERGRADUATE CATALOGUE 1971-72

TABLE OF CONTENTS

A Message from the President of Lesley College	3
Lesley Facts	4
College Calendar 1971-72 School Year	5
Purpose, History	7
Location	7
Lesley Today	8
Special Programs and Facilities	9
The Graduate School and Extension Division	12
Lesley College Schools for Children	12
Libraries	12
Resident Students, Commuters	14
Activities	14
Publications	17
Non-academic Regulations	17
Counseling, Health Services, Placement	19
Admissions, Transfers	21
Fees	22
Aids, Awards, Loans, Scholarships	23
Academic Regulations	28
Undergraduate Programs, Curriculum	33
Co-operating Schools, 1970-71	34
Summary of Requirements	36
Minor Concentrations	37
Course Descriptions	39
Course — Faculty Listing	61
Lesley College Corporation	65
Board of Trustees	68
Administration	70
Faculty	72
Non-student Organizations	78
Gifts and Bequests	79
Office Hours	80
Map	Inside Back Cover



A Message From The President of Lesley College

The primary mission of Lesley College is to provide an excellent education on the graduate and undergraduate levels for those who will be elementary, early childhood or special class teachers. As part of this endeavor, Lesley College thoughtfully and carefully studies itself as an institution and as a community of people. Such questions as what is effective learning, what is effective teaching, and what is effective administration are continually examined and re-examined in an attempt to find ways of improving the quality of college and elementary education. Innovation — in concepts and approaches — is very much a part of this attempt, and for this reason Lesley College actively functions as a "laboratory for learning."

Don A. Orton

Don A. Orton

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 Size	Cambridge, Massachusetts 3¾ 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 Undergraduate Graduate	Bachelor of Science in Education Master of Science in Education Master of Education
LIBRARIES Number Volumes	3 58,000
STUDENT ENROLLMENT Undergraduate Graduate Evening & Extension TOTAL ENROLLMENT	622 40 150 812 (1970-71 Academic Year)
STUDENT MAKEUP Undergraduate Graduate	Women only Coeducational
NUMBER OF FACULTY	61
FACULTY HOLDING DOCTORATES	20
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 1971-72

FIRST SEMESTER

Dormitories open for new students
 Registration for graduate studies and continuing education
 Dormitories open for seniors
 Distribution of class cards for seniors
 New student orientation, testing and registration
 Faculty seminars
 Seniors, Team A, begin student teaching }
 Seniors, Team B, begin classes }
 Seniors, Team A, begin classes }
 Seniors, Team B, begin student teaching }
 Dormitories open for sophomores and juniors
 Distribution of class cards for sophomores and juniors
 Classes begin for freshmen, sophomores and juniors
 Classes begin for graduate studies and continuing education
 Fall Convocation
 Columbus Day (holiday)
 Father-Daughter Weekend
 Veteran's Day (holiday)
 Thanksgiving Recess

 Official undergraduate registration for second semester
 Winter vacation

 Distribution of class cards to undergraduates
 End of classes
 Study period
 Examination period
 Intercession recess for students

 Faculty work-study days as scheduled (curriculum development, committee work, and office time)

SECOND SEMESTER

Official registration for graduate studies and continuing education
 Classes begin for graduate studies and continuing education
 Classes begin for undergraduate students
 Juniors, Team A, begin student teaching
 Washington's Birthday (holiday)
 Spring vacation

 Juniors, Team B, begin student teaching
 All College honors assembly
 Parent's Weekend
 Official registration for undergraduate students re-registering for 1972-73
 End of classes
 Study period
 Examination period
 Commencement

Tuesday, September 7

 Tuesday, September 7 through Friday, September 17
 Wednesday, September 8
 Wednesday, September 8

 Wednesday, September 8 through Friday, September 10
 Wednesday, September 8 through Friday, September 10

 Thursday, September 9 through Friday, November 5

 Monday, November 8 through Friday, January 21

 Sunday, September 12

 Monday, September 13

 Monday, September 13

 Monday, September 20
 Tuesday, September 14
 Monday, October 11
 October date to be announced
 Monday, October 25
 Wednesday, November 24, at noon to Monday, November 29 (residence halls closed)
 Wednesday, December 1 through Wednesday, December 15
 Friday, December 17, after classes to Monday, January 3 (residence halls closed)
 Monday, Tuesday and Wednesday, January 10, 11 and 12
 Thursday, January 13
 Friday, January 14 and Monday, January 17
 Tuesday, January 18 through Friday, January 21
 Monday, January 24 to Monday, January 31 (residence halls open; dining room closed)

 Monday, January 24 through Friday, January 28

 Monday, January 10 through Friday, January 21

 Monday, January 24
 Monday, January 31
 Monday, January 31 through Friday, March 24
 Monday, February 21
 Friday, March 24, after classes to Monday, April 3 (residence halls closed)
 Monday, April 3 through Thursday, May 25
 April date to be announced
 May date to be announced

 Monday, April 17 through Friday, April 28
 Wednesday, May 18
 Thursday and Friday, May 18 and 19
 Monday, May 22 through Thursday, May 25
 Sunday, May 28



PURPOSE

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

Preparing students for teaching takes a 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.

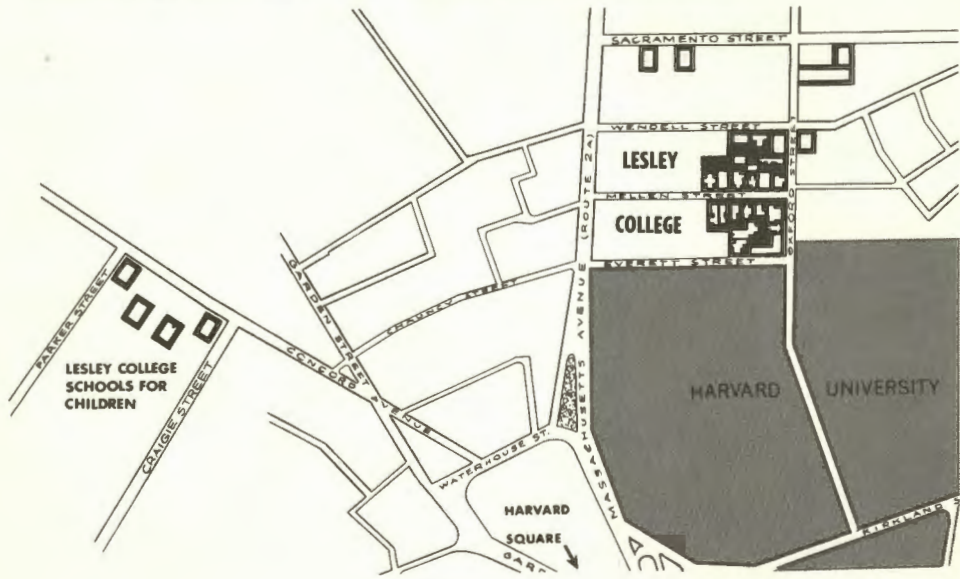
By 1941 the values of professional teacher education had become evident and a board of trustees was incorporated to administer the growing institution. The school legally became known as Lesley College in 1943. Lesley's first president, Dr. Trentwell Mason White, was appointed in 1944. Under his leadership, the College received its undergraduate accreditation and established a graduate school.

