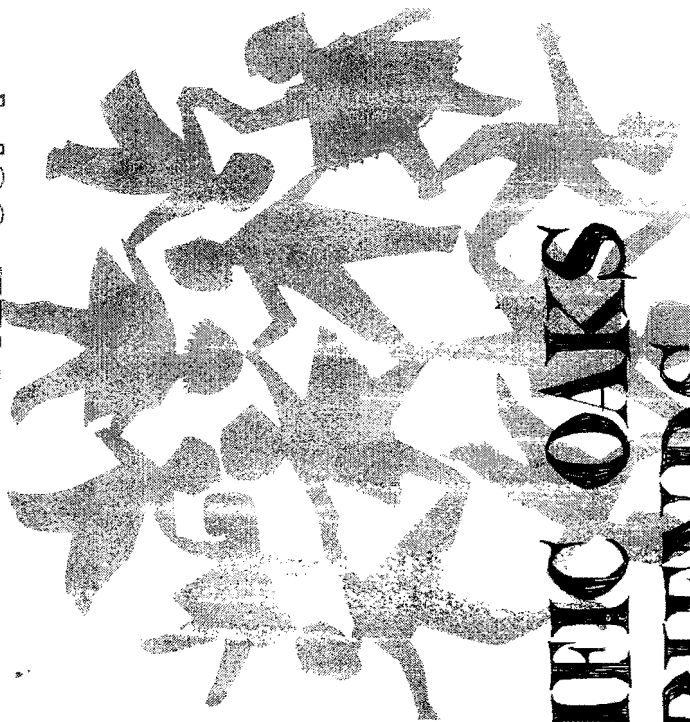


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PACIFIC OAKS FRIENDS SCHOOL

catalog of college program

1960-62



PACIFIC OAKS FRIENDS SCHOOL
714 WEST CALIFORNIA BLVD.

PASADENA • CALIFORNIA

Non-profit Org
U.S. POSTAGE
PAID
PERMIT NO. 1108
Pasadena, Calif.

calendar of 1961 year

Monday, Sept. 12 Registration for regular students and Orientation for all students enrolled in Practicum	Wednesday, Sept. 14 Children's School opens	Friday, Sept. 16 Registration for Special Students
Monday, Sept. 19 Classes begin	Friday, November 11 VETERAN'S DAY HOLIDAY	Thursday, November 24 Friday, November 25 THANKSGIVING HOLIDAY
Wednesday, December 21 through Tuesday, January 3 CHRISTMAS HOLIDAY	Jan. 16-20 Examination week	Jan. 23-27 Reading and conference week
Jan. 27 Last day of first semester	Jan. 27 Registration for second semester classes	Jan. 30 First day of second semester
Monday, Feb. 13 Lincoln's Birthday	Wednesday, Feb. 22 Washington's Birthday	Monday, March 27 through Friday, March 31 EASTER HOLIDAY
Tuesday, May 30 Memorial Day	May 29-June 2 Examination week	June 5-9 Reading and conference week
June 9 Last day of second semester	June 19-July 28 Summer Session	PACIFIC OAKS FRIENDS SCHOOL 2500 WEST CARPENTERS ROAD PASADENA, CALIFORNIA

TABLE OF CONTENTS

SCOPE OF THE COLLEGE PROGRAM	5
THE SCHOOL COMMUNITY	6
HISTORY AND ORGANIZATION OF THE SCHOOL	9
ADMISSION	11
<i>Basis of enrollment</i>	
Regular Students	
Undergraduate	
Graduate	
Special Students	
International Students	
General Admission Requirements	12
Procedure for Application	12
Transfer Requirements	13
PLAN OF STUDY	15
Undergraduate	15
Graduate	15
General Plan of Practicum	16
Research Program	16
Evaluation of Academic Work	17
REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE	17
STUDENT SERVICES	18
COURSES OF INSTRUCTION	19
PROFESSIONAL OPPORTUNITIES	26
FINANCIAL INFORMATION	26
FACULTY	29



Richard Burgess

SCOPE OF THE PROGRAM

Pacific Oaks Friends School is accredited by the Western College Association as a specialized institution offering upper division and graduate studies in child development and early childhood education. Completion of the undergraduate program earns the Bachelor of Science degree. Students are enrolled in a program of academic study and supervised experience which utilizes the total school setting, facilities of other institutions, and the surrounding community. The small student group permits individualized guidance and study plans.

The academic program is interdisciplinary in approach. Knowledge from fields of psychology, sociology, anthropology, medicine, biology, the arts and education are brought together and related to study of human development, family and community life, and appropriate educational programs for young children and parents. Supervised direct experience with children, school and community groups is central focus of the curriculum.

For all those who work with young children—whether as parents, teachers or other professional people who serve them—broad general education helps to validate the many daily value judgments which this work requires. Students enrolled for the degree program must have completed lower division general education requirements in another institution, transferring to Pacific Oaks with junior standing. The upper division curriculum furthers liberal education goals through students' specialized interests in young children and family life. A graduate year of study focuses on teacher preparation, research, or a combination of both.

The curriculum has varied application. Central purpose of the degree program is preparation of *teachers of young children*. Students with this goal are expected to develop a sound personal philosophy of education based on understanding of people and of society's expectations, to achieve skill in applying this philosophy in creative work with children and parents, and to assume responsibility for their continuing professional growth. The program also has direct relevance to preparation for *parent-hood and family life*. Appreciation for the complex process of human development and the significance of family orientation in urban society are expected outcomes for all students. Selected parts of the curriculum contribute to preparation for *other professions serving young children and parents* such as nursing, pediatrics, psychiatry, psychology, social work, teaching older children and adults, ministry, librarianship, and writing for children.

