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Guide to the

**Hunter College Dance Therapy Program resource materials on dance therapy**

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Processed by Dorothy Lourdou.

## Summary

**Creator:** Hunter College

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**Abstract:** The Hunter College Dance Therapy Program was begun in 1971 with the support of the National Institute of Mental Health. Forming part of the Department of Health and Physical Education of Hunter College of the City University of New York it offered the first Master of Science degree in dance therapy in the United States. The program was developed by Claire Schmais, Elissa White, and Martha Davis. In 1982 a three-year dual degree program combining social work and dance therapy was started, granting both an M.S. in dance/movement therapy and an M.S.W. in social work. In May 1996 the program was closed by Hunter College. Compilation of both published and unpublished articles by various authors which were used as resource and teaching materials for students and faculty of the Hunter College Dance Therapy Program in New York City. Arrangement is alphabetical by topic. For a collection of master's theses and case studies by graduate students of the Dance Therapy Program see, \*MGRT + 95-5539

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## **Creator History**

The Hunter College Dance Therapy Program was begun in 1971 with the support of the National Institute of Mental Health. Forming part of the Department of Health and Physical Education of Hunter College of the City University of New York it offered the first Master of Science degree in dance therapy in the United States. The program was developed by Claire Schmais, Elissa White, and Martha Davis. In 1982 a three-year dual degree program combining social work and dance therapy was started, granting both an M.S. in dance/movement therapy and an M.S.W. in social work. In May 1996 the program was closed by Hunter College.

## **Scope and Content Note**

Compilation of both published and unpublished articles by various authors which were used as resource and teaching materials for students and faculty of the Hunter College Dance Therapy Program in New York City. Arrangement is alphabetical by topic. For a collection of master's theses and case studies by graduate students of the Dance Therapy Program see, \*MGRT + 95-5539

**Arrangement:** The collection is organized into the following topical categories. I. Adolescence II. Adults and Seniors III. Assessments and Observation Techniques IV. Biological and Physical V. Body Image VI. Body Movement and Therapies VII. Child and Child Development VIII. Creative Arts Therapies (Art, Drama, Music, Poetry) IX. Culture X. Dance in Dance Therapy XI. Dance Therapy: General XII. Dance Therapy: Practice XIII. Dance Therapy: Legislation XIV. Dance Therapy: Related Practice XV. Dance Therapy: Research XVI. Dance Therapy: Theory XVII. Dance Therapy: Training XVIII. Disabled XIX. Education and Special Education XX. Empathy XXI. Ethics and Patients' Rights XXII. Evaluation XXIII. Families. XXIV. Group Development and Group Therapy XXV. Interaction XXVI. Kinesiology XXVII. Laban Work XXVIII. Leadership XXIX. Mental Illness, Mental Health XXX. Movement Skills and Sports XXXI. Non-Verbal Communication XXXII. Patient populations XXXIII. Physical Space XXXIV. Psychology XXXV. Research, Related XXXVI. Social Work and Sociology XXXVII. Systems, Theories

## **Key Terms**

### **Names**

Hunter College

## Container List

### I. ADOLESCENTS.

#### 1. Duggan, Diane.

The psychology of adolescence. (From: Group for the Advancement of Psychiatry. Committee on Adolescence. *Normal adolescence: its dynamics and impact*. New York: Scribner, 1968. p. 54-94.)

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Adolescence. (From: *The psychoanalytic study of the child*. New York: International Universities Press, 1958. p. 255-277.)

#### 3. Offer, Daniel.

The psychological world of the teen-ager. (From: Offer, Daniel. *The psychological world of the teen-ager: a study of normal adolescent boys*. New York: Basic Books, 1969. p. 174-224.)  
Chapter 11. Adolescent turmoil -- Chapter 12. The adolescent and his parents: the bridge between the generations -- Chapter 13. Coping behavior of the modal adolescent.

### II. ADULTS AND SENIORS.

#### 4. Golan, Naomi.

The late adult years: coming to terms with limitations. (Chapter 11 from: Golan, Naomi. *Passing through transitions*. New York: Free Press, 1981. p. 190-211.)

#### 5. Golan, Naomi.

The final years. (Chapter 12 from: Golan, Naomi. *Passing through transitions*. New York: Free Press, 1981. p. 212-237.)