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**.

LOCATION

The Boston area is one of the world's greatest concentrations of higher education. 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. Concerts, museums, lectures and drama 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 where the student may find personal enrichment.



LESLEY TODAY

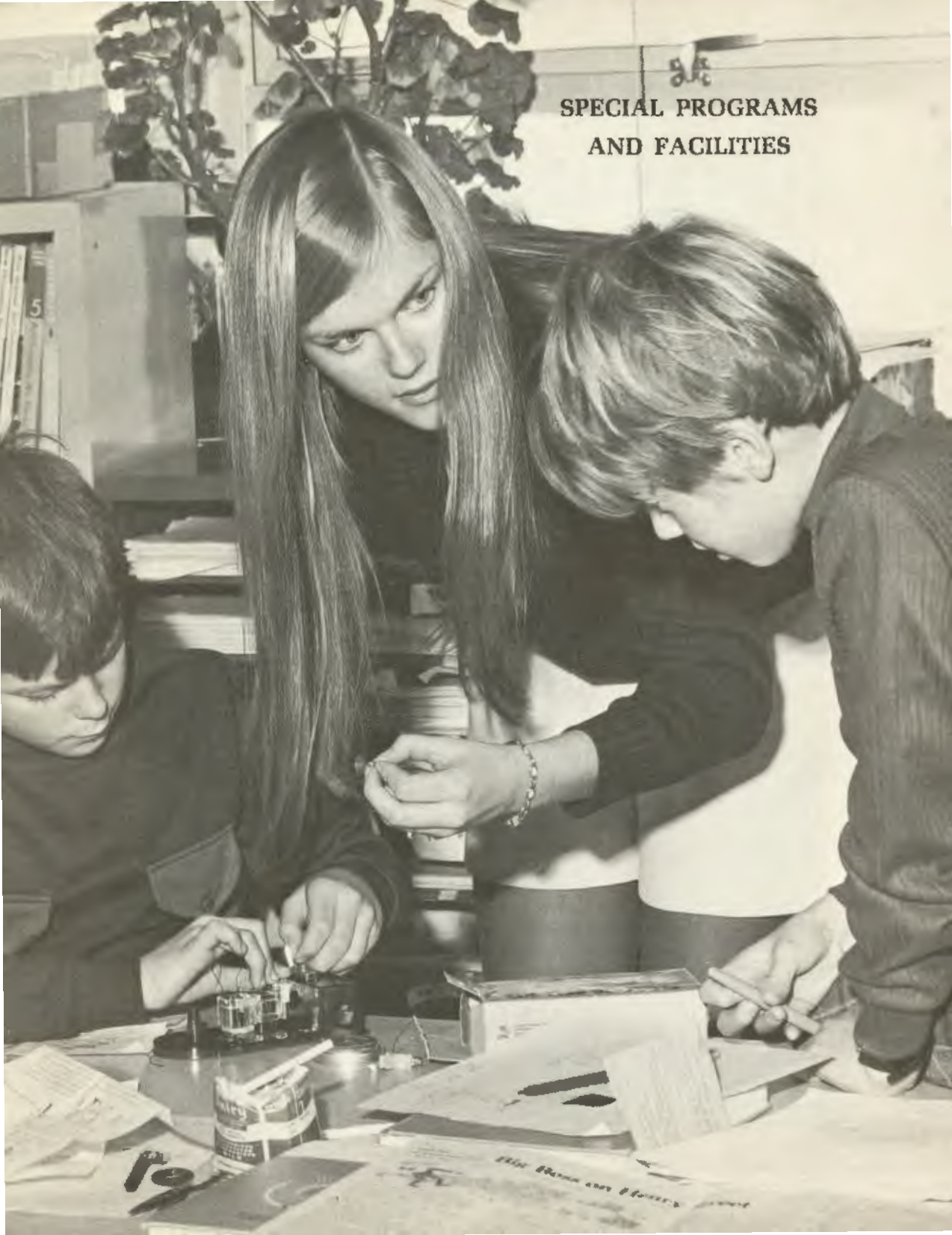
No college in proximity to an educational-cultural metropolis and a vast array of urban problems could remain unaffected by its environment. Nor should it. Relevance and responsiveness are essential components of higher education, especially teacher education. Equally important, however, are the knowledge and skills which the student must acquire to be an effective instructor of children.

By its very nature, Lesley College is intensely concerned with human needs and human goals. Through its actions and programs the College seeks to respond not only to the needs of the larger world but also to its own needs — as a community of people — to learn, communicate and grow.

Thus, the College's innovative four-year program of professional education resulted not from a demand but from a joint effort (by students, faculty and administrators) to prepare prospective teachers more thoroughly and to bridge the gap between textbook theories and actual classroom practices.

This principle of shared planning and decision-making applies to virtually all aspects of Lesley life. Those affected by a decision are encouraged to participate in the determination process and, through communication, confrontation and collaboration, to reach answers which are in the best interests of the College, its students and their future pupils. This participation does not, of course, eliminate all disagreements, but it does clarify differences, foster understandings, and, most importantly, encourage involvement and responsibility on the part of all members.

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 educational 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.

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.

WEEK-END HUMAN RELATIONS CONFERENCES

Human relations week-end 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 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. Cooperative ventures between Lesley and Harvard have included 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.



GRADUATE SCHOOL, CONTINUING EDUCATION AND SUMMER SCHOOL

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 and Special Education. Three specializations are available within Special Education: preparation for teaching the emotionally disturbed, the mentally retarded or those with learning disabilities.

Each year there is a Summer School for both undergraduate and graduate students. Students may enroll in liberal arts courses and selected graduate courses including practicums in kindergarten education, learning disabilities and advanced learning theories.

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 emotionally disturbed; and the **Carroll-Hall School** provides education and training programs for children with learning disabilities which are frequently associated with emotional problems. 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 58,000 volumes, exceeding standards established by the American Library Association.

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 over 500 journals, newspapers, 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, records, multi-media kits 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 also available to Lesley students.



STUDENT LIFE

RESIDENT STUDENTS

The College houses its resident students in two kinds of residence halls. 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 the 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. 24.)

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. 26) is available for students whose legal residence is within commuting distance of the College.

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.

COUNCIL ON STUDENT LIFE In order to provide an improved structure for shared decision making in the area of student life at Lesley College, the Trustees have established a Council on Student Life. This Council defines policies and procedures aimed at increasing student responsibility and accountability in their individual residence halls.

The Council on Student Life is composed of ten members, including the Dean of Students, one administrator, one faculty member, one Residence Director, one Trustee, and five undergraduate students.