THE SCHOOL COMMUNITY

Students, staff and faculty of the college program; children, parents and staff of the Children's School are all related participants in the daily life of the School's campus. The School community encompasses also working relationships to other groups, agencies and institutions of the San Gabriel Valley and Los Angeles areas.

The College Program, which integrates liberal education and professional preparation, is the most recent of the interrelated programs. It is an outgrowth of the School's early in-service program for its nursery school teachers, which has developed to collegiate stature. Both full and part-time students participate in classes which are small and include lectures, discussion, field study and laboratory demonstration. Relations with instructors and staff are informal. Academic work is continuously related to direct experience and observation in the Children's School and community. For advanced students there are varied opportunities to participate with faculty in carrying out research projects. The range of experience provided enables students to gain practical understanding of the field of their future work.

The Children's School, serving more than one hundred families, is designed to meet the educational needs of children under 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 students may develop the skills and insights required of professional people who serve young children and their families.

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

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 include professional consulting services to nursery schools and agencies of the surrounding area and a speaker's bureau. Field services for other professions concerned with the welfare of children and families are also offered by the School. Arrangements have been made with various schools offering programs of professional preparation for nurses, ministers and psychologists.

The Research Program of the School is carried on by the faculty, by students in conjunction with course work or individual projects, and by professional persons from other institutions by special arrangement. All research which involves access to the Children's School, school families, or written records must be approved by a research committee, whose members represent the Children's School, the faculty, and the board of trustees. The resources of the School are made available for projects which contribute to scientific knowledge of human development and education and which use methods which are consistent with the School's basic purposes: to provide growth experiences for children, to foster respect for persons as individuals, to contribute to the sum of human understanding.

The Library of over 3000 volumes offers students ready access to a wide selection of professional books and periodicals closely related to their field of study. The collection, which is concentrated in child development and nursery education, includes a significant number of volumes in the directly related fields of human relations, 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 historic and critical collection of children's books is available to students of children's literature. A pleasant setting for study, the library is located on the second floor of La Loma House overlooking the branching live oak trees which shelter the children's play yard.

The Julia Dickinson Memorial Fund, given to the library in 1959 by the parents of Julia Dickinson, makes possible significant acquisitions of books and equipment. A new catalog was added in 1960 together with important purchases of books directly related to the education of young children and particularly those with special needs. Books purchased through this fund bear the Julia Dickinson Memorial bookplate.

The Friends' Tradition is significant in the School's philosophy of education based on faith in the importance and potentiality of every person.

While control of the School is non-sectarian, these Friends' traditions influence philosophy, program and procedures as carried out by present Board, Association and Staff members, the majority of whom are non-Friends. Each year some opportunities are given students, parents and staff to explore interest in this area. The Seminar on Friends Education, offered as an elective in alternate years, provides academic study. The Library includes a special collection on Friends and Friends Education.

The School receives the interested assistance of many Friends of the local community and some financial support from a few Meetings of Pacific Yearly Meeting. The School holds membership in the Friends Council on Education and Friends Committee on Legislation. It cooperates with other Friends groups of the community on such projects as are consistent with the School's current program and central purposes.

Location. Pacific Oaks is located in a quiet residential section of Pasadena, adjacent to public parks and the Arroyo Seco. Convenient public transportation brings one quickly to the business, recreational and educational facilities of Pasadena. There are two classrooms and office buildings, and two smaller buildings which house Children's groups and shop. The outdoor area includes spacious play yards and simple gardens. 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 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.

Memberships in various community cultural organizations which directly enhance the life of the School are:

Pasadena Community Planning Council

Pasadena Art Museum

Los Angeles County Museum

Los Angeles Symphony Association

Relations With Other Institutions. Pacific Oaks develops co-operative associations with other education institutions both to enrich its own offerings and to make its unique facility available to other institutions. The School of Nursing of the College of Medical Evangelists uses a plan of observation and participation in the nursery school 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. The School actively seeks to extend effective educational resources to other professional groups.

For eight 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, may enroll 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, Children's Literature, Teaching Foreign Language to Elementary Children, Working with Parents 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. Two summer sessions of full program satisfy minimum residence requirements for regular students pursuing part-time study toward the degree.

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. These filled special community needs and offered opportunity for expression of the group's earnest efforts for world peace.

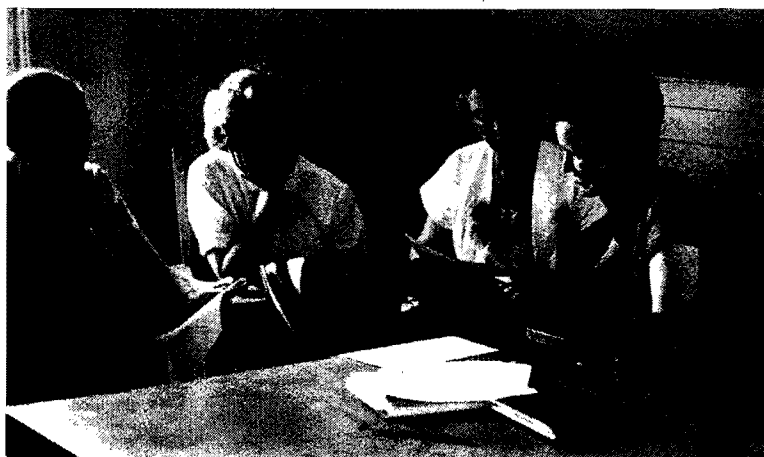
In 1947 the School was incorporated under the laws of the State of California as a non-profit corporation. The School grew slowly, attracting an increasing number of people of various cultural backgrounds in the community. These parents found a community of interests which went beyond their own children's 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' group 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 demand for nursery schools in the rapidly expanding Southern California area, the small number of well prepared teachers, and the few professional programs for their preparation in other institutions. Pacific Oaks' unique facility for offering an experience-centered program for teachers of young children seemed worthy of development. Frances McAllister, a member of the Board of Trustees, served as acting director of Teacher Education during its first year. Her vision of the program's potential worth was responsible for continued effort.

