



teacher education catalog

1958-1959

SCOPE OF THE PROGRAM

PACIFIC OAKS FRIENDS SCHOOL in Pasadena, California is a non-profit institution authorized by the State of California to grant degrees in its program of professional preparation for teachers of young children. Students are enrolled in a program of academic study and supervised experience which utilizes not only the total school setting but also the surrounding community and facilities of other institutions. The student group is small permitting individualized guidance and study plans. Direct experience with children, parents, staff and community groups is planned as the central focus of the curriculum.

The importance of the teaching task during the formative years of early childhood makes adequate preparation particularly significant. Nursery education is a pioneering field in which experience is constantly being examined in the light of constantly expanding and inter-related knowledge from fields of psychology, sociology, anthropology, medicine, biology and education. The formation of value judgments required of teachers who work with young children and their parents is a challenging task. Wise judgments must be based on acquaintance with the best of what is known about mankind and the world. For these reasons, broad general education -- the humanities, the social and natural science -- is considered basic to professional preparation of nursery school teachers at Pacific Oaks.

Goal of the program is graduation of students capable of assuming positions of responsibility and leadership in nursery education--students who have developed a sound personal philosophy of education based on understanding of people and society's expectations, who have developed skill in applying this philosophy in creative work with children and parents, and who have assumed responsibility for their own continuing professional growth.



Dick Burgess

THE SCHOOL COMMUNITY

PACIFIC OAKS FRIENDS SCHOOL was established in 1945 by seven Quaker families aiming through education to realize the Quaker ideals of simplicity, harmony, equality and community. It is the belief of Friends that education directly related to daily living is an important way to achieve those ideals. Faith in the profound importance and potentiality of every person is reflected in the School's mode of operation as well as in the content of its closely interrelated programs — the nursery school, community education and teacher education.

Teacher Education, as an integrated course of liberal education and professional preparation, is the most recent of these related programs. It is an outgrowth of the School's early in-service program for its nursery school teachers. As this program was sought by other teachers of the community, the School developed more integrated and comprehensive plans resulting in the present academic program leading to a baccalaureate degree. Students utilize the total School setting in order to achieve growth toward professional competence. The range of experience provided by related activities of the School and community enables student teachers to gain practical understanding of the field of their future work. The School setting includes the following aspects:

The Children's School, serving more than one hundred families, is designed to meet the educational needs of children from two and one half to six, under guidance of a staff which gives them a variety of adult contacts. Nursery and kindergarten groups during the morning and small nursery groups in the afternoon provide children with appropriate experiences, a social group and a physical environment scaled to their development. Simplicity, both in materials and purposes, makes this School an excellent one in which the young teacher develops the skills and insights required of the profession.

Parent Education, an important aspect of Pacific Oaks' work with children, is an informal program based on the needs and interests of the parents in the School in any given year. Both fathers and mothers participate. Families representing a wide range of social backgrounds give the student teacher an opportunity for acquaintance with a well assorted group.

The children's school at Pacific Oaks, unlike demonstration schools in connection with many training centers, was originated primarily to serve children. The teacher education program at Pacific Oaks uses the children's school only according to terms established for joint use which keep the children's needs paramount. Although this affects the amount of experiment which can be done within the School, it provides realistic experience for student teachers.

Community Education provides a variety of informal educational programs and services closely related to the community in which the School exists. Evening discussions designed to analyze differing points of view on issues of community concern bring a variety of informed experts to the School. Talented friends of the School present programs for family enjoyment designed to enhance appreciation of the various arts. Classes in dance and painting are offered for children and adults.

Extended school services, which include professional consulting services to small nursery schools of the surrounding area and a speaker's bureau, make the staff's skills and understanding available to those who seek assistance. Field services for other professions concerned with the welfare of children and their families are also offered by the School. Such arrangements for nurses, ministers, social workers and psychiatrists in training have been made in cooperation with various schools offering programs of professional preparation.

The Library of over 2500 volumes offers students ready access to a wide selection of professional books and periodicals closely related to their field of study

A pleasant setting for study, the library is located on the second floor of La Loma House overlooking the picturesque branching of live oak trees which shelter the children's play yard. The collection which is concentrated in nursery education and child development includes a significant number of volumes in the directly related fields of child development, family life, psychology, cultural anthropology, sociology, children's literature, music, art and various aspects of education. Selected volumes in other fields, fiction, biography and travel add breadth. An historical and critical collection of children's books is available to students of children's literature.

Location: Pacific Oaks is located in a quiet residential section of Pasadena, adjacent to public parks and the rugged hills and canyons of the Arroyo Seco. Convenient public transportation brings one quickly to the business, recreational and educational facilities of Pasadena. There are two classroom and office buildings, and two smaller buildings which house nursery classes and shop. The outdoor area includes spacious play yards, lawns, simple gardens and tennis court. Typical shrubs and trees of Southern California abound. In good weather afternoon classes meet under the oak trees.

Cultural Environs. The community of Pasadena offers a wide variety of cultural and recreational opportunities which are greatly augmented in the nearby Los Angeles area. The Pasadena Art Museum and Huntington Library and Art Gallery offer outstanding permanent and special exhibits and programs of interest. Various small theatre groups in addition to the Pasadena Community Playhouse present a variety of drama within the immediate community. The Los Angeles and Pasadena Symphony Associations, various chamber music groups and visiting artists appear in regular concerts. Students utilize many of the choice cultural opportunities available.

