



PACIFIC OAKS

college catalog 1965-67



PACIFIC OAKS COLLEGE
714 WEST CALIFORNIA BLVD.

PASADENA • CALIFORNIA
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1965 - 1967

CATALOG OF
PACIFIC OAKS COLLEGE

FOUNDED BY FRIENDS

PASADENA, CALIFORNIA

Upper Division and Graduate Study

in

CHILD DEVELOPMENT
EARLY CHILDHOOD AND
PARENT EDUCATION

Accredited by Western Association of Schools and Colleges

CALENDAR — 1965 - 1966

1965	Monday, September 13 1:00 - 4:00	Registration for degree candidates and graduate students
	Monday, Tuesday September 13, 14	Orientation for Practicum
	Wednesday, September 15	Children's School opens
	Monday, September 20	Fall semester classes begin
	Saturday, October 2 8:00 - 1:00	Area tests, Graduate Record Examination
	Thursday, November 11	Veteran's Day Holiday
	Thursday, Friday November 25, 26	Thanksgiving Holiday
	Monday, December 20 to Monday, January 3, 1966	Christmas Holiday
1966	Monday, January 24 through Friday, January 28	Conference and evaluation week
	Thursday, Friday, January 27, 28	Children's School recess
	Friday, January 28 1:00 - 4:00	Spring semester registration for degree candidates and graduate students
	Friday, January 28	Orientation for new students in Practicum
	Monday, January 31	Children's School opens
	Tuesday, February 22	Washington's Birthday
	Monday, April 4 through Friday, April 8	Easter Holiday
	Monday, May 30	Memorial Day
	Monday, June 6 through Friday, June 10	Conference and evaluation week Pre-registration for Fall semester
	Wednesday, June 8	Graduation
	Friday, June 10	Last day of Spring semester Children's School closes
	Monday, June 20 through Friday, July 29	Summer Session

CALENDAR — 1966 - 1967

1966	Monday, September 12 1:00 - 4:00	Registration for degree candidates and graduate students
	Monday, Tuesday September 12, 13	Orientation for Practicum
	Wednesday, September 14	Children's School opens
	Monday, September 19	Fall semester classes begin
	Saturday, October 1 8:00 - 1:00	Area tests, Graduate Record Examination
	Friday, November 11	Veteran's Day
	Thursday, Friday November 24, 25	Thanksgiving Holiday
	Wednesday, December 21 to Wednesday, January 4, 1967	Christmas Holiday
1967	Monday, January 23 through Friday, January 27	Conference and evaluation week
	Thursday, Friday January 26, 27	Children's School recess
	Friday, January 27 1:00 - 4:00	Spring semester registration for degree candidates and graduate students
	Friday, January 27	Orientation for new students in Practicum
	Monday, January 30	Children's School opens
	Monday, February 13	Lincoln's Birthday
	Wednesday, February 22	Washington's Birthday
	Monday, March 20 through Friday, March 24	Easter Holiday
	Tuesday, May 30	Memorial Day
	Monday, June 5 through Friday, June 9	Conference and evaluation week Pre-registration for Fall semester
	Wednesday, June 7	Graduation
	Friday, June 9	Last day of Spring semester Children's School closes
	Monday, June 19 through Friday, July 28	Summer Session

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PURPOSE AND