#### 6. Irwin, Karen.

*Dance as prevention of, therapy for, and re-creation from the crisis of old age*. 51 p. Typescript. (Paper for Problems in gerontology, C.S.P.A. 406, Marvin Janzen, University of Oregon, School of Community Service and Public Affairs, June 1972. Subsequently published in: American Dance Therapy Association. *Monograph no. 2*(1972), p. 151-190.) *Another copy in: \*MGRT 75-1736*

#### 7. Perlstein, Susan, ed.

A stage for memory: living history plays by older adults: the work of the Hodson Senior Center Drama Group [South Bronx, N.Y.] (From: *The uses of reminiscence: new ways of working with older adults*, edited by Marc Kaminsky. Haworth Press, 1984. p. 37-51. Also published separately by: New York: Teachers & Writers Collaborative, 1981.)

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Physiological aging -- body changes. (From: Wantz, Molly S., and John E. Gay. *The aging process: a health perspective*. Cambridge, Mass.: Winthrop Publishers, 1981. p. 122-145.) Also includes: Chapter 10: Physical fitness. p. 297-314.

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The emotional problems of elderly people. (From: *Psychoanalysis: science and profession*. 1948. p. 115-141.)

### III. ASSESSMENTS AND OBSERVATION TECHNIQUES.

#### 10. Rugg, Harold Ordway, 1886-1960.

The creative imagination: imperatives for educational theory. (From: Rugg, Harold Ordway. *Imagination*. New York: Harper & Row, 1963. p. 288-314.)

#### 11. Ruiz, Pedro, and John Langrod.

The role of folk healers in community mental health services. p. 217-224. (Source not given. Reprinted from: *Community mental health journal*, v. 12, no. 4 (1976), p. 392-398.)

III. ASSESSMENTS AND OBSERVATION TECHNIQUES. (cont.)

12. Ruttenberg, Bertram A., Beth J. Kalish, et al.

Early infant assessment using the behavioral-rating instrument for autistic and atypical children (BRIAAC). (Chapter 37 from: *Frontiers of infant psychiatry*, edited by Justin D. Call, Eleanor Galenson, and Robert L. Tyson. New York: Basic Books, 1983. p. 413-423.)

IV. BIOLOGICAL AND PHYSICAL.

13. Schmidt, Sylvia.

The family body. (From: *Journal of biological experience*. Berkeley: Center for Energetic Studies. [1978?] p. 44-53.)

V. BODY IMAGE.

14. Bertherat, Thérèse.

Your body, that house you don't live in. (From: Bertherat, Thérèse. *The body has its reasons*. New York: Pantheon Books, 1977. p. 9-13. [Translation of: *Le corps a ses raisons*.])

15. Fisher, Seymour, and Sidney E. Cleveland.

Body image and patterns of group behavior. (Chapter 7 from: Fisher, Seymour, and Sidney E. Cleveland. *Body image and personality*. New York: Dover Publications, 1968. p. 206-229.)

VI. BODY MOVEMENT AND THERAPIES.

16. Alperson, Erma Dosamantes.

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*Notes from a course in correctives*. New York: Dance Notation Bureau, [1974] 34 p. Typescript (copy). (Contents. -- Session 1: History and terminology -- Session 2. The lower unit. Initiation from center of weight. Locomotion. Change of level -- Session 3. The rotary element in movement -- Session 4. the upper unit: counterbalance, exploration, orientation, manipulation, communication -- Session 5. Breathing -- Bibliography.)

18. Carrington, Patricia.

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The alphabet of movement: primitive reflexes, righting reactions, and equilibrium responses. Part 1-2. (*Contact quarterly*, v. 14, no. 2 (spring/summer 1989), p. 20-38; and v. 14, no. 3 (fall 1989), p. 23-38.)

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Includes The importance of being upright. [1971?] 5 p. (Reprinted from: *Ciba-Geigy journal*, no. 1 (1971). Article on Moshe Feldenkrais used as an introduction to a series of workshops held by Feldenkrais entitled Self image and reality, at New York University, Thursday, Oct. 28-Wednesday, Nov. 3, 1971(?)) [For a video recording of the workshop, see: \*MGZIC 9-3213 *Feldenkrais workshop*. 1971. 365 min.]