Sports available in the school neighborhood include tennis, riding, hiking and archery. Swimming, gymnasium and folk dancing are offered at the

Y.W.C.A. Skiing and other winter sports are available during the season within an hour's drive.

Pacific Oaks holds membership in various cultural and educational organizations which enhance the life of the school. Students in normal pursuit of study plans become familiar with programs and purposes of these groups:

The Friends Council on Education

The Friends Committee on Legislation

Southern California Association for Nursery Education

Los Angeles Symphony Association

Los Angeles County Museum

Relations with other Institutions. Pacific Oaks develops cooperative associations with other educational institutions both to enrich its own offerings and to make its unique facility available to other institutions. With the School of Nursing of the College of Medical Evangelists, a plan of observation and participation in the nursery school has been initiated for students in pediatric nursing. Students enrolled at Claremont Graduate School, Occidental College, Los Angeles State College, Southern California School of Theology and Pasadena College have undertaken individually designed field studies at Pacific Oaks.

For six years a summer session program has been offered with Occidental College. Cooperatively planned workshops and courses have been presented frequently with the extension division of the University of California at Los Angeles.

Pacific Oaks students as a part of their regular course of study are enrolled by special arrangement in selected courses at Occidental College and other neighboring accredited institutions. While the School's student group is small,

use of larger institutions for elective courses gives students a wider selection of course offerings and regular opportunity to associate with larger student groups.

Summer Session. Summer Session at Pacific Oaks is designed each year around topics of special interest. Summer workshops bring distinguished specialists from other schools, other areas of the country and related disciplines to widen perspective. Subjects are selected with interest for teachers of all age levels, offering opportunity to further relate education of young children to the larger field of education. "The Child With Special Needs in the Normal Group," "Child Development and the Curriculum," and "Children's Literature" are among courses presented in recent years.

The six-week program of the children's school offers opportunity for student teaching and special observation in connection with workshops. Qualified students may apply to the faculty to transfer appropriate credits earned during a summer session to either the two-year undergraduate or one-year graduate programs.

HISTORY AND ORGANIZATION OF THE SCHOOL

AT THE CLOSE of World War II, seven Quaker families who had been seeking ways to contribute to a more peaceful world, founded Pacific Oaks Friends School. Purchase from Whittier College of the former site of Broadoaks School in Pasadena made possible establishment of a nursery school together with informal adult education programs to fill special community needs and offered opportunity for expression of the group's earnest efforts for world peace.

In 1947 the School was incorporated under the laws of the State of California as a non-profit corporation. The School grew slowly, attracting an increasing number of people of various cultural backgrounds in the community. These parents found a community of interests which went beyond their own children's first educational needs. In 1950 the founders enlarged ownership in the School through formation of the Pacific Oaks Association of approximately 100 persons from the staff, parents' groups and others interested in working for the School's program. By this time the nursery school with its parent program had become central to the School's effort.

A two-year program for the preparation of nursery school teachers was established in 1951 by the Board of Trustees in answer to the community's pressing need. The Board recognized the increasing public demand for nursery schools in the rapidly expanding Southern California area, the scarcity of professional nursery teacher education programs in the existing institutions of the region and the small number of well prepared teachers. The Board recognized the importance of the early years of childhood and the social significance of providing well for them. Integration of professional education with broad cultural education was recognized as essential to the personal development of teachers. Pacific Oaks' unique facility for offering an experience-centered program for teachers of young children seemed worthy of development.

Dr. Abigail Eliot accepted, in 1952, a two-year appointment as Director of the Teacher Education program, following her retirement as Director of the Nursery Training School of Boston (now the Eliot-Pearson School of Tufts College). During her two years at Pacific Oaks, Dr. Eliot gave leadership in developing the curriculum and assisted the Board in establishing sound educational policies for the School.

Refinement and expansion of program during the next few years resulted in 1958 in the School's re-incorporation to receive a charter from the State of California to grant degrees. As a degree-granting institution, Pacific Oaks is under direction of the Board of Trustees of 15 members and is assisted in this task by the Pacific Oaks Association which has the expressed purpose of furthering the interests of Pacific Oaks Friends School. The nursery school's service in the community has attracted many more families than the School can accommodate for enrollment. This fact lends validity to the School's effort to make good nursery education more widely available through other community facilities by providing opportunity for teacher preparation.

ADMISSION

BASIS OF ENROLLMENT

REGULAR STUDENTS

Two-Year Program for Undergraduate Students. For qualified students who have completed prescribed lower division work in an accredited institution, Pacific Oaks offers a program leading to the baccalaureate degree which may normally be completed in two years by students carrying a full course of study. Qualified students who have established regular status may undertake less than a full course of study each semester in working toward the baccalaureate degree with faculty permission and a recommended plan to assure an appropriate sequence of courses. Students are admitted to this program on completion of an approved lower division transfer program. Requirements are detailed on page —.

One-Year Program for College Graduates. For student holding a bachelor's degree from an accredited institution with a major field of study which has provided a broad general education, a 30 unit program of professional preparation in nursery education is offered. Students undertaking a full course of study normally complete the program in one year and a summer session.

Qualified students may pursue a program leading to the Master of Arts degree in the Department of Education at Occidental College and at the same time utilize various aspects of Pacific Oaks' program to give emphasis in early childhood and parent education. Interested students must apply for graduate standing at Occidental College and admission to Pacific Oaks for graduate study.