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 the 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 knowledge and understanding of young children and family life more widely available through a specialized college program. Graduates will augment the community's facilities for children and families.



Bob Nakamura

ADMISSION

BASIS OF ENROLLMENT

REGULAR STUDENTS

Two-Year Program for Undergraduate Students. Regular students enrolled for the B.S. degree must present a transfer program of at least 60 units of lower division work in general education. Requirements are detailed on page 13. Qualified students carrying a full course of study may normally complete Pacific Oaks' undergraduate program in two years. Students who have established regular status may, with permission of the faculty, undertake less than a full course of study each semester but one in working toward the degree. Minimum residence requirements are a full program in one semester or two summer sessions.

One-Year Program for College Graduates. Admission to graduate study is based on students holding the bachelor's degree from an accredited institution. With a major field of study in the liberal arts, students may pursue a 30 unit program of professional preparation in child development and nursery education. A major in psychology, sociology, education, or child development permits advanced study and opportunity for intensive experience in programs for young children and parents. Students undertaking a full course of study normally complete the program in one year, or 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 child development, early childhood, or 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 preparation may 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.

Inservice Education for Teachers and Other Professions

Appropriate courses are regularly used as in-service education by nursery, elementary, secondary and adult teachers from both public and private schools. The Credentials Office of the California State Department of Education recognizes appropriate course work at Pacific Oaks as meeting certain requirements for Child Care Permits and Public School Credentials. Parent Education Playgroup Leaders find requirements for the

Adult Education Credential among Pacific Oaks course offerings. Professional workers in fields other than education also use courses to enhance their professional competence.

Supplementary Education for Students Preparing for other Professions: Enrollment is invited for those preparing for such related fields as clinical psychology, counseling, social work, pediatrics, nursing, the ministry, recreation, children's librarianship, writing or designing for children. Courses involving direct relationships with children and parents may be selected only with special consent of the faculty.

Current course announcements, issued in August and January of the academic year and in April for the summer session, should be consulted. Registration is accepted during the two weeks preceeding first meeting of the class.

INTERNATIONAL 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 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 to the life of the family in the urban community. Applicants may consult with former students and visitors in a number of countries. The Director of Teacher Education will furnish names of such individuals.

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 forms provided by the School and submit with application fee, \$10 (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 West California Blvd., 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 alternate 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.

To give the admissions committee time for careful consideration of all information, 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.

TRANSFER REQUIREMENTS

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, 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 a, b, and c)	12
(a) 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.	
(b) World history and culture or European history.	
(c) 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 a and b)	9
(a) Life Science—anatomy, bacteriology, biology, physiology, zoology, botany	
(b) Physical Science—astronomy, geology, physics, chemistry, mineralogy, paleontology	
Study of the humanities (include both a and b)	12
(a) The values and value systems of man through study of literature and/or philosophy.	
(b) Esthetic experience through study of fine and/or applied arts.	
Health and physical education (a and b)	4
(a) Physical education activities	
(b) 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 (see recommendations below)	14
Total	60 units

Recommendations: Students anticipating enrollment at Pacific Oaks should plan course work with these further recommendations in mind:

Foreign Language: Acquaintance with the literature of another language is a recognized cultural value. 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. 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: Esthetic experience brings personal enrichment. 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 and bring personal enjoyment.

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 alternatives for standard academic courses leading to the baccalaureate degree.* (At Pasadena City College students should select courses in Classification II, courses numbered 1 to 99.) 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 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 FOR REGULAR STUDENTS

UNDERGRADUATE STUDY LEADING TO THE B.S. DEGREE

Upper division work for the degree of Bachelor of Science is offered with a major in Child Development and a minor in Early Childhood Education. The Child Development major consists of a minimum of 30 units, in which Human Growth and Development (8) and Practicum I and II with their accompanying Seminars (9) are required. Other courses are selected from offerings in each of two areas of study: Psychological Foundations of Development (the Individual) and Social Foundations of Development (Family and Community).

The Early Childhood Education minor includes a minimum of 20 units, in which Practicum III and IV with Seminars (11) are required. The total requirement of 64 units permits 14 units of electives. These may be selected from courses offered at Pacific Oaks as well as at neighboring institutions, by special arrangement.

Academic work is continuously related to direct experience and observation in the Children's School and community through the student's enrollment in Practicum. Two to five mornings a week are spent in Practicum assignments. Other classes are usually scheduled during afternoon and evening hours.