VI. BODY MOVEMENT AND THERAPIES. (cont.)

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The body, expressive movement, and physical contact in psychotherapy. (Chapter 12 from: *The power of human imagination: new methods in psychotherapy*, edited by Jerome L. Singer and Kenneth S. Pope. New York: Plenum Press, 1978. p. 347-378.) Another copy in: \*MGZR Therapy [clippings]

22. Hanna, Thomas.

Moshe Feldenkrais: the silent heritage. (From: *Somatics*. Autumn/winter 1984-85, p. 22-30.)

23. Keleman, Stanley.

Contraction and expansion. (From: Keleman, Stanley. *Your body speaks its mind*. New York: Simon & Schuster, 1975. p. 147-165.)

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The life of the body: how we shape excitation and feeling. (From: Keleman, Stanley. *Somatic reality*. Berkeley, Calif.: Center Press, c1979. p. 29-42.)

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Out of the ocean [and] Grounding and bodiliness. (From: Keleman, Stanley. *Your body speaks its mind*. New York: Simon & Schuster, 1975. p. 13-33.)

26. Kestenberg, Judith S., in collaborations with Esther Robbins, et al.

Development of the young child as expressed through bodily movement. Part I. (Chapter 8 from: Kestenberg, Judith, et al. *Children and parents*. New York: J. Aronson, 1975. p. 195-214.)

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The development of the young child as expressed through bodily movement. Part II. (From: Kestenberg, Judith, [et al.] *Children and parents*. New York: J. Aronson, 1975. p. 235-266.)

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Breathing, movement, and feeling. p. 1-19. (Source not given; possibly from Lowen's *The language of the body*. New York: Macmillan, 1971.)

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The teaching of Moshe Feldenkrais: seeing movement as the embodiment of intention. (From: *The Graduate review*. June 1978, p. 7-9, 14. Reprinted from the author's book, *Your bodyworks*. Oakland, Calif.: Transformations Press, 1977.)

31. Weisbrod, Jo Anne.

Shaping a body image through movement therapy. (From: *Music educator's journal*. Apr. 1972, p. 66-69.)

VII. CHILD AND CHILD DEVELOPMENT.

32. Ainsworth, Mary D. Salter.

Race and ethnic differences: sensorimotor development of Ganda infants. (From: *The infant's first year: learning and development*. Editors: L. Joseph Stone, Henrietta T. Smith, and Lois B. Murphy. New York: Basic Books, c1978. p. 65-76. Reprinted from: Ainsworth, Mary D. Salter. *Infancy in Uganda: infant care and the growth of love*. Baltimore: Johns Hopkins Press, 1967. p. 319-330.)

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34. Ayres, A. Jean.

*Sensory integration and the child*. p. 13-47. Los Angeles: Western Psychological Service, 1979 (1982. printing). (Chapter 2. Watching sensory integration develop -- Chapter 3. The nervous system within.)

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*Sensory integration and the child*. p. 51-89. Los Angeles: Western Psychological Service, 1979 (1982 printing). (Chapter 4. What is sensory integrative dysfunction? -- Chapter 5. Disorders involving the vestibular system.)

36. Blatt, Sidney J. (Sidney Jules), 1928-

The development of object representations: developmental psychology. p. 130-157. (From: *Study of the child: anaclitic and introjective depression*. 1974.)

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*Attachment and loss*. London: Hogarth Publishing; Institute of Psycho-Analysis, 1969. Vol. 1, Chapters 11-13, p. 177-262.

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On latency. p. 403-406. (Source not given. Reprinted from: *The psychoanalytic study of the child*, v. 6, edited by Ruth S. Eissler, [et al.] New York: International Universities Press, 1951. p. 279-285.)

39. Brody, Eugene B.

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The beginnings of movement in the newborn: reflexes and stereotypes. (Source not given. Chapter 5, p. 102-134.)

42. Cratty, Bryant J.

Gross motor attributes in early childhood. (Chapter 3 from: Cratty, Bryant J. *Perceptual and motor development in infants and children*. New York: Macmillan, 1970. p. 31-65.)

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Motor development in children from six to twelve. (From: Cratty, Bryant J. *Perceptual motor development in infants and children*. [Different edition. 1984?] p. 187-225.)

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Motor development in children from six to twelve. (Chapter 8. from: Cratty, Bryant J. *Perceptual motor development in infants and children*. New York: Macmillan, 1970. p. 167-213.)

45. Cratty, Bryant B.

Neurological beginnings of movement capacities. Chapter 2, p. 28-47. (Source not given.)

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Cognitive assessment of the psychotic child: a Piagetian framework. (*Journal of the American Academy of Child Psychology*. v. 16, no. 2 (spring 1977), p. 227-237.)