SPECIAL STUDENTS

Special programs of preparation for teaching in nursery school are recommended by the faculty for those individuals whose formal academic background may not meet requirements for regular status but whose unique preparation may

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qualify them to benefit by some aspects of the program. Admission is based on evidence submitted to the faculty of ability to participate effectively in the program. Acceptance in any part of the program entails responsibility for attendance and for carrying out all study requirements of the course.

Use of Pacific Oaks Courses for In-Service Education of Teachers and Supplementary Education for other Professions. Many students whose ultimate professional goals are in fields other than early childhood education find useful the knowledge of family and community institutions, educational philosophy, child development and arts for childhood contained in the program. Enrollment is invited for those preparing for such related fields as clinical psychology, counseling, pediatrics, nursing, recreation, children's librarianship or dramatics, writing and designing for children. Selected regular courses each semester are open to teachers of the community, students and professional workers in other fields who, in the judgment of the instructor, have sufficient preparation for the particular course. Registration for the course is accepted during the two weeks preceding the first meeting of the class.

FOREIGN STUDENTS

Students and teachers from foreign countries may be admitted either as regular undergraduate, regular graduate, or special students. Pacific Oaks is approved by the United States Department of Justice for receiving foreign non-immigrant students. Faculty recommendations for program are made on the basis of the unique background and future plan of each student, language facility and general orientation in the American culture. Pacific Oaks offers a unique orientation program to introduce the foreign student of education to the life of the family in the urban community. Applicants may often consult with former students and visitors now engaged in education in a number of countries. The Director of Teacher Education will furnish names of such individuals.

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GENERAL ADMISSION REQUIREMENTS

Candidates for admission should have qualities of personality, character and good health which contribute to the well-being of young children and parents. Evidence is given through references requested by the School from persons designated by the candidate, through personal interviews and the student's application. The School will select those applicants who seem to hold greatest potential for developing professional competence in this field.

PROCEDURE FOR APPLICATION

A candidate for admission should:

1. Complete the application form provided by the School and submit with a \$5 application fee (non-refundable).
2. Request all colleges attended to send a transcript of all work completed to the Director of Teacher Education, Pacific Oaks Friends School, 714 W. California Street, Pasadena, California.
3. Arrange for a personal interview with the Director of Teacher Education. Students living at a great distance from Southern California may be permitted to meet with a representative of the School in the candidate's vicinity. Make request for alternative interview plan to the Director of Teacher Education.
4. Submit a detailed medical history with report of complete physical examination within six months before entrance. Form is supplied by the School. A tuberculin skin test is required of all students with any follow-up chest x-ray which is indicated. Smallpox vaccination, and preventive inoculations for tetanus, poliomyelitis and diphtheria are required.

In order that the admissions committee has time to give careful consideration to all information on each applicant, it is desirable to submit applications for admission as early as possible. Applicants will be notified of action taken after the March, May and July meetings of the committee.

THE TRANSFER PROGRAM

Admission to the undergraduate degree program at Pacific Oaks requires completion of not less than 60 units of studies beyond high school in the liberal arts and general education with at least a C grade average. Allowing for study program differences in various colleges, junior colleges and universities, the generally recommended courses would include at least the following minimum requirements:

	Units
Facility in oral and written expression	6
Satisfactory completion of at least one course in written composition and one in speech is minimal, supplementary work as needed to assure competence for upper division work.	
Study in the field of social sciences (include <i>a, b</i> and <i>c</i>)	12
<i>(a)</i> Knowledge of the provisions and principles of the United States Constitution and of American history, and principles of state and local government under the Constitution of the State of California.	
<i>(b)</i> World history and culture or European history.	
<i>(c)</i> Study of man in his environment: anthropology, sociology, economics, human geography, political science.	
Introduction to the field of psychology as a method for the study of man's behavior	3

Study of basic knowledge and method in selected natural sciences (include both <i>a</i> and <i>b</i>)	9
<i>(a)</i> Life Science — anatomy, bacteriology, biology, physiology, zoology, botany	
<i>(b)</i> Physical Science — astronomy, geology, physics, chemistry, mineralogy, paleontology	
Study of the humanities (include both <i>a</i> and <i>b</i>)	12
<i>(a)</i> Study of the values and value systems of man through study of literature and/or philosophy.	
<i>(b)</i> Esthetic experience through study of fine and/or applied arts.	
Health and physical education (<i>a</i> and <i>b</i>)	4
<i>(a)</i> Physical education activities	
<i>(b)</i> Health education (This requirement may be satisfied through more extensive study in the life sciences of anatomy, physiology)	
Electives of particular interest to the student which contribute to broad cultural understandings and appreciations	14
Total	60 units

Recommendations. Students anticipating enrollment at Pacific Oaks will find the following recommendations of particular value:

Foreign language: Cultural values of acquaintance with the literature of another language are recognized. The shrinking world in which we live places increased practical value on the ability to communicate effectively with members of other national groups. At Pacific Oaks where foreign students are a usual part of the

student group, there is added practical value for all students to recognize the problems of acquiring skill in a foreign language. Sympathetic understanding and appreciation for the effort involved in communication is facilitated by personal acquaintance with this learning task.

More extensive work in the social and natural sciences and philosophy: Understanding why people behave as they do is significant for the well educated person and essential for the teacher. To this end, the course in Human Growth and Development which is emphasized in the first year's curriculum at Pacific Oaks brings together the contributions of many disciplines. Greater depth of understanding is possible if each student has had previous introduction to sociology, anthropology, biology, chemistry and philosophy.

Inclusion of both fine and applied arts: The personal enrichment derived from esthetic experience cannot be underestimated. In addition the teacher of young children has practical use for application of art principles in room decoration and arrangement, in selection of appropriate materials and books for children, in appreciating children's creative efforts. Performance skills in music make enrichment of children's programs possible as well as bringing personal enjoyment (Terminal, technical or vocational courses of junior colleges and special schools may not be offered as alternates for standard academic courses leading to the baccalaureate degree. At Pasadena City College students should select courses in Classification III, courses designated 1 to 99.)

CREDIT GIVEN

In evaluating transcripts of lower division work from other institutions, credit is given academic courses taken in fully accredited junior colleges, colleges and universities in which the student has earned a grade of C or better. Terminal courses, technical and semi-professional courses offered in many junior colleges and special schools may not be offered as alternates for standard aca-

ademic courses leading to the baccalaureate degree. Some courses may be acceptable as elective credit. No more than 70 units of work from the junior college may be presented toward the degree program.

Evaluation of an applicant's upper division transfer credit toward a Pacific Oaks baccalaureate degree is made in terms of Pacific Oaks' total course sequence and requirements. No student may earn the baccalaureate degree at Pacific Oaks who has not completed at least one year of work (or 30 units) at Pacific Oaks.

Credit earned through enrollment as a special student in regular courses at Pacific Oaks does not guarantee acceptance of these course credits toward requirements of a degree program. Special students who wish to undertake a regular degree program must first establish status as regular students. Individual evaluation of work completed prior to attainment of regular status is made in terms of appropriate sequence for the total program, quality of achievement and demonstration of competence.

No more than 6 units may be transferred from another institution toward the 30-unit graduate program at Pacific Oaks.

PLAN OF STUDY

Academic work at Pacific Oaks is continuously related to direct experience and observation in the nursery school and community. Students spend from two to five mornings a week in the nursery school or a community agency carrying out laboratory aspects of courses, observing and participating in programs for children and parents. Classes, usually scheduled during afternoon and evening hours, are small and include lectures, discussion, field study and laboratory demonstration. Relations with instructors and staff are informal. Students give evidence of academic progress by oral and written examinations, projects and by performance within the nursery school program.

Courses are offered in four areas of study:

- Human Growth and Development
- Family and Community
- Early Childhood and Parent Education
- Practicum

Two-Year Program for Undergraduate Students

JUNIOR YEAR			
<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Human Growth and Development	4	Human Growth and Development	4
History and Philosophy of Early Childhood Education	3	Education in a Democracy	3
Play and the Creative Arts	3	Music for Young Children	2
Practicum I— Observing and Recording Behavior and Development	2	Practicum II— Study of Individual Children	3
Practicum Seminar	2	Practicum Seminar	2
Electives	—	Electives	2
	16		16

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SENIOR YEAR

<i>First Semester</i>	Units	<i>Second Semester</i>	Units
Parent-Teacher-Child Relationships	3	Nursery School Administration	2
Community Analysis	3	Agencies of the Community	3
Literature for Young Children	2	Science and Nature Experiences	2
Practicum III— Program Planning	2	Practicum IV— Personal and Professional Development of the Teacher	5
Practicum Seminar	4	Practicum Seminar	2
Electives	—	Elective	2
	16		16

Units in Areas of Study in each semester

Semester	A	B	C	D	
Human Development	4	4			8
Family and Community		3	3	3	9
Early Childhood and Parent Education	6	2	5	4	17
Practicum	2	3	2	5	12
Practicum Seminar	2	2	2	2	8
Electives	2	2	4	2	10
	16	16	16	16	64

Elective courses offered at Pacific Oaks may be supplemented by courses in neighboring institutions by special arrangement. Electives must be chosen outside the field of early childhood education.

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One Year Program for College Graduates

A program is worked out for each graduate student which takes into account fields of undergraduate concentration. Always the program contains some content from each of the four areas of study: Human Development, Family and Community, Early Childhood and Parent Education, and Practicum. Emphasis is placed on those areas not covered by undergraduate work. The advanced student capable of independent studies and original projects is given opportunity to carry out some of the program in this way. Practicum remains a part of the total plan, the amount variable to need but not exceeding six units in a 30 unit plan. Students carrying a full course of study can usually complete the work in one year, or one year and a summer session.

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COURSES OF INSTRUCTION

AREA A—HUMAN DEVELOPMENT

The nature of children — how they grow, develop and learn, what interests, motivates and matures them — this is the primary basis for an appropriate educational program. An understanding of the whole range of human growth and development is essential to perspective on the young child. Such range is also necessary to understand adult needs, behavior and motivation which form the basis not only of significant work with parents but also of self understanding. This area of study includes consideration of research and theories in various disciplines as they relate to knowing and understanding the complex process of growth and development.

Human Growth and Development

A110 Part I The Early Years (4 units) Fall term

A111 Part II The Later Years (4 units) Spring term

A study of the interrelated contributions of psychology, anthropology, sociology, medicine, physiology and education which make possible a broad understanding of the human life cycle — from conception through infancy, childhood, adolescence, adulthood and old age. Childhood and family life in various cultures examined to lend perspective to understanding values and expectations of American culture. Theory and supporting research in various schools of psychology, psychiatry and medicine which bring insight to growth processes and dynamics of development. Emphasis placed on personality development, social interaction and man's concept of himself and society.