GRADUATE COURSES OF STUDY

Three plans of study are available to graduate students:

1. Students with undergraduate majors in the liberal arts who are interested in a fifth year of study in Child Development and Early Childhood Education may plan an integrated program to serve future professional or family purposes. The appropriate sequence for each individual is a matter of student purpose and faculty advisement. A 30 unit program leading to professional competence as a nursery school teacher includes requirements of Human Growth and Development (8) and two selected Practicums which may not total more than 6 units within the 30. Faculty may recommend, or students may elect, additional Practicum units beyond the 30 minimum.

2. Students with undergraduate majors in psychology, sociology, education or child development may undertake advanced study in Child Development and Early Childhood Education. The School offers excellent

opportunity for intensive experience with children and parents, for active participation in the research program and for independent study. The student's goals and faculty recommendation determine course plan in which Research Methods is required.

3. Students wishing to work for a Master of Arts degree may apply for graduate standing in the Department of Education at nearby Occidental College and use resources of Pacific Oaks as focus for graduate field studies. Cooperative planning with other institutions offering advanced degrees is in progress. Students wishing further information may write to the Director of Teacher Education, 714 W. California Boulevard, Pasadena.

GENERAL PLAN OF PRACTICUM AND PRACTICUM SEMINAR

Practicum is an integrated sequence of supervised experience in the Children's School and community agencies which includes laboratory aspects of various courses, directed observation and supervised teaching. Competence in successive units of work entitles students to proceed at their own pace to added responsibilities. This plan takes into account students' widely differing previous experience with children.

The supervisor of Practicum works closely with the head teacher with whom the student is placed in defining successive responsibilities.

Each Practicum Seminar is open only to and required of students enrolled in the corresponding Practicum, and is led by the supervisor of Practicum. The seminar provides coordination for school-community-professional group events used to enhance the learning situation, in addition to its principal function of assignment and discussion of special observations and projects designed around the goals of each Practicum.

Practicums I and II relate to the major:

I. Observing and Recording Behavior

II. Study of Individual Children

Practicums III and IV in the minor:

III. Program Planning

IV. Personal and Professional Development of the Teacher

THE RESEARCH PROGRAM

The research program described briefly on p. 7 as part of the school community is integrated with the teaching program. First hand exposure to the vocabulary and methods of research being carried out in the daily life of the School gives all students an informal acquaintance with the practical meaning of research.

The scope of the School's program offers advanced students varied opportunities for active participation in research projects. A course in Research Methods (200) provides background and several seminars in Research Problems (220A,B,C) offer students an opportunity to participate in ongoing projects of the School. Special Studies (190) may be utilized for individual projects. Recent and current research interests of school

staff include: the child with special needs in the normal group; age-grouping in the nursery School; the development in young children of perception of self and others, with focuses on sex-role behavior and status perception; the creative process in young children; the role of the nursery school in the community.

EVALUATION OF ACADEMIC WORK

Upper division and graduate students are expected to assume responsibility for self-direction in study and work. Faculty members assist students achieve increasingly effective methods for self-evaluation of growth toward educational goals. Informal conversations, planned conferences, and written comments on papers are used by the faculty for this purpose, rather than traditional letter grades. Students give evidence of mastery of required knowledge and ability to transfer knowledge to effective learning in both direct and informal ways through:

Direct work with children, parents and staff

Oral and written projects and examinations

Class participation

Conference with faculty

Personal and professional relations in the community

At the end of the year, for each regular student, the faculty adviser summarizes in written form what has been covered in student-adviser and student-instructor evaluation sessions throughout the year. This record points out the year's achievements in areas of growth, particular strengths and next steps for learning.

REQUIREMENTS FOR THE BACHELOR OF SCIENCE DEGREE

1. Completion of 124 units distributed as follows:
 - a. Lower division transfer program as outlined on p. 13. (at least 60 and not more than 70 units)
 - b. Satisfactory completion of 54 to 64 units in upper division work, 30 units in the major and 20 units in the minor as described on p. 15. (at least 30 units must be taken at Pacific Oaks)
2. Establish minimum residence requirement of 1 semester or two summer sessions of full time study.
3. Demonstration to the faculty of personal qualities appropriate to work with young children.

STUDENT SERVICES

Faculty Advisement:

Each regular student is assigned to a faculty adviser who helps the student select appropriate course sequences and utilize all School and community resources for total educational and personal goals. In the individualized approach to education which Pacific Oaks offers, the adviser is an important part of the total plan. Students are free to request change of adviser if this assures establishing maximum ease and confidence of relationships.

Health:

Students who work with children have particular need to accept responsibility for maintaining physical fitness, mental health and emotional poise. Physical or emotional problems, which interfere with academic or practical work, may require temporary withdrawal. Pacific Oaks includes on its consulting staff doctors to whom problems pertinent to physical and mental health of students are referred by the staff. Recommendations are made by consultants regarding appropriate procedure and sources for referral. Individual students are responsible for seeking and paying for medical care and supervision occasioned by illness. All students living away from home are required to submit evidence of carrying adequate health insurance before registration.

Residence:

During the 1960-61 school year, Pacific Oaks offers no resident facilities 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, 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.

Religious Life: Pacific Oaks attempts no indoctrination. Students are assumed to have their own religious preferences. Respect for each individual's concept of truth and values for living is inherent in Friends' belief. There are three Friends meetings in Pasadena together with churches of most other denominations in the Judeo-Christian tradition. Places of worship for some of the Eastern religious groups are nearby.

COURSE OF INSTRUCTION

CHILD DEVELOPMENT

The nature of children—how they grow, develop and learn, what interests, motivates and matures them—this is focus of the major field. Appreciation for the whole range of human growth and development is essential to perspective on the young child. Such range aids understanding of adult needs, behavior and motivation, which form the basis of self-understanding and professional work with other adults.

100 Human Growth and Development, the early years (4)

101 Human Growth and Development, the later years (4)

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

(Special students must submit evidence of completing pre-requisites: Psychology 1, Sociology 1, and Biology or pass qualifying examinations.)

105 Observing and Recording Behavior: Practicum I (2 or 3)

106 Practicum I Seminar (2)

(See General plan of Practicum and Seminar, p. 16.)

Identifying characteristics of various ages, developing skills of perceptively observation and recording, analyzing helpful teacher-child relationships. (Laboratory aspects of Human Growth and Development)

110 Study of Individual Children: Practicum II (2 or 3)

111 Practicum II Seminar (2)

(See General plan of Practicum and Practicum Seminar, p. 16.)

Organizing information about children to increase understanding of the meaning of behavior and to formulate guidance practices. Contributions of various specialists: the psychologist, the pediatrician, the analyst. (Further laboratory aspects of Human Growth and Development)

200 Research Methods (2)

An introduction to research procedures in human development and education, to provide students with practical experience in application of techniques as well as with a basis for understanding and evaluating published studies. Research design, methods of collecting and treating data, reporting results. Lecture, discussion, special projects

Psychological Foundations of Development: The Individual

What factors of response and need, structure and function within the organism determine behavior? How has mankind studied his own development? In this area facts and theories of behavior and personality are studied, together with the evidence which validates them.

115 Development of Psychological Theories (3)

Historic and critical survey of development of psychological thought. Particular emphasis is placed on analyzing contributions of various current theories of psychology to the understanding of perception, learning, psycho-dynamics, personality development, social interaction.

Lecture, discussion

116 Dynamics of Personality (2)

Theories of personality. Goals of psychological functioning in personality development. Processes of adjustment and mal-adjustment. The nature of mental health.

Lecture, discussion

Prerequisite 115 or equivalent

190A Special Studies in Psychological Foundations of Development (1-3)

Readings, field study, review of research, special projects individually arranged for advanced students able to work independently. Appropriate advanced work selected in various aspects of dynamic psychology, problems of exceptional children, ego development, learning theory, etc.

205 Seminar: Advanced Child Study (2)

Case studies or specific areas of child development may serve as focus for study and seminar discussion. Offered as indicated by needs of advanced student group.

Prerequisites 100, 101 and consent of instructor

220A Seminar: Research Problems in Psychological Foundations of Development

Application of research principles to field studies in the school and community. Students are responsible for gathering and analyzing data in individual or group projects.

Content of course changes each semester; may be repeated for credit.

Discussion, field studies, reports

(Prerequisites: 100, 101 and 200 or consent of instructor)

Social Foundations of Development: The 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 is developed through study of various cultural, recreational and social resources of the community, health, education and welfare services.

120 The Family (2)

The Family as an institution. Changing roles and functions in the modern family. Problems of contemporary family living presented by divorce, mobility, urban society.

125 The Community I (2)

Sociological approaches to the study of the community, with particular emphasis upon processes of urbanization. Ecological and demographic characteristics, patterns of urban living, community organization to meet group and individual needs. Child development and family living as affected by the community.

126 The Community II (2)

Further study of the community in more intensive terms. Assigned readings from the literature in community studies. Application of various research techniques in field study of a local community agency, neighborhood, or subcultural group. Fifteen to 30 hours of volunteer work in a community organization or agency may be arranged for additional credit in conjunction with this course.

Lecture, discussion, field trips, field studies and reports.

160 Education in a Democracy (2)

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.

Lecture, discussion and field trips

190B Special Studies in Social Foundations of Development (1-3)

Readings, field study, special projects individually arranged for advanced students able to work independently. Typical areas include: community resources, recreation for the family in the urban community, UNESCO, children in urban re-development areas.

206 Group Processes (2)

Structure of small groups. Roles as they influence and are influenced by individual personalities. Promoting individual growth through group processes. Special emphasis on role of the leader.

Discussion, demonstration

210 Childhood in Various Cultures (2)

Consideration of the broad range of human behavior related to child rearing, especially as it provides perspective for one's own culture. The significance of culture patterns in personality development. Methods of child rearing in various cultures and subcultures.

Lectures, discussion, reports

*212 Seminar: Friends Education (1 or 2)

Study of history, philosophy and purpose of Friends education and its relation 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.

Reading, discussion and field study

220B Seminar: Research Problems in Social Foundations of Development

(see 202A, p. 21)

EARLY CHILDHOOD EDUCATION

Appropriate curriculum content for young children is drawn from broad fields of knowledge and culture. Selection of material and mode of presentation should be consistent with children's developing capacities for thinking, feeling, acting. Effective teaching method is unique to the individual teacher—rooted in her understanding and appreciation of both the culture and children. Curriculum courses (141-2-3-4) are presented from this point of view. Young children's sensitivity to the important adults in their lives requires consideration of parent-teacher and intra-staff relationships.

130 History and Philosophy of Early Childhood Education (3)

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

141 Graphic and Plastic Arts (3)

Study of the dynamics of children's art activities. Consideration of the process of creativity. The meaning of visual art experiences in human development. Aesthetics in adult enjoyment of the arts. Course provides direct experience with selected art media and analysis of this experience in terms of meaning for children.

Lecture, workshop, field trips to schools, museums, studios

142 Music and Movement (2)

Growth of musical awareness and ability in children; the nature of music for young children. Development of the student's own skills and enjoyment in using music and movement. Modes of adult expression through music and dance in various cultures. Survey of resources for teachers.

Lecture, workshop, directed observations

143 Language and Literature (2)

Critical survey of literature for young children. Language usage, spontaneous expression, story content and style, and reading readiness are considered in terms of child development. The significance of language in human development. Appreciation of varied prose and poetry.

Lecture, workshop, directed observations

144 Science and Nature Experiences (2)

Analysis of factors contributing to beginnings of scientific concepts in children's thinking. The scientific attitude—its place in our culture and in the educative process. Survey of general science to enrich background information for the teacher and analysis of appropriate educative experiences for children under 9.

Lecture, workshop, directed observations

150 Program Planning: Practicum III (2-5)

151 Practicum III Seminar (2)

(See General Plan of Practicum and Practicum Seminar, p. 16)

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

**155 Personal and Professional Development of the Teacher:
Practicum IV (2-5)**

156 Practicum IV Seminar (2)

(See General Plan of Practicum and Practicum Seminar, p. 16)

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. (Includes laboratory aspects of Administration and Parent-Teacher Relationships.)

170 Parent Teacher Relationships (3)

Consideration of the unique functions and responsibilities of parents and teachers in guiding children. Understanding the implications of various patterns of family life. Development of philosophy and principles for working with parents individually and in groups. Prerequisite Human Growth and Development or equivalent

190C Special Studies in Early Childhood and Parent Education (1-3)

Reading, field study, review of research, special projects individually arranged for advanced students able to work independently.

215 Nursery School Administration (2)

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

Lecture, discussion, reports

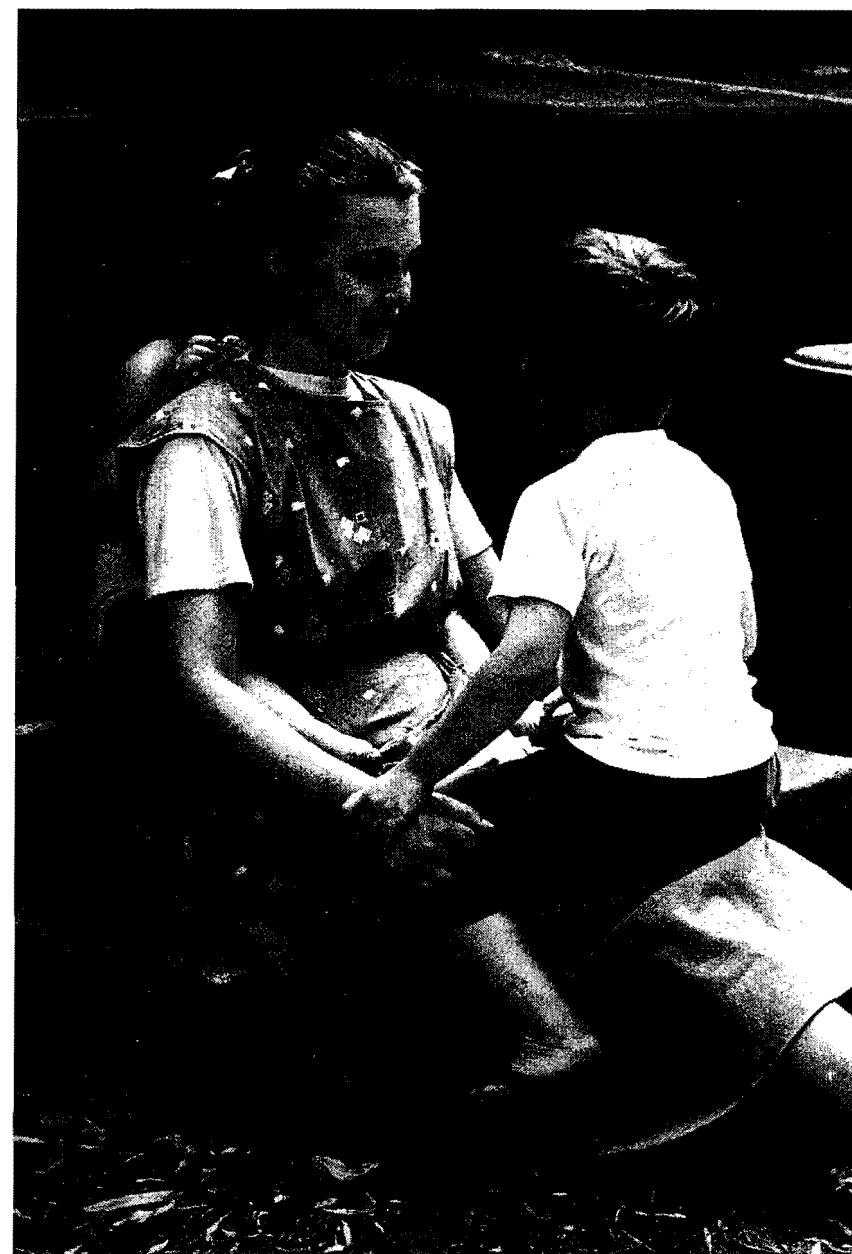
Prerequisites Human Growth and Development and History and Philosophy of Early Childhood Education or equivalent

220C Research Problems in Early Childhood and Parent Education (2)

(see 220A, p. 21)

ELECTIVE COURSES FROM OTHER INSTITUTIONS

To give broader choice of elective courses and wider contact with student groups, Pacific Oaks arranges for students' enrollment in appropriate courses at nearby collegiate institutions. Each student with the faculty adviser 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.



Bob Nakamura

PROFESSIONAL OPPORTUNITIES FOR GRADUATES

Understandings and skills developed by Pacific Oaks' integrated program of general education and professional preparation are applicable to a variety of career opportunities.

Professional work as nursery school teachers and directors is available in many types of schools. Requirements for effective work vary according to the purpose and type of program offered by each of the schools. 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. It includes recommendations of "Standards for Teachers in Early Childhood Education," a statement by the Teacher Education Committee of the Association for Childhood Education International.

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 Credentials Office of the State Department of Education recognizes appropriate course work at Pacific Oaks for meeting these requirements.

Pacific Oaks curriculum offers excellent basis for kindergarten, primary and elementary teaching. The curriculum includes courses covering most requirements for the Kindergarten-Primary Credential of the State of California, the additional requirements may be met by courses in neighboring institutions.

Other career opportunities open to graduates include working with parents in adult education programs, teaching children with special needs, research in child development, recreation work with young children, professional and creative writing for or about young children, television and radio production directed to children or parents.

FINANCIAL INFORMATION

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.

Foundation grants to aid development of the collegiate program have been received from the Pasadena Child Health Foundation—for inauguration of the basic course in Human Growth and Development, for audio-visual equipment, and for psychiatric consulting services; from the

Rosenberg Foundation—for a summer workshop on The Child With Special Needs in the Normal Group, for a pilot project in teacher recruitment, for a demonstration project to extend use of the School's resources for preparation of other professions; from The Claremore Fund—in support of staff salaries during a period of development. Other foundations have contributed to the general support of the total school program.

STUDENT FEES

Application fee (non-refundable)	\$10
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
Testing: Students should be prepared to meet testing fees for guidance purposes as recommended by the faculty to the extent of	\$5 to \$10
Transportation: Field trip transportation costs are the responsibility of students.	
Expenses are shared on assigned field trips.	
Graduation Fee	\$10
Other expenses to be considered are:	
Board and Room (see section on residence)	
Health insurance	
Books and supplies	
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, total refund of tuition cannot be assumed. 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 education 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.

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

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.

The Mary Preble Memorial Scholarship Fund was established by her friends to honor a much-loved nursery school teacher. Because of Mary Preble's special interests, some preference is given use of these funds for international students.

Special sources of grants outside Pacific Oaks include:

California State Scholarship awards of \$600 are made on the basis of competitive examination and financial need. Applicants must be State residents, under 24 and high school graduates. Pacific Oaks may be designated as the student's choice of college. For information write to Executive Director, State Scholarship Commission, Room 505, 1227 O Street, Sacramento, California.

Barbara Greenwood Scholarship Fund was initiated by a group of Southern California people representing the professional groups in early childhood education who had been inspired by Barbara Greenwood's work which so effectively served young children, their parents and teachers throughout California. Grants are made for both full and partial study programs. Application blanks are available at the school or from Ernestine L. Putman, Chairman, 8133 Elrita Drive, Hollywood 46.

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.

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. More than one

year is required for completion since the student carries both study and teaching programs. A satisfactory record during the first year, both as a teaching fellow and as a graduate student, assures 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 semester. 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 student's faculty adviser 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.

FACULTY

The college faculty 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, Administration*

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

Marion Russell (1958), B.S., 1938, Iowa State College; graduate study, Merrill Palmer School; M.S., 1940, Ohio State University. *Practicum*

Lorraine Storey (1959), B.S., 1953, Utah State College; M.S., 1956, Utah State University. *Practicum, Child Development, Early Childhood Education*

Myrtle Stubkjaer (1959), B.A., 1926, St. Olaf College; B.S., library science, 1941, University of Minnesota. *Librarian*

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

By Special Appointment:

Merilyn Burt (1957), A.B., 1941, University of California; M.A., 1958, Claremont Graduate School

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

David Ferris (1958), Associate Professor of Education, Occidental College, A.B., 1939; M.A., 1952, San Diego State College; Ed. D., 1959, University of California at Los Angeles

Thomas Leavitt (1956) Director Pasadena Art Museum, A.B., 1951, Middlebury College; M.A., 1952, Boston University; Ph. D., 1958, Harvard University

Polly McVickar (1959), A.B., 1933, Wheaton College; M.Ed., 1940, Boston University

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

John Weir, Associate Professor of Psychology, California Institute of Technology, B.A., University of California at Los Angeles; M.A., 1951, Ph.D., 1951.

Margaret Witt, A.B., 1932, Middlebury College; B.S., Business Administration, 1933, Simmons College.

INSTRUCTORS, 1959-60

Gerry Dimondstein, M.A., University of California at Los Angeles (music)

Dale N. Dunlap, Assistant Professor of Psychology, Los Angeles State College, Ph.D., Claremont Graduate School

Leonard Edmondson, Department of Art, Pasadena City College, M.A., University of California at Berkeley

Gertrude Knight, (Children's dance instructor)

CONSULTANTS

Marie Briehl, child analyst

Sidney Lasell, M.D., pediatrician

Faustina Solis, psychiatric social worker, Los Angeles Child Guidance Clinic

Dan Siegel, M.D., psychiatrist

Phillip Wells, M.D., physician

HEAD TEACHERS OF THE CHILDREN'S SCHOOL

Elinor Freeman

Migs Gunther

Emma Lee Halverson

Betty James

Florence Kasielke

Jane Leavitt

Polly McVickar

Mio Polifroni

Gloria Reynolds

BOARD OF TRUSTEES

1957-60

Jean Mainland Erickson (Mrs. Carl)

Ora Lee Collins Marble (Mrs. Frank), Association representative

Isabel McLain Reichardt (Mrs. Walter)

David C. Walden

Phillip H. Wells, M.D.

1958-61

Foster H. Campbell

Howard S. Gates, Association representative

Frances B. McAllister

Regina Rosen Mirman (Mrs. Ben)

1959-62

Everett B. Clary

James C. Greene

Elizabeth Runkle Purcell (Mrs. Wm. F. H.)

Dale H. Stutzman, Association representative

Asenath Kinnear Young (Mrs. Robert)

PACIFIC OAKS ASSOCIATION

President: Bonnie J. Josselson (Mrs. A. J.)

Vice-President: John Ross Carr

Secretary: Leone Wright (Mrs. William)

Treasurer: Frances Whitmore Hartwell

ADMINISTRATIVE STAFF

Evangeline Burgess, Director

Lorraine Storey, Associate Director for Teacher Education

Marion Russell, Associate Director for the Children's School

Merilyn Burt, Associate Director for Community Education

Margaret A. Witt, Administrative Assistant

Myrtle Stubkjaer, Librarian

FEE SCHEDULE

(to replace fee schedule, College Catalog 1960-62, page 27)

Application Fee (non-refundable) \$ 10.00

Testing Fee 3.00

The area tests of the Graduate Record

Examinations will be administered to

all degree seeking and graduate students

enrolling at Pacific Oaks.

Tuition per semester

Full time enrollment (12-16 units) \$350.00

Part time enrollment

(7-11 units) per unit 30.00

(6 units or less) per unit 25.00

Graduation Fee 10.00

Payable at the beginning of the

student's last semester

Fees are subject to change without notice

PACIFIC OAKS COLLEGE

714 W. California Blvd., Pasadena, California

Dear Friends of Pacific Oaks:

With the opening of the Fall term, September 1961, broader purposes of the College are more apparent than they were at the time the 1960-62 catalog was prepared. The specialized curriculum has been strengthened in providing an integrated liberal and professional education.

The undergraduate program, we believe, is of interest to students seeking a broad education through their interest in young children. Graduates are prepared to

teach nursery school

work in recreation, hospital, or other informal programs
for young children

The B.S. program is also a foundation for advanced study in many other professional fields related to children such as

social work

psychology

family life

parent education

The Credentials Office of the California State Department of Education certifies that many courses at Pacific Oaks are directly applicable to various public school teaching credentials. Thus with some supplementary courses, the School's undergraduate program prepares to

teach kindergarten, primary and elementary school

Graduate study at Pacific Oaks now includes new opportunities for working toward the M.A. degree at Claremont Graduate School. A three year experimental program has been initiated to use effectively the resources of both institutions. Students may also choose to work for the

M.A. degree in the department of education at Occidental College, using Pacific Oaks resources.

Students of other institutions preparing for such professions as nursing, pediatric medicine, psychiatry, psychology, the ministry and social work may use Pacific Oaks resources for child study through the Community Services demonstration project.

The Board of Trustees has taken action to change the corporate name from Pacific Oaks Friends School to Pacific Oaks, a shortened title which makes possible referring to the college program as PACIFIC OAKS COLLEGE. (This change does not affect the School's philosophy which stems from its Quaker founders.)

These changes reflect efforts of the College to plan for changing needs by providing resources in higher education for the study of child development and early childhood education. The School fits into California's Master Plan for Higher Education by supplementing rather than duplicating the offerings of other colleges and universities, and by making its resources available to other schools through inter-institutional cooperation.

As the new Associate Director for the College at Pacific Oaks, I shall be pleased to answer any questions about new developments you may wish to address to the College office.

Sincerely,

D. Gary Broman, Associate Director
Pacific Oaks College

CALENDAR OF SCHOOL YEAR 1961-62

Monday, Sept. 11	Registration for degree-seeking and graduate students
Monday, Tuesday Sept. 11, 12	Orientation
Wednesday, Sept. 13	Children's School opens
Monday, Sept. 18	Fall semester classes begin
Saturday, Sept. 30 8:00-1:00	Area tests, Graduate Record Examination administered
Thursday, Friday November 23, 24	Thanksgiving Holiday
Wednesday, Dec. 20 thru Tuesday, Jan. 2	Christmas Holiday
Monday, Jan. 22 - Friday, Jan. 26	Conference and evaluation week
Thursday, Friday, Jan. 25, 26	Children's School recess
Friday, Jan. 26, 1962 1:00-4:00	Spring semester registration for degree seeking and graduate students
Friday, Jan. 26	Orientation for new students
Monday, Jan. 29	Children's School opens
Monday, Jan. 29	Spring semester begins
Monday, Feb. 12	Lincoln's Birthday
Thursday, Feb. 22	Washington's Birthday
Monday, April 16 - Friday, April 20	Easter Holiday
Wednesday, May 30	Memorial Day
Monday, June 4 - Friday, June 8	Conference and evaluation week
Thursday, June 7	Graduation
Friday, June 8	Last day of Spring semester
Friday, June 8	Children's School closes
Monday, June 18 - Friday, July 27	Summer Session