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The neurophysiologic and clinical implications of studies on fetal motor behavior. (*Seminars in perinatology*. v. 5, no. 2 (Apr. 1981), p. 183-189.)

48. Dratman, Mitchell L.

Reorganization of psychic structures in autism: a study using body movement therapy. Typescript. (Published in American Dance Therapy Association. *Proceedings of the Second Annual Conference*. Washington, D.C., 1967. p. 39-45.) Also available in: \*MGRT.

VII. CHILD AND CHILD DEVELOPMENT. (cont.)

49. Dudgeon, John Alastair.

Prenatal and perinatal damage: prenatal factors. Section 11: Breakdown in maternal protection: infections. (From: *Prenatal and perinatal development*, p. 53-63. Reprinted from: *Proceedings of the Royal Society of Medicine*, London. v. 61 (1968), p. 1236-1243.)

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A basis for sensorimotor development, normal and abnormal [excerpt] (From: Fiorentino, M. A. *A basis for sensorimotor development*. Springfield, Ill.: Charles C. Thomas, 1981. p. 13-20.)

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Issues of prediction and prevention in a longitudinal study: birth to 45 years. (*Journal of preventive psychiatry*, v. 1, no. 2 (1981), p. 207-219.)

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*The child from five to ten*. 2nd ed. New York: Harper & Brothers, 1946. (Chapters 5-9, p. 72-215; and Chapter 10, p. 216-217 only.)

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*Educating emotionally disturbed children*. New York: McGraw-Hill, 1962. (Chapter 2: Selected review of educational practices, p. 17-35.)

57. Hofer

The sperm and the egg. (Chapter 4 from: Hofer. (?) *From cell to psyche*, p. 77-85.)

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The determinants of attention in the infant. (From: *The infant's first year: learning and development*; L. Joseph Stone, Henrietta T. Smith, and Lois B. Murphy, editors. New York: Basic Books, 1978. p. 237-245. Reprinted from: *American scientist*, v. 58 (1970), p. 298-306.)

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Body movement therapy for autistic children: a description and discussion of basic concepts. (From: American Dance Therapy Association. *Proceedings of the Third Conference*, [1968?]. p. 7-11.)

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Psychosexual development. (Chapter 8 from: Katchadourian, Herant A., and Donald T. Lunde. *Fundamentals of human sexuality*. 2nd ed. New York: Holt, Rinehart & Winston, 1975. p. 213-257.)

61. Kestenberg, Judith S.

The development of the young child from birth through latency, as seen through bodily movement, II. (Chapter 10 from: *Children and parents; edited by Judith S. Kestenberg, et al.* New York: J. Aronson, 1975. p. 235-266.)

VII. CHILD AND CHILD DEVELOPMENT. (cont.)

62. Lewis, Michael, Betty Bartels, et al.

Individual differences in attention: the relation between infants' condition at birth and attention distribution within the first year. (From: *Behavior of the newborn: prenatal and perinatal influences*; L. Joseph Stone, Henrietta T. Smith, and Lois B. Murphy, editors. New York: Basic Books, 1978. p. 101-107. Reprinted from: *American journal of diseases of children*.v. 113 (1967), p. 461-465.)

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65. Loubet, Trudie.

Psychoanalytic implications for the treatment of schizophrenic children through primary movement therapy. (*Arts therapy review*.v. 1, no. 1 (1980), p. 8-17.)

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67. Modarressi, Taghi.

Motor organization and symbolic signification in childhood psychosis. (*American journal of dance therapy*.v. 1, no. 2 (fall/winter 1977), p. 3-11.)

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Changing motor patterns during childhood. (Chapter 3 from: *Motor development during childhood and adolescence*; edited by Jerry R. Thomas. Minneapolis: Burgess Publ., 1984. p. 48-90.)

72. Sloan, William.

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73. Spitz, René A.

Ontogenesis: the proleptic function of emotion. (Chapter 3, p. 36-59. Source not given.)

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Perinatal factors: maternal medication. Newborn attention as affected by medication during labor. (From: *Behavior of the newborn: prenatal and perinatal influences*; edited by L. Joseph Stone, Henrietta T. Smith, and Lois B. Murphy. New York: Basic Books, 1978. p. 69-72.)

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VII. CHILD AND CHILD DEVELOPMENT. (cont.)