Lectures, resource specialists from various disciplines, discussion and field studies.

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A170 Special Studies in Child Development (2 to 4 units)

Studies to be undertaken individually or in specially arranged small groups for students able to work independently with reading materials, field work, research studies. Content determined by needs or special interests of individual students. Appropriate advanced work selected in various aspects of dynamic psychology, problems of exceptional children, ego development. Supervision assigned to a particular member of the faculty.

A200 Seminar on Recent Research Related to Children (2 units)

Exploration of research in fields of biology, psychology and the social sciences which relate to understanding and guidance of young children. Individual reading and reporting of research studies, group discussion of their significance and implications. Consultants from various disciplines participate.

Presented one semester of alternate years.

AREA B--FAMILY AND COMMUNITY

Groups into which children are born affect their development through direct and indirect expectations, pressures and support. Knowledge of complex functions and interrelationships among groups of our society forms the second basis of appropriate educational program. Various cultural, recreational and social resources of the community are explored and analyzed. Health, education and welfare services are examined.

B120 Education in a Democracy (3 units)

Characteristics and ideals of democracy in the United States. The task of transmitting the cultural heritage through a system of free tax-supported schools. Relationship of school and community. The challenge of world conditions and future role of American Schools.

Lectures, discussion and field trips.

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B150 Community Analysis (3 units)

Sociological approaches to the study of communities, with particular emphasis upon the relation of urbanization to personality development and family patterns. Various research techniques applied to field study of a nearby community.

B155 Agencies of the Community (3 units)

The urban community as it is organized to serve its citizens. Study of various associations and agencies with emphasis on those serving children and families. Appropriate referral procedure for schools. Internal organization of agencies and use of volunteers. Thirty hours of field work in a selected agency arranged for each student.

Lectures, discussion, field trips to community agencies.

B175 Readings in Family and Community (1 to 3 units)

Directed individual readings arranged either as part of another course in which the student is enrolled or as an independent course. Regular discussion and reporting with the supervising instructor throughout the course.

B180 Community Field Studies (1 to 3 units)

Studies planned for individual advanced students in appropriate instances. Arranged as part of another course in which the student is enrolled or as an independent course. Typical areas included: community resources in the arts, recreation for the family in the urban community, the work of UNESCO, community re-development in urban areas.

B210 Graduate Seminar: Family Life in Various Cultures (2 units)

Study of selected regional and national cultures for patterns of family life including the roles of men and women, structure of the family, child rearing practices, relationships within the larger family group, education. Each mem-

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ber of the seminar presents at least one paper on a particular culture, which is subsequently filed in the school library as part of a growing body of information on family life in various cultures. Admission open to advanced students, members of Pacific Oaks staff and others by consent of the faculty. Presented one semester of alternate years.

B215 Graduate Seminar: Friends Education (1 or 2 units)

Study of history, philosophy and purposes of Friends Education and its relations to other educational programs. Examination of current practices and programs of Friends schools, American Friends Service Committee and other groups with educational purpose. Credit requires writing an essay or a report of data originally compiled. Offered particularly for staff members of the Friends Schools and other Friends projects with educational program. Open also to interested advanced students by consent of the faculty. Presented one semester of alternate years.

Reading, discussion and field study.

AREA C—EARLY CHILDHOOD AND PARENT EDUCATION

On the basis of the needs of children and expectations of society, educational programs of the school are planned. The teacher's skill in working with children and parents as well as her knowledge of materials and content to meet their needs are developed in this area of study. Knowledge of administrative problems in nursery education is also included.

C100 History and Philosophy of Early Childhood Education (3 units)

Historic development of early childhood education. Various philosophies of education and their implications for teaching young children. Current status of nursery education—functions, standards, licensing, and legislation. The teacher's educational preparation and role in community and professional groups. Discussion, lectures by resource specialists, field trips to various types of schools, professional meetings.

C110 Play and the Creative Arts (3 units)

Study of dynamics of young children's dramatic play experiences and creative activities. Opportunities offered by graphic, plastic and dramatic arts for growth in physical skills, intellectual, emotional and social understandings. Workshop with paint, clay, blocks, collage at the adult level and analysis of this experience in terms of meaning for children. Lecture, workshop, field trips to schools, museums, studios.

C111 Music for Young Children (2 units)

The appropriate music experiences and expectations for young children 2 to 9. Resources for the teacher in singing, instruments, rhythmic movement presented as workshop experiences with the aim of increasing the teacher's enjoyment, skills and understanding of children's use of music.

Lecture, workshop, demonstration.

C112 Literature for Young Children (2 units)

Evaluation of stories, poetry, books for young children. Analysis of literary quality in materials appropriate to interests and understanding of children 2 to 9 years of age. Other factors contributing to enjoyment of books. Children's creative language and teacher's spontaneous story telling. Illustrators and writers of merit.

Lecture, discussion, critical analysis of wide selection of books and poetry for young children.

C113 Science and Nature Experiences (2 units)

Selection of experiences appropriate for children under 9 years of age to stimulate interest and encourage curiosity about the natural environment and about simple physical principles. Analysis of factors contributing to beginnings

of scientific concepts in children's thinking. Survey of general science to enrich background information for the teacher.

Demonstration, lecture, workshop, field trips.

C150 Parent-Teacher-Child Relationships (3 units)

(Not open to first-year students)

Considerations of the unique functions and mutual responsibilities of parents and teachers in meeting children's needs. Understanding the implications of various patterns of family life. Development of principles and methods for working with parents individually and in groups.

Lecture, workshop, demonstration.

C155 Nursery School Administration (2 units)

(Not open to first-year students)

Principles and practices of democratic administration. Developing policy to implement purposes of program. Various patterns of school organization. The administrator's responsibility toward staff development, personnel practices, interpretation of school program to parents and community. Management of records, equipment and supplies, business practices.

Lecture, discussion, reports.

C170 Special Studies in Nursery Education (1 to 3 units)

Arranged to meet individual advanced student needs in areas of curriculum for children, program for parents or administration. Readings, field studies, special projects.

AREA D--PRACTICUM

Supervised experience in the nursery school --- with children, staff, parents and administration --- is central core and unique feature of the total program. Competence in successive units of work entitles students to proceed at their own pace to added responsibilities. This plan takes into account student's widely differing previous experience with children. Assignment is made to a different group of the children's school each semester.

Practicum (12 units within 4 semesters)

An integrated sequence of experiences which includes laboratory aspects of various courses, directed observation and supervised teaching. Focus of experience through the two-year course is arranged as follows:

D100 Practicum I: Observing and Recording Behavior

Recognizing characteristics of various ages, developing skills of perceptive observation, understanding meaning of behavior, analyzing helpful teacher-child relationships. (Laboratory aspects of Human Growth and Development)

D110 Practicum II: Study of Individual Children

Organizing information about children to increase understanding and to formulate guidance practices. Interpretation of children's development to parents. (Further laboratory aspects of Human Growth and Development)

D150 Practicum III: Program Planning

Analysis of factors on which educative program is based. Planning appropriate curriculum, equipment and materials. Teacher planning necessary to provide learning experiences. (Laboratory aspects of various curriculum courses.)

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D160 Practicum IV: Personal and Professional Development of the Teacher

The teacher as a member of the school staff and the profession, assuming responsibility for school development and professional growth. Analysis of factors contributing to objectivity in personal relationships. Working with adults in school program --- staff meetings, parent conferences and group discussions. (Laboratory aspects of Administration and Parent-Teacher-Child Relationships)

(Students in preparation for other professions may enroll in Practicum with permission of Supervisor and the Head Teacher.)

D101-111-151-161 Practicum Seminar (2 units each semester)

Open only to and required of students enrolled in Practicum. Discussion of nursery school participation, application of academic study to practical situations. Examination of all aspects of Pacific Oaks' program, community events and the work of professional groups is utilized to enhance students' learning situations. Assignment and discussion of special observations and projects to be carried out in Practicum. The Supervisor of Practicum is leader of Practicum Seminar.

Orientation (no credit)

Required of all new students before participation in the children's school. Discussion, demonstration, observation and directed reading to familiarize students with plan of Pacific Oaks, its methods of staffing and general purposes. Required also of assisting mothers, teaching fellows and new staff members. Six to ten hours

D200 Research Methods (2 units)

Study of various research procedures to provide students with basis for understanding and evaluating reports of research studies. Approaches to study of

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human development and problems of education: research design, methods of collecting and treating data, reporting results.

Lecture, special projects.

ELECTIVE COURSES FROM OTHER INSTITUTIONS

To give broader choice of elective courses and to give opportunity for contact with larger student groups, Pacific Oaks has arranged for students' enrollment in appropriate courses at Occidental College and other nearby collegiate institutions. Each student with the faculty advisor assesses areas of particular interest and determines resources available from which courses may be selected to contribute to broad cultural background. Students must meet prerequisite course requirements imposed by the institution. Arrangements are made by Pacific Oaks with the particular institution as a part of the student's total course plan for the semester.

Appropriate courses at Occidental College are found in the departments of:

Art	Political Science
Music	Economics
English	Sociology and Anthropology
Languages	Psychology
Speech	Biology
Philosophy and Religion	Chemistry
History	Mathematics

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REQUIREMENTS FOR GRADUATION IN DEGREE PROGRAM

1. Completion of prescribed course of study, at least 64 units for undergraduate students, in areas of study indicated in the typical course pattern. Requests for alternates must be made to the faculty in writing and written permission received before the beginning of the student's last semester.
2. Demonstration of competence in each area of study given in both direct and informal ways through:
 - Direct work with children, parents and staff
 - Oral and written projects and examinations
 - Conferences with faculty
 - Personal and professional relations in the community

With the faculty adviser each student periodically examines progress toward specifically outlined goals in each area of study. Faculty determines with each student when an adequate level of competence has been reached for receiving the baccalaureate degree.

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PROFESSIONAL OPPORTUNITIES FOR GRADUATES

Professional work as teachers and directors is available to Pacific Oaks graduates in the many private, cooperative, church sponsored nursery schools of the community. During a period when no commonly defined standard of teacher preparation or credential exists for those teaching nursery age children, the School's program is a standard of preparation which the faculty and consultants agree upon as desirable. Graduates taking their place in the profession will help to test validity of the program.

Child Care Centers, under joint supervision of the California State Department of Education and local school boards, have defined permit requirements for their teachers. The content of Pacific Oaks Plan of Study meets these recommendations. Selected courses each semester are offered at Pacific Oaks under supervision of the Extension Division of the University of California at Los Angeles, and the summer session program is offered in cooperation with Occidental College. These may be used for permit requirements. Consult the semester course announcements, issued within the month before opening of each semester, for further information.

Understandings and skills developed by Pacific Oaks' integrated program of general education and professional preparation are also applicable to a variety of other career opportunities. These include working with parents in adult education programs, teaching children with special needs, research in child development, college teaching in connection with teaching in laboratory nursery schools, professional and creative writing for or about young children, television and radio production directed to children or parents.

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GENERAL INFORMATION

EXPENSE

PACIFIC OAKS is a private non-profit organization which receives no public funds in support of its educational program. Tuition charged students does not cover expense of instruction. To meet the difference between tuition income and actual cost, funds are raised annually by the Board of Trustees through contributions of interested friends, organizations, former students and parents. Gifts to the School are deductible for income tax purposes. The following fees are charged students in teacher education:

- Application fee (non refundable) \$3
- Tuition per semester (13 to 17 units) \$300
- Part Time Enrollment
 - 7 to 12 units \$25 per unit
 - 6 units or less \$20 per unit

Other expenses to be considered are:

- Board and Room (see section on residence)
- Health insurance
- Books and supplies
- Transportation
- Smocks or aprons for nursery school
- Incidentals

Tuition is payable each semester on or before registration. Alternate plans for payment must be arranged in advance with the business office. Tuition obligations are considered binding on enrollment. If a student withdraws from school

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total refund of tuition cannot be assured. Since commitments to faculty and other expenses are planned a year in advance, the School's obligations are not reduced by student withdrawal. Every consideration will be given to making equitable arrangements to meet hardship cases.

FINANCIAL AID AND SCHOLARSHIPS

Pacific Oaks uses its limited scholarship resources to make its educational opportunities available to as many qualified students as possible.

GRANTS-IN-AID AND SCHOLARSHIPS

A clear distinction is made between recognition of academic honors and achievement and the need for financial assistance. Appropriate grants are made to students who demonstrate need and who establish their ability to make good use of the school's program. Since scholarship funds are limited, grants must be awarded selectively on the basis of previous records and apparent promise of success. Awards range from \$50 to full tuition.

The Gail Butler Memorial Scholarship Fund was established with funds from small gifts in memory of an early friend of the school. The fund is replenished by interested friends through efforts of the Board of Trustees.

Trustees Scholarships are granted each year to selected students who give greatest promise for assuming positions of leadership in early childhood education.

LOAN FUNDS

The Trustees of the school have established a loan fund for the purpose of supplementing students' other financial resources and enabling the school to assist a larger number of students more effectively. Loans are interest free while the student is in school. Interest at a low rate and repayment plans are initiated six months after the student leaves school.

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FELLOWSHIPS AND ASSISTANTSHIPS

Graduate Teaching Fellowship for Master's Degree Program (at Occidental College). Full tuition and a stipend of \$1000 is awarded each year to an outstanding student who qualifies for a teaching fellowship at Pacific Oaks and graduate standing in the Department of Education at Occidental College. Teaching experiences in the children's school at Pacific Oaks serve as a focus for graduate field studies. Usually more than one year is required for completion since the student is carrying both study and teaching programs. A satisfactory record during the first year, both as a teaching fellow and as a graduate student, assures students of continuation of the fellowship during the second year.

Assistantships. A limited number of assistantships are available to students with special qualifications.

Teaching Assistant in the Nursery School. Assistants are given additional responsibilities beyond those expected of other students. To qualify students must have established ability to work easily with children.

Stipends: First year student—full tuition only.

Second year student or graduate student—full tuition plus \$300 to \$1000.

Library Assistant. Stipends vary from \$50 a semester to full tuition depending on qualifications and assignment.

Community Resource Assistant. Responsibility for regularly informing students and staff of cultural and educational events in the community which can be used for personal and professional enrichment and for field studies. Stipend varies from \$100 to \$300 depending on qualifications and assignment.

EMPLOYMENT

The intensive nature of the Pacific Oaks program makes outside employment unwise unless the student limits the number of units carried within a semes-

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ter. For full time students the school discourages any kind of outside employment, Monday through Friday, while school is in session, with the exception of living-in arrangements for board and room only. Limited employment over the weekend should be approved by the school prior to acceptance.

APPLICATION FOR FINANCIAL ASSISTANCE

Students are encouraged to consider their financial resources and needs for the two-year program at the time of application for admission and to discuss their needs with a representative of the school. An application form for financial aid should be requested and submitted together with the application for admission. All requests for financial assistance are considered by the Committee on Financial Aid and applicants are notified of the Committee's action as soon as possible after admission is established.

HEALTH

The teaching profession requires vigorous health. Preparation for nursery school work includes acceptance of responsibility for maintaining physical strength and mental and emotional poise.

Along with the application for admission as a regular student, an applicant must submit a detailed medical history and report of a physician's examination within the last six months. Evidence of recent immunization against smallpox, tetanus, diphtheria and poliomyelitis must be submitted. Applicants for admission as special students may be required to furnish the same information.

Any student working with children must have a medical examination and tuberculin test at the beginning of each year.

Tuition includes accident insurance for all students which pays medical expenses up to \$250 for accidents sustained on school premises.



Todd Walker

Pacific Oaks includes on its consulting staff a doctor to whom problems pertinent to the health of students are referred. Individual students are responsible for medical care and supervision occasioned by illness. All students living away from home are required to submit before registration evidence of carrying adequate health insurance.

RESIDENCE

During the 1958-59 school year, Pacific Oaks offers no Residence Program for students. Any living arrangements outside the student's home must first be approved by the School. The School will assist individual students not living at home by providing liaison with families wishing to have a resident student. Living-in arrangements may vary from provision of full board and room in exchange for student services to full charge for board and room. Student financial need and ability and the family's preference are considered.

For the student, living with a family offers informal sociability and opportunity for enhancing understanding and appreciation of various patterns of family life. It also offers suitable part-time employment. Foreign students find such arrangements particularly valuable, giving opportunities not possible on any other basis.

For families to have a student in residence may be equally worthwhile and enjoyable. Another adult in the household enriches family life, adds cultural perspective and makes possible sharing regular responsibilities.

The School does not assume responsibility for provision of satisfactory living arrangements nor for the working out of agreements. It does, however, help with forming a mutual basis of agreement and interpreting particular needs of both parties. Written agreements are drawn up to facilitate clear understandings.

FACULTY

Faculty for Teacher Education at Pacific Oaks includes both full-time and part-time personnel. Full-time appointments carry other responsibilities within the School, such as administration, student guidance and teaching children. Part-time faculty by special appointment are drawn from professional people in the community who increase the scope of instruction. This plan provides the small student group with exposure to a wide variety of instructors from various fields who are closely related to the life of the community. For school development, the plan assures that varied experience and scope are applied to the educational policy of a growing institution. (*The year of the first appointment is given after each name.*)

Evangeline Burgess (1951), A.B., 1935, Whittier College, *Early Childhood and Parent Education, Practicum*

Marilyn Burt (1957), A.B., 1941, University of California; M.A., 1958, Claremont Graduate School, *Early Childhood and Parent Education*

Marianne Wolman (1954), Teaching credential, 1935, University of Vienna; M.A., 1956, Claremont Graduate School, *Child Development*

Betty Jensen Jones (1955), A.B., 1952, College of the Pacific; M.A., 1954, University of Wisconsin; M.A., 1958, Whittier College, *Family and Community, Early Childhood Education*

By Special Appointment

Mildred Cranston (1956), A.B., 1921, University of Illinois; M.A., 1923, Boston University; Ph.D., 1930, Boston University

David Ferris (1958), Assistant Professor of Education, Occidental College, A.B., 1939; M.A., 1952, San Diego State College

Alfred Knudson (1955), Chairman, Department of Pediatrics, City of Hope, A.B., 1943, California Institute of Technology; M.D., 1947, Columbia University; Ph.D., 1956, California Institute of Technology

Thomas Leavitt (1958), Director Pasadena Art Museum, A.B., 1951, Middlebury College; M.A., 1952, Boston University; Ph.D., 1958, Harvard College

Ben Mirman (1954), Pediatrician, A.B., 1938, University of Wisconsin; M.D., 1941, Rush Medical College

Paul Sheldon (1955), Professor of Sociology, Occidental College, A.B., 1931, Harvard College; M.A., 1937; Ph.D., 1951, New York University

Frances Thompson (1950), Board of Trustees representative, A.B., 1932, University of California at Los Angeles

CONSULTANTS AND INSTRUCTORS

In addition to the faculty group which has continuing relationship to total academic development, instruction is further enhanced by other teachers and consultants. Some who serve currently are:

- Marie Briehl, child analyst
- Gertrude Knight, interpretive dance instructor
- Susana Mueller, painting instructor
- Jesse Moses, consultant in human relations
- Sidney Lasell, M.D., pediatrician
- Phillip Wells, M.D., physician

HEAD TEACHERS OF THE NURSERY SCHOOL

- | | |
|-----------------|----------------|
| Elizabeth James | Mary Preble |
| Taka Nomura | Marion Russell |
| Mio Polifroni | Nancy Yost |

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PACIFIC OAKS ASSOCIATION

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 Vice-President: Mary De Sriest Clary (Mrs. Everett)
 Secretary: Dorothy Conquest Campbell (Mrs. Foster H.)
 Treasurer: George C. Bond

ADMINISTRATIVE STAFF

Evangeline Burgess, Director
 Marianne Wolman, Assistant Director for the Nursery School
 Marilyn Burt, Assistant Director for Educational Services
 Margaret A. Witt, Administrative Assistant

PACIFIC OAKS CALENDAR 1958-59

Orientation begins for all students
 enrolled in Practicum Thursday, Sept. 11

Children's School opens Wednesday, Sept. 17

Classes begin Monday, Sept. 22

Veterans Day holiday Tuesday, Nov. 11

Thanksgiving holiday Thursday, Nov. 27
 Friday, Nov. 28

Christmas holiday Monday, Dec. 22
 through Friday, Jan. 2

Last day of first semester Friday, Jan. 30

Registration for second semester week of Jan. 26

First day of second semester Monday, Feb. 2

Lincoln's Birthday Thursday, Feb. 12

Washington's Birthday Monday, Feb. 23

Easter holiday Monday, March 23
 through Friday, March 27

Last day of second semester Friday, June 12

Summer Session Monday, June 22
 through Friday, July 31

PACIFIC OAKS FRIENDS SCHOOL
 714 WEST CALIFORNIA STREET PASADENA, CALIFORNIA