The Council has devised a system of guidelines for sharing and delegating responsibility for self-governance. The new system does not apply to freshmen at this time.

Each residence hall must submit a Statement of Self-Governance for approval by the Council. The Statement of Self-Governance indicates how the residence hall will approach and handle its responsibilities both as individuals and as a group.

The Council has made provisions for continuing evaluation and revision of the system.

EMERALD KEY HONOR SOCIETY members greet visitors; take them on tours 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.

JUDICIAL BOARD shall establish a court or courts for the purpose of hearing charges on 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. 14.)

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 undergraduate 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 three inter-collegiate religious groups: the Student Christian Association, the Newman Club and Hillel, all 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 week 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 opinions on their work, social or cultural events and the news of the day. The *Lantern* also prints feature articles, verse, and essays.

LESLEYAN, the College yearbook, is a project of the senior class, but its production demands the cooperation of the entire student body and gives valuable publication 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, 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.

LESLEY CURRENT, a newspaper, is published several times each year, for the entire Lesley Community, including parents and alumnae. The newspaper is prepared by the Office of Public Relations.

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 residence halls during their undergraduate years.

STUDENT PARKING: The College has no facilities for student parking of cars. Resident students are, therefore, urged not to bring automobiles to Cambridge.

RESIDENCE HALL CLOSING: All residence halls are closed the day after classes end for the Thanksgiving, Christmas and spring vacations and are reopened at

1 p.m. on the final day of all vacations. Any other arrangements must be approved by the Dean of Students.

Residence halls are open during the intersession recess, but the dining room is closed.

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 residence halls 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 residence hall 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 College Counselor and the College Psychiatrist provide counseling and psychiatric services and 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.

In addition to the College Counselor and Psychiatrist, students may consult the Dean of Students, the Dean of General Education or the Registrar regarding personal or academic problems. On the basis of individual interests and abilities, the Registrar will provide guidance in course selection. The College Chaplain, faculty members and advisors to religious clubs, classes and various student organizations are also available for consultation.

At various points during the academic year the faculty evaluates each student's academic standing. In cases where weaknesses are noted, the Committee on Academic Status recommends counseling and/or remedial assistance.

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. His services will be at the student's expense. Only with her parent or guardian's permission 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 transfer students at sophomore or junior level. Applicants should present a cumulative average of "C" (2.0). Advanced standing will be determined by the nature and quality of the work offered for credit.

FEES

A non-refundable \$15 fee is required from all prospective students when they submit application for acceptance to the College. When a student receives notification of her acceptance, a non-refundable deposit of \$100 for non-resident students and \$200 for resident students is required within three weeks if she affirms her intention to enroll at Lesley. This deposit is deducted from her first year fees.

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's costs are not reduced. It is for this reason that a student may not receive a refund of fixed fees for any reason. However, a pro-rata refund of the board payment will be made effective with the official date of withdrawal. An insurance plan is made available to protect against financial loss in event of withdrawal.

Fixed Fees:

Tuition	\$2,350.00
Room and board	1,200.00
Comprehensive fee*	90.00

Special Fees:

Special and extra courses,† per credit hour	75.00
Auditing, per credit hour	75.00
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:	Non-Resident Students	Resident Students
Payable on or before April 15 (returning students only)	\$ 100.00	\$ 200.00
Payable on or before August 20§	1,400.00	2,020.00
Payable on or before December 15§	940.00	1,420.00

*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.

Students will be allowed to complete registration and attend class 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 partial payment of charges. Parents and students desiring to pay education expenses in monthly installments may do so through a 10-month payment program administered by EFI-Fund Management or through a deferred payment program available from the College Aid Plan. The College will accept payment made through any bank or trust company or recognized financing agency which will forward these payments in accordance with the Standard Plan. This information will be sent to all entering freshmen by the Admissions Office and to other students at the time of registration.

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.

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.

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 advises only those upperclassmen with high academic ability, sound health and maturity to consider it.

Awards

Awards are citations or prizes intended to honor high achievement. They are announced during the Honors Convocation held 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, demonstrated qualities of leadership and 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, established in 1959 a loan fund with a gift of \$500 in memory of her husband. 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

Some scholarships are intended to recognize and reward scholarly merit, actual or potential. Many are designed to help the needy student who otherwise might 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. Most decisions are made by late spring. Formal application should be filed no later than March 1 for grants to be effective the following fall.

Entering students should address their inquiries to the Director of Admissions. Current students should contact the Financial Aids Officer.

CORPORATION SCHOLARSHIP The members of the Corporation, by personal gifts, created a scholarship fund in 1960. 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 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 a scholarship fund in 1963. 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 is awarded automatically each year to any student from outside 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 demonstrate 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.

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. 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 recipient maintains the high academic and personal standards of the College she will be eligible for continuation of the grant.

SEILER'S SCHOLARSHIP In 1964, Servend, Inc., established an annual scholarship in the amount of \$250 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.





ACADEMIC REGULATIONS

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 prior to the eighth week of a one-semester course or the fourth week of a half-semester course, 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 computing the cumulative grade point average.

If withdrawal occurs after the eighth week of a one-semester course or the fourth week of a half-semester course, a grade of F will be recorded and will be counted in computing the cumulative grade point average.

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

DEGREE REQUIREMENTS: For a 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. Specific program requirements are detailed on pages 36 and 37.

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 a physical condition handicapping effective performance as a teacher.
3. *Adjustment*: Evidence of adequate social and emotional adjustment indicating ability to serve effectively as a teacher; 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; an *Incomplete* not made up by that time is automatically 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%	F — Failing:	less than 60%
B — Good:	80-89%	Inc. — Incomplete:	becomes F if not removed
C — Average:	70-79%	Cr. — Credit	
D — Passing:	60-69%		

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 may be limited.

Any freshman having less than a 1.8 average for the first semester must take a limited program second semester.

A sophomore having less than a 2.0 cumulative average at the end of the first semester must take a limited program second semester.

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: Students are expected to achieve a cumulative average of 2.0 before entering the sophomore year. For students below a 2.0 cumulative average, promotion to the sophomore year is dependent upon the vote of the Academic Status Committee.

Promotion to the junior year is dependent on the vote of the Academic Status Committee after careful evaluation of all aspects of the student's record. A 2.0 cumulative average is required for promotion to the junior year. A student who enters the junior year in good standing but who acquires less than a 2.0 cumulative average at the end of the first semester will not be accepted for a student teaching assignment in the second semester.

For promotion to the senior year, a cumulative average of 2.0 and removal of all deficiencies are required.

Decisions regarding retention and dismissal are governed by the vote of the Academic Status Committee.

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 Lesley Registrar.

Students planning to enroll in a summer session in another accredited college to obtain credits transferable to Lesley should first consult the Lesley Registrar 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 PROGRAMS

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. Opportunities for minor concentrations are available.

The instructional programs more specifically designed to prepare students for teaching are based upon a process or laboratory approach. In these programs, throughout the four years, theory is combined with practical field work with children. Micro-teaching and full-time student teaching are included in the junior and senior years.

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, 87 are for required courses, indicated on page 36; the remaining 41 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 fulltime students at the College for a minimum of one year, including the second semester of the senior year.

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. Minor concentrations are possible in the social sciences, English literature, dramatic literature, early childhood education and in teaching of emotionally disturbed or mentally retarded children.

CO-OPERATING SCHOOLS 1970-71

The superintendents, principals and teachers in the following metropolitan and sub-urban Boston communities and schools have cooperated with Lesley's Student Teaching Program for the academic year 1970-71.

ARLINGTON Bishop School Parmenter School Stratton School	BROOKLINE Devotion School Driscoll School Lincoln School Runkle School	NEWTON Carr School Hamilton School Mason Rice School
BEDFORD Center School Davis School Page School Wayside Kindergarten	BURLINGTON Meadowbrook School Memorial School Pine Glen School Wyman Junior High School	WALTHAM Fernald School Gaebler School Green Acres Day School Living and Learning Center Plympton School
BELMONT Brooks School Butler School	CAMBRIDGE Agassiz School Buckingham School Carroll-Hall School Dearborn School Fitzgerald School Fletcher School Haggerty School Houghton School Lesley-Ellis School Putnam School Roberts School Webster School	WATERTOWN Browne School Coolidge School Hosmer School Lowell School Marshall Spring School Parker School T 6 School
BOSTON Boston Floating Hospital Cathedral School Children's Hospital Children's Museum Greater Boston Assoc. for Retarded Children Vocational Adjustment Center Headstart Highland Park Free School Jamaica Plain Day School (ADC) J. J. Putnam Center Kennedy Center Kingsley School Mass. Dept. of Mental Health 1. Emmanuel Church 2. St. John and St. James Church 3. Denison House 4. Kennedy Memorial Hospital Mass. Eye and Ear Infirmary Roxbury Community School Science Museum St. Catherine's School Trotter School	CONCORD Alcott School	WAYLAND Happy Hollow School Loker School Wayland Kindergarten
	LEXINGTON Bowman School Estabrook School Fiske School Franklin School Montessori School Methodist Church	WELLESLEY Bates School Fiske School Hardy School Kingsbury School Perrin School Phillips School Schofield School Sprague School Upham School Warren School
	LINCOLN Hanscom Primary School Hanscom Middle School Hanscom Upper School	WESTON Brook School
	NEEDHAM Walker School	WINCHESTER Children's Own School



LESLEY COLLEGE

SUMMARY OF REQUIREMENTS FOR THE FOUR YEARS

Program Required	Credit	Year Available			
		1	2	3	4
LIBERAL ARTS					
<i>Humanities</i>					
Eng 101 — English Composition	3	X			
Literature (choice of 2 courses among 26)	6	X	X	X	X
Phil 201 — Introduction to Philosophy	3		X		
<i>Fine and Applied Arts</i>					
Art 101 — Fundamentals of Art	3	X			
Mus 201 — Introduction to Music	3		X		
PE 101-2 — Physical Education	2	X			
<i>Natural Science and Mathematics</i>					
Sci 101 — Biology	3	X			
— Biology elective	3	X	X	X	X
Sci 203 — Physical Science	3	X	X		
— Physical Science elective	3		X	X	X
Math 204 — Introduction to Basic Mathematics	4	X	X		
— Mathematics elective	3 or 4		X	X	X
<i>Social Sciences</i>					
— Sociology or Anthropology	3		X	X	X
SS 107 — Survey of American History	3	X			
— History elective	3	X	X	X	X
SS 325 — Introduction to Economics	4			X	X
<i>Psychology</i>					
Psy 101 — General Psychology	3	X			
— Psychology elective	3		X	X	X
EDUCATION					
<i>Education</i>					
Ed 101 — Education Core I	4	X			
Ed 202 — Education Core II	4		X		
Ed 303 — Education Core III	6			X	
Ed 304 — Language Arts, Curriculum and Procedures	3			X	
Ed 429 — Student Teaching and Seminar	8				X
— Education Elective	3			X	X
ELECTIVES OR CONCENTRATION	41	X	X	X	X
TOTAL	128				

A supplementary list of elective offerings in Natural Sciences, Social Sciences and Psychology will be provided at the time of registration.

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 224	History of the Theatre	3
Eng 346	Tragedy	4
Eng 354	Modern American Drama	3
2. 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. Early Childhood Education — total of 32 credits required

*Ed 305	Early Childhood Education	3 Credits
*Ed 306	Educational Psychology and Measurement	3
*Ed 310	Student Teaching and Seminar	6
	(nursery school or kindergarten)	
*Ed 340	Speech Development and Correction	3
*Ed 429	Student Teaching and Seminar	8
	(preferably grades 1 or 2)	
*Ed 432	Explorations in Kindergarten Curriculum	3
*Psy 203	Human Growth and Development	3
*Gui 304	Seminar in Guidance Techniques	3
Psy 309	Abnormal Psychology (recommended elective)	3

D. Teaching the Mentally Retarded — maximum, 48 credits; minimum, 40 (17 of which are a general requirement for graduation)

Ed 111	Introduction to Exceptional Children	3 Credits
*Psy 207	Psychology of Subnormal and Unadjusted Children	3
*Ed 306	Educational Psychology and Measurement	3
*Ed 310	Student Teaching and Seminar	6
*Ed 316	Arts and Crafts for Special Classes	3
†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	12
*Gui 462	Seminar in Guidance of Exceptional Children	3
Psy 309	Abnormal Psychology	3

*Required course for minor concentration.

†Two of the three are 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. Teaching the Emotionally Disturbed — maximum, 48 credits; minimum, 39 (17 of which are a general requirement for graduation)

*Ed	111	Introduction to Exceptional Children	3 Credits
SS	103	Childhood in Contemporary Cultures	3
Psy	207	Psychology of Subnormal and Unadjusted Children	3
*Psy	309	Abnormal Psychology	3
*Ed	310	Student Teaching and Seminar	6
*Psy	420	Diagnosis and Treatment of Emotionally Disturbed Children	3
*Ed	337	Education of Emotionally Disturbed Children	3
*Ed	316	Arts and Crafts for Special Classes	3
*Ed	306	Educational Psychology and Measurement	3
*Ed	429	Student Teaching (Special Class) and Seminar	12
*Psy	313	Theories of Personality	3
SS	333	Juvenile Delinquency and Crime	3

F. 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. A minimum of 11 credit hours of electives in the Social Sciences, or in courses approved by the Social Sciences faculty as related to the area.
 - b. 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

Each course is identified by title and letter-number code. The letter-prefix (e.g. ED) indicates the department in which the course is offered; the first digit of the number indicates the year for which the course is scheduled. Ordinarily, required courses must be taken in the year for which they are scheduled. Elective courses, however, are assigned suggested levels and usually may be taken by members of other classes. The other two digits are assigned arbitrarily as permanent identification numbers.

Certain courses (e.g. SS 107, 108) extend through two semesters. For the permanent record these are treated as two courses with consecutive numbers; a separate grade is recorded for each. Unless otherwise stipulated, the first half of an elective in this category may be taken separately, but the second half may not.

Courses are offered annually unless otherwise noted. Those marked with an asterisk are given during regular daytime hours and also as extension courses during the late afternoon, evening or summer session.

Art

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

***One semester, three credits, required**

ART 203, 204 ARTS AND CRAFTS. Skills and materials of the decorative arts are explored for cultural and personal enrichment and potential use in the classroom. A student may continue her interests through a second semester, using advanced skills in projects of her own choice.

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

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**

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**

ART 208 OIL PAINTING. A developmental approach with particular emphasis on individual style. Instructor's permission required.

One semester, two credits for four class hours, elective

Prerequisite: Art 101

ART 209, 210 POTTERY. Students will learn to throw pottery on the wheel as well as how to construct clay forms by slab and coil methods. Firing and glazing methods also will be explained. A fee of \$10 is required for materials.

During the second semester, students will be expected to improve their ceramic skills and knowledge by working on more ambitious assignments and projects of their own design.

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

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

One semester, two credits for four class hours, elective

Prerequisite: Art 101

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

One semester, two credits for four class hours, elective

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

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

Prerequisite: Upperclass standing and consent of the instructor

ART FOR SPECIAL CLASSES, see ED 316.

ART FOR THE CLASSROOM TEACHER, see ED 543.

Education

ED 101 EDUCATION CORE I. The first education core acquaints students with children, the educative processes and the substantive content comprising the early childhood and elementary school curriculum. Through an integrative approach students (1) work with children under the guidance of professionals and (2) engage in study and discussion on the Lesley campus.

Core I focuses on child growth and development, the teaching of literature, art, music, physical education, science, social studies and more generally upon the psychological and the sociological foundations. Also included is an introduction to special education, its philosophies and methodologies.

A field experience equivalent to one day per week is required. Instruction is by a team which includes faculty members, senior teaching fellows and consultants.

One semester, four credits, required of freshmen

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

Open to freshmen only

ED 202 EDUCATION CORE II. The second education core is a continuation of the study begun in Education Core I (ED 101). Students continue to function in the two roles identified in the Education Core I description. Core II focuses on the continued identification of issues related to the roles being assumed and a deeper analysis of the substantive areas identified in Core I.

A field experience equivalent to one day per week is required. Also, a week-end off-campus human relations laboratory or its equivalent is part of this course.

Instruction is by a team including faculty members, senior teaching fellows and consultants.

One semester, four credits, required of sophomores

Note to Juniors: Juniors who have not completed Core I, Education 101, will take a special form of Core II, Education 202A for 6 hours of credit. This course is a combination of Cores I and II.

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

One semester, three credits, elective

ED 303 EDUCATION CORE III. Educational psychology, micro-teaching, and field experience are the major elements in this Core. Through an integrative approach the student is helped to relate continuing field experiences to psychological theory, and to develop a personal philosophy or set of beliefs about how children learn and how they may best be taught. The course includes the study of learning theory, the sociology of learning, measurement and evaluation. Major emphasis is given to laboratory experience in micro-teaching, where specific classroom teaching skills are developed, and where theory is applied to the practical requirements of helping children learn. A week-end off-campus human relations laboratory or its equivalent is also a part of the course. Field experience equivalent to one day per week is required. Instruction is by a team which includes faculty members and senior students.

One semester, six credits, required of all juniors, except those concentrating in Special Education and Early Childhood Education

ED 304 LANGUAGE ARTS CURRICULUM AND PROCEDURES. Introduction to critical issues, content and procedures involved in teaching children to communicate through listening, speaking, dramatic expression, writing and reading. Literacy, creativity, linguistics and developmental approaches for children from pre-school to puberty are included.

One semester, three credits, required of all juniors

ED 305 EARLY CHILDHOOD EDUCATION. Program planning for children ages 3-8, with special emphasis on creating learning environments in day care centers, nursery schools and kindergartens. Considered are teaching techniques that foster full development of the young child through language arts, science and creative activities.

One semester, three credits, elective

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 of those not in Core III

ED 308 PHYSICAL EDUCATION III. An advanced course in methods of teaching physical education in the elementary school. Students have an opportunity to organize and develop a physical education program through demonstration, participation and creative lesson planning.

One semester, three credits, elective

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 more general educational theory and practice. A week-end off-campus human relations laboratory or its equivalent is also part of the course.

One semester, six credits, required for those concentrating in Special Education and Early Childhood Education

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 her own particular needs.

***One semester, three credits, elective**

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, three credits, elective, open to those concentrating in Special Education

ED 317 WOODWORKING FOR SPECIAL CLASSES. Meets the certification requirements for Special Class teachers. Students will acquire a knowledge of tools, their uses and repair. 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, open to those concentrating in Special Education**

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, open to those concentrating in Special Education

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, open to those concentrating in Special Education

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

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

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

ED 350 ART EDUCATION CURRICULUM AND PROCEDURES. Designed for students who wish more extensive preparation for teaching than is provided in ED 101 and 202 (Cores I and II). The course includes methods along with the accompanying artistic skills and crafts, use of a variety of materials and processes, use of media, and classroom management for art or arts and crafts instruction.

One semester, three credits, elective

Prerequisites: ED 101 and ED 202

ED 360 MUSIC EDUCATION CURRICULUM AND PROCEDURES. Designed for students who wish more extensive preparation for teaching than is provided in ED 101 and 202 (Cores I and II). The course helps prospective teachers acquire the skills and understandings necessary to provide pupils with varied experiences in singing, listening and rhythmic activity. In a more general way, the course helps prospective teachers develop a program of musical experiences with which their pupils can be successful and thus meet the principal goal of music education — the enjoyment of music.

One semester, three credits, elective

Prerequisites: ED 101 and ED 202

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 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, three credits, elective

ED 429 STUDENT TEACHING AND SEMINAR. The student continues her growth in the science and art of teaching. Four 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 the opening days in September.

One semester, eight credits, required

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, learning to use it efficiently and effectively in the classroom.

One semester, three credits, elective

ED 432 EXPLORATIONS IN KINDERGARTEN CURRICULUM. Opportunity to explore in depth three or four areas of the kindergarten program. Possible areas for consideration are music and movement, language, science, woodworking and tri-wall construction, and the kindergarten work period. Each student will affiliate herself with a nursery school or kindergarten classroom for one morning per week. Here she will practice the techniques explored during class sessions.

One semester, three credits, elective

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

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, elective

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.

DYNAMICS OF CLASSROOM GROUPS, see PSY 314.

CREATIVE MUSIC, see MUS 326.

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

ENG 105 FUNDAMENTALS OF SPEECH. The practice and development of the various aspects of speech as essential communication and as an instrument of artistic expression. It will include the preparation and delivery of formal talks, the oral interpretation of literature and drama and participation in informal discussions. Attention will be given to development of effective speaking voices and styles.

One semester, three credits, elective

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**

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

***One semester, three credits, elective**

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 in 1971-72

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 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 in 1972-73

Prerequisite: sophomore standing or consent of instructor

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, 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 in 1971-72

ENG 225 THE FILM AS DRAMATIC ART. A brief survey of the history of the film with consideration of the basic genres of popular film-making and detailed

examination and viewing of some classic American and foreign films. In addition to attending campus screenings of films, students will be assigned to see six or seven current films being shown in the Cambridge or Boston theaters. A \$15 fee is required.

One semester, three credits, elective

Prerequisite: sophomore standing and consent of instructor required for admission to course.

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

One semester, three credits, elective

Alternate years only; will be offered in 1971-72

Prerequisite: Eng. 101 and consent of instructor

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

ENG 312 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**

ENG 318 INTRODUCTION TO MYTHOLOGY. Students will read widely in Occidental mythology: Levantine, Graeco-Roman, and Scandinavian. Both the substance and the continuing use of the myths will be discussed. Students will be encouraged to read beyond the course, to sample African, North American, and Oriental mythology.

One semester, three credits, elective

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**

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**

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 in 1972-73

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

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**

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 in 1971-72

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

ENG 359 CONTEMPORARY BLACK LITERATURE. A study of selected works by black writers, including fiction, non-fiction, poetry, drama and criticism, with the aim of exploring and understanding their various views of American society. Some relevant works by non-black writers may be included. The works of Richard Wright, Langston Hughes, Ralph Ellison, Claude Brown, Leroi Jones, James Baldwin and Eldridge Cleaver will be among those studied.

One semester, three credits, elective

ENG 415 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**

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**

Prerequisite: Eng 216 and consent of instructor

ENG 436 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

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**

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

Prerequisite: upperclass standing and consent of the instructor

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

MAJOR FRENCH WRITERS, see ML 411, 412.

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

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

GUI 402 SEMINAR: THE TEACHER AS COUNSELOR. Seniors may elect this seminar. 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

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**

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

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

Prerequisite: upperclass standing and consent of the instructor

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

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

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

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

Prerequisite: upperclass standing and consent of the instructor

Mathematics

MATH 204 ELEMENTARY MATHEMATICS FROM AN ADVANCED POINT OF VIEW: STRUCTURES AND SYSTEMS. 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

MATH 301 ELEMENTARY MATHEMATICS FROM AN ADVANCED POINT OF VIEW: GEOMETRIES AND LOGIC. 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, elective

Prerequisite: MATH 204

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 IMPORTANT IDEAS IN MATHEMATICS. This course is intended as enrichment and uses a laboratory approach. Ideas leading to discovery are studied from a historical point of view. Techniques are the same as those in MATH 305.

One semester, three credits, elective

Prerequisites: MATH 204, MATH 301 or equivalents

MATH 309 THE GAMES PEOPLE PLAY. A study of selected topics in mathematics through an analysis of educational games. Designed as a laboratory experience, this course will explore, in a different light, fundamental mathematical concepts (e.g. from number theory, logic, linear programming, topology) by focusing on the following questions for each game: How is it played? What mathematical principles is it based on? What mathematical concepts does it illustrate? Where may it be effectively used in the mathematics curriculum?

One semester, three credits, elective

Prerequisite: MATH 204

MATH 315 MATHEMATICS, MAN, AND MODELS. The objectives of this course are as follows: (1) to explore in depth the meaning and significance of some of the great ideas of mathematics, (2) to encourage a greater awareness of the kind of thinking as suggested by Whitehead when he stated that the "science of pure mathematics may claim to be the most original creation of the human spirit", and (3) to develop an appreciation of the many applications of great mathematical concepts in the world of arts, sciences, and the humanities.

One semester, three credits, elective

Prerequisites: MATH 204, MATH 301 or equivalents

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 groundwork for this paper should begin not less than one full semester before registration.

One semester, four credits, elective

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**

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 increase their enjoyment of it.

***One semester, three credits, elective**

MUS 206 MUSIC OF THE TWENTIETH CENTURY. A study of representative 20th Century compositions from the Impressionist to the avant-garde. Emphasis will be on informed listening.

One semester, three credits, elective

Prerequisite: MUS 205

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

One semester, three credits, elective

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. Musical comedy, opera, oratorio, art song, and folk music are heard and discussed. Understanding will be developed through intelligent critical listening.

One semester, three credits, elective

Prerequisite: MUS 201 or permission of instructor

MUS 326 CREATIVE MUSIC. Basic concepts of music will be presented using innovative and standard procedures. With only the elements of music as re-

sources students will learn to create their own melodic, harmonic and rhythmic materials. Instruction in the use of Orff instruments will constitute a major portion of the course.

One semester, three credits, elective

Prerequisite: MUS 201

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

Prerequisite: upperclass standing and consent of the instructor

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**

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 in 1972-73

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 in 1971-72

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 in 1971-72

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

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. Students are encouraged to do volunteer work as part of their learning experience.

***One semester, three credits, required**

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, three credits, elective**

PSY 204 MENTAL HYGIENE. The dynamics of behavior and adjustment. Theories of basic needs. Study of anxiety, defense mechanisms, neurosis, psychosis, psychotherapy and prevention of disorder. Points of view of psychoanalysis and existential psychology contrasted. Case studies are used and considerable outside reading is required.

***One semester, three credits, elective**

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**

Prerequisite: PSY 101

PSY 309 ABNORMAL PSYCHOLOGY. Study of the causes, theories, dynamics and kinds of psychopathology. Recent research and current issues in the field are emphasized. Students are usually required to do volunteer work in mental hospital or comparable setting.

***One semester, three credits, elective**

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

Prerequisite: PSY 204

PSY 314 DYNAMICS OF CLASSROOM GROUPS. This course will examine the methods and some of the major findings of recent social psychological research into the effects of groups on classroom learning climate and productivity. Such factors as membership, communication networks, group size and cohesiveness, competition, cooperation and the development of group norms will be studied in regard to their consequences for learning and teaching. Students will work with sociograms and sociomatrices and become familiar with techniques for observing and analyzing group structure and interaction. Practical applications to education will be explored.

One semester, three credits, elective, open to juniors and seniors

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

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

Enrollment limited to twelve

Prerequisite: PSY 315

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

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 inter-relationship 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, one semester required

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, one semester required**

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**

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

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

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

Prerequisite: upperclass standing and consent of the instructor

ENRICHMENT IN ELEMENTARY SCHOOL SCIENCE, see ED 311.

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

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

One semester, three credits, elective

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, SS 107 required**

SS 209 EUROPEAN THOUGHT: THE RENAISSANCE, REFORMATION AND ENLIGHTENMENT. The views of man, society, nature and God that dominated European thought from the fourteenth through the eighteenth centuries. The relationships of these views to prevailing social and political conditions, as well as to literary and aesthetic tastes, will be emphasized.

One semester, three credits, elective

SS 210 EUROPEAN THOUGHT IN THE NINETEENTH AND TWENTIETH CENTURIES. The development of the major intellectual issues and crises faced by modern Western man. The primacy of reason or will in human behavior, the importance of science, totalitarian politics, genocide, existentialism, socialism, imperialism and colonial revolution.

One semester, three credits, elective

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**

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 is examined to discover their bearing on sociological theory. Special attention is paid to cross-cultural findings.

One semester, three credits, elective

SS 325 INTRODUCTION TO ECONOMICS. The objective is to acquaint the student with the concepts of national income and analysis; monetary-fiscal policies; the dynamics of demand and supply; the firm and its costs; economic problems facing society; areas where the student applies some of the above concepts; and the characteristics of other economic systems.

One semester, four credits, required

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

One semester, three credits, elective

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

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

Prerequisite: Sociology, Anthropology or permission of the instructor

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

SS 344 VIEWS OF HUMAN NATURE AND SOCIAL CHANGE. Inquiry into the relationship between views of human nature and theories of social change in contemporary America. Perspectives of history, anthropology, philosophy, theology, biology, sociology and political theory will be used. Examination of the assumptions and goals of the major political parties, the New Left movement, the Black Panthers, "leftist" clerical groups and other factions.

One semester, three credits, elective

SS 346 THE URBAN CONDITION. A course which attempts to provide students with a deep understanding of the fundamental nature of American life which has become thoroughly urbanized with the development of advanced means of communication and the mass media. In order to understand this phenomenon in

such a way as to make better teaching possible, a thorough treatment of changing values is necessary. In this course rural, urban, "rurban", sub-urban and metro-urban conditions will be examined with special attention to value conflicts which accrue in relation to the fundamental societal institutions such as religious, economic, political, recreational, familial, ameliorative, and especially the educational.

One semester, three credits, elective

Prerequisite: Anthropology, Sociology or permission of the instructor

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

Prerequisite: senior status and 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

Prerequisite: senior status and consent of the instructor

SS 444 ECONOMIC DEVELOPMENT. This course will examine the economic and non-economic characteristics of lesser-developed countries, the theories offered as explanations of the sources of development, and the principal issues facing policymakers in these countries.

One semester, four credits, elective

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

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

One semester, three credits, elective

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

Prerequisite: upperclass standing and consent of the instructor

COURSE — FACULTY LISTING

Course No.	Title	Credits	Faculty
ART			
101	Fundamentals of Art	3	Mrs. Steig, Mr. Ogier
203, 204	Arts and Crafts	2 each	Mr. Ogier
205	Fine Arts Survey	3	Mrs. Steig
206	Art Appreciation	3	Mrs. Steig, Mr. Ogier
208	Oil Painting	2	Mrs. Steig
209, 210	Pottery	2 each	Mr. Ogier
307	Creative Art	2	Mrs. Steig
308	Design & Color	2	Mr. Ogier
410	Consultation in Art	2 or 3	Mrs. Stieg
460	Directed Independent Study	4	
Education			
101	Core I	4	Education Faculty
111	Introduction to Exceptional Children	3	Mr. Benitz, Dr. Craig
202	Core II	4	Education Faculty
207	Children's Literature and Story Telling	3	Miss Cohan, Mrs. MacCormack
303	Core III	4	Education Faculty
304	Language Arts Curriculum and Procedures	3	Miss Cohan, Dr. Parker, Dr. Heidelberg
305	Early Childhood Education	3	Mrs. Mindess, Mrs. Tait
306	Educational Psychology and Measurement	3	Dr. Brenner, Dr. Miller, Mrs. Ulman, Dr. Van Egmond, Mr. Groppenberger
308	Physical Education III	3	Miss Braein
310	Student Teaching and Seminar	6	Dr. Miller, Dean of Teacher Education; Mr. Lewis, Coordinator of Student Teaching; Supervisors: Dr. Alexanian, Dr. Brenner, Miss Cohan, Dr. Craig, Mr. Dee, Mrs. Grant, Dr. Heidelberg, Mrs. Mindess, Mrs. Page, Mr. Prescott, Mrs. Rancourt, Mrs. Tait, Mrs. Ulman
311	Enrichment in Elementary School Science	3	Mr. Morris
316	Arts and Crafts for Special Classes	3	Mrs. Richardson
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 the Emotionally Disturbed Children	3	Mr. Eldridge
340	Speech Development and Corrections	3	Staff
350	Art Education Curriculum and Procedures	3	Mrs. Steig, Mr. Ogier
360	Music Education Curriculum and Procedures	3	Mr. Benjamin, Mr. Ostrander
428	Foundations of Education	3	Dr. Siegle
429	Student Teaching and Seminar	8	Dr. Miller, Dean of Teacher Education; Mr. Lewis, Coordinator of Student Teaching; Supervi-

Course No.	Title	Credits	Faculty
EDUCATION			
			sors: Dr. Alexanian, Dr. Brenner, Miss Cohan, Dr. Craig, Mr. Dee, Mrs. Grant, Dr. Heidelberg, Mrs. Mindess, Mrs. Page, Mr. Prescott, Mrs. Rancourt, Mrs. Tait, Mrs. Ulman
430	Audio-Visual Methods and Materials	3	Dr. DiGiammarino
432	Exploration in Kindergarten Curriculum	3	Staff
460	Directed Independent Study	1-4	Staff
503	Mathematics for Today's Teachers	3	Dr. Berglund, Mr. Spear
540	Seminar in the Teaching of Music	3	Mr. Benjamin, Mr. Ostrander
541	Teaching the Language Arts in Elementary Schools	3	Staff
543	Art for the Classroom Teacher	3	Mrs. Steig, Mr. Ogier
546	Teaching Social Studies in the Elementary School	3	Staff
ENGLISH			
101	English Composition	3	Mr. Honick, Dr. Oliver.
105	Fundamentals of Speech	3	Mr. Brower
209, 210	English Literature	3 each	Mrs. MacCormack
216	Shakespearean Drama	3	Dr. Oliver
219	Studies in the Old and New Testaments	3	Dr. Schofield
220	Modern European Drama	3	Mr. Brower
224	History of the Theatre	3	Mr. Brower
225	The Film as Dramatic Art	3	Mr. Brower
227	Creative Writing	3	Dr. Oliver
231	The Short Story	3	Mrs. MacCormack
312	The English Romantic Poets	3	Dr. Oliver
318	Introduction to Mythology	3	Mr. Honick
327, 328	American Literature	3 each	Mr. Honick, Dr. Oliver,
332	Twentieth Century English Literature	3	Mrs. MacCormack
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
415	Robert Browning	3	Dr. Oliver
418	Advanced Shakespearean Drama	3	Dr. Oliver
436	The Psychological Novel	4	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. Craig

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
460	Directed Independent Study	4	
MATH			
204	Elementary Mathematics from an Advanced Point of View: Structures and Systems	4	Dr. Berglund, Mr. Spear, Mr. Spikell
301	Elementary Mathematics from an Advanced Point of View: Geometrics and Logic	4	Dr. Berglund, Mr. Spear, Mr. Spikell
305	Special Applications of Geometry	3	Mr. Spear
306	Important Ideas in Mathematics	3	Mr. Spear
309	The Games People Play	3	Mr. Spikell
315	Mathematics, Man, and Models	3	Dr. Berglund
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. Ostrander
312	Harmony	3	Mr. Benjamin
314	Russian National Music	3	Mr. Benjamin
320	Vocal Literature	3	Mr. Ostrander
326	Creative Music	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	3	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. Lair
313	Theories of Personality	3	Dr. Kugris
314	The Dynamics of Classroom Groups	3	Dr. Brenner
315	Leadership in Small Groups	3	Staff
316	Leadership and Planned Change	3	Staff
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. Khosla
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 Sciences			
103	Childhood in Contemporary Cultures	3	Dr. Berglund
105	Ancient Greece	3	Mr. Slattery
107, 108	Survey of American History	3 each	Mr. Fideler, Dr. Sharp, Miss Wechsler
209	European Thought: The Renaissance, Reformation and Enlightenment	3	Mr. Fideler
210	European Thought in the Nineteenth and Twentieth Centuries	3	Mr. Fideler
221	Cultural Anthropology	3	Dr. Siegle
301	Introduction to Sociology	3	Dr. Siegle
325	Introduction to Economics	4	Mr. Gufwoli
328	Introduction to American Politics	3	Mr. Gufwoli
333	Juvenile Delinquency and Crime	3	Dr. Schofield
340	Minority Cultures	3	Dr. Siegle
343	Seminar, Community Service in the Inner City	3	Dr. Siegle
344	Views of Human Nature and Social Change	3	Mr. Fideler
346	The Urban Condition	3	Dr. Siegle
437	Contemporary Civilizations	3	Miss Wechsler
440	Seminar in Twentieth Century America	4	Miss Wechsler
444	Economic Development	4	Mr. Gufwoli
446	The United States in World Affairs	3	Miss Wechsler
449	Current Affairs	3	Staff
460	Directed Independent Study	4	



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 St. Elizabeth School of Nursing

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B.S., Simmons College; Ed.M., Boston University

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 B.S., Ed.M., Ed.D., Boston University
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 A.B., A.M., Ph.D., University of Michigan
- Marjorie E. Wechsler, *Assistant Professor, Social Science*
 B.A., Barnard College; M.A., Harvard University

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 B.S., University of Notre Dame; B.A., University of Wisconsin;
 M.D., University of Wisconsin Medical School

Ronni J. Kotler, *Speech Therapist*
B.A., University of Rhode Island

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Sylvester R. Sheridan, *Psychiatric Consultant*
A.B., Fordham College; M.D. Columbia University College of
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B.A., Antioch College

Mary Ellen McGuirk, *Teaching Assistant*

Matilda Khiralla, *Instructor*
B.S. in Social Service, Boston University; M.Ed., Lesley College

Laurence Raffel, *Teaching Assistant*
B.A. Middlebury College

Linda Safdi, *Instructor*
B.S., University of Wisconsin

Patricia Whaling, *Instructor*
B.A., Manchester University

F. Katherine Williams, *Instructor*
B.S., State College at Framingham

Walter F. Dearborn School — Faculty

Hodges Brown, *Aide*

Carl A. Cascella, Jr., *Teaching Assistant*
B.A., Harvard College

William Cummings, *Teaching Assistant*

Alan Duncan, *Instructor*
B.S., Springfield College

Liza Dwyer, *Instructor*
B.A., Queen's University; M.Ed., Lesley College

Frank W. Grinnell, *Instructor*

Helen C. Grinnell, *Associate Professor*
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B.A. Pembroke College
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- Terry B. Katzman, *Instructor*
B.A., Brown University
- Jeffrey V. Kelly, *Teaching Assistant*
B.A., Pace College
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B.A., Brandeis University; Ed.M., Boston University
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A.B., Colgate University
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B.S. in Ed., Wheelock College
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B.A., Ohio Wesleyan University
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B.S., Springfield College
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B.S., West Chester State College
- Mary Elizabeth Williams, *Teaching Assistant*
A.B., Manhattanville College
- Theodore A. Zalewski, *Counselor*
B.S., University of Illinois; Ed.M., Loyola University

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- Lois Cutler, *Teacher*
B.A., Colby College
- James McMahan, *Teacher*
B.A., St. Michael's; L.L.B., Harvard Law School

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- Margaret G. Gifford, *Director, The Walter F. Dearborn School*
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B.S., Simmons College; M.S. in Ed. (*honoris causa*), Lesley College
- Katherine Stains Van Aarle, *Child Study*
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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

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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:

Admissions Office
LESLEY COLLEGE
29 Everett Street
Cambridge, Massachusetts 02138
(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_____

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HERE

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SACRAMENTO STREET

SACRAMENTO STREET

Sacramento Hall
6 Sacramento

Bisbee Hall
10 Sacramento

O'Leary Hall
38 Sacramento

MacKenzie Hall
82F Oxford

Oxford Hall
82R Oxford

Crockett Hall
78-80 Oxford

OXFORD STREET

LESLEY COLLEGE CAMPUS

WENDELL STREET

WENDELL STREET

Doble Hall
14 Wendell

Wendell Hall
30-32 Wendell

Bourne Hall
34 Wendell

Court Hall
69 Oxford

Melloc Hall
88 Oxford

Boothby Hall
63 Oxford

Graduate Center and Curriculum Library

Faculty Parking

Infirm-ary
33 1/2 Mellen

Kirkland Hall
61 Oxford

Res. Dir. Parking

O'Connor Hall
27 Mellen

29 Mellen

Jenckes Hall
31 Mellen

Fine Arts
33 Mellen

Rood Hall
35 Mellen

Glendon Hall
37 Mellen

OXFORD STREET

MELLEN STREET

MELLEN STREET

Cambridge Hall
26 Mellen

Thurber Hall
28 Mellen

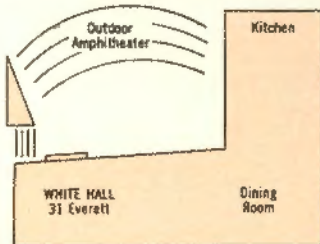
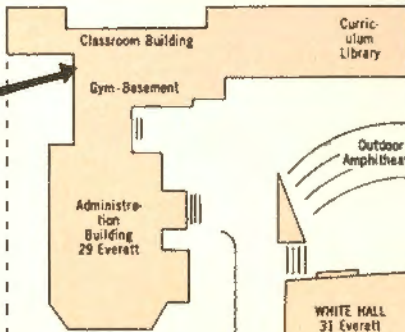
Browne Music Bldg.
30 Mellen

Mellen Hall
32 Mellen

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Faculty Parking

Livingston Stebbins Library



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