76. Tortora, Suzi.

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The concept of development from a comparative and organismic point of view. p. 47-54. (Source not given. Reprinted from: *The concept of development: an issue in the study of human behavior*, edited by Dale B. Harris. Minneapolis: University of Minnesota Press, 1967, c1957 p. 125-146.)

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*Fundamental motor patterns*. 3rd ed. Philadelphia: Lea and Febiger, 1983. (Chapter 2. Walking. p. 25-41 -- Chapter 3. Running. p. 43-63 -- Chapter 4. Jumping. p. 65-91 -- Chapter [?] Catching. p. 142-151 -- Chapter [?] Throwing. p. 104-111.)

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VIII. CREATIVE ARTS THERAPIES, OTHER (ART, DRAMA, MUSIC, POETRY).

81. Denny, James M.

Techniques for individual and group art therapy. (From: *Art therapy in theory and practice*, Elinor Ulman and Penny Dachiner, editors. New York: Schocken Books, 1975. p. 132-149.)

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The role of the arts in cognition and curriculum. (*Spotlight on dance*. v. 14, no. 2 (winter 1988), p. 1, 7.)

83. Levick, Myra F.

Introduction to art therapy. (*Philadelphia medicine*. Apr. 1973, p. 237-261.)

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Self-expression through the arts: a human right. (Chapter 3 from: *Creative arts for the severely handicapped*. 2nd ed. Springfield, Ill.: Thomas, 1979. p. 24-28.)

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*Transforming life review into living history theater*. [198-?] 15 p. Typescript (copy).

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Art is for all human beings especially the handicapped. (*Art education*. Dec. 1975, p. 5-10.)

VIII. CREATIVE ARTS THERAPIES, OTHER (ART, DRAMA, MUSIC, POETRY). (cont.)

90. Siroka, Robert W., and Ellen K. Siroka.

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91. Wilson, Laurie.

Theory and practice of art therapy with the mentally retarded. (*American journal of art therapy*.v. 16 (Apr. 1977), p. 87-97.)

92. Wise, Susan Kierr.

Integrating the use of music in movement therapy for patients with spinal cord injuries. (*American journal of dance therapy*.v. 4, no. 1 (1981), p. 42-51.)

93. Zwerling, Israel.

The creative arts therapies as "real therapies. (*Hospital and community psychiatry*.Washington, D.C. v. 30, no. 12 (Dec. 1979), p. 841-844.)

IX. CULTURE.

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Similarities and differences between cultures in expressive movements. (Chapter 11 from: *Non-verbal communication*;edited by Robert A. Hinde. Cambridge, Eng.: Cambridge University Press, 1972. p. 297-313.)

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The influence of cultural context on non-verbal communication in man. (Chapter 12 from: *Non-verbal communication*;edited by Robert A. Hinde. Cambridge, Eng.: Cambridge University Press, 1972. p. 177-185.)

97. Pinderhughes, Elaine.

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The silent language in the multicultural classroom. (From: *Nonverbal communication: theory into practice*.v. 16, no. 3 (197-?), p. 145-152.)

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Race and the embodiment of culture. (From: Benthall, Jonathan, and Ted Polhemus. *The body as a medium of expression: essays based on a course of lectures given at the Institute of Contemporary Arts*.,London. New York: Dutton, 1975. p. 253-263, 268-269. Lacking p. 264-267.)

X. DANCE IN DANCE THERAPY.

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*An experimental dance study for children with learning disabilities*.A paper presented at the Binational Dance Conference, University of Waterloo, Waterloo, Ontario, June 14, 1971. 12, [6] leaves. Typescript.

101. Boas, Franziska.

Origins of dance. (From: American Dance Therapy Association. *Proceedings of the Sixth annual conference*.Washington, D.C., 1971. p. 21-27.)

X. DANCE IN DANCE THERAPY. (cont.)

102. Davis, Martha Ann, and Claire Schmais.

*An analysis of the style and composition of Water study*. 8 p. (Published in: Conference on Research in Dance, 1st, Riverdale, N.Y., May 26, 1967. *Research in dance*. 1968. p. [105]-113. Subject: Doris Humphrey's choreographic work, *Water study*.)

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The dance of childhood: focus on wellness, not emotional disturbance. (Chapter 8 from: *Creative arts for the severely handicapped*. 2nd ed. Springfield, Ill.: Thomas, 1979. p. 75-82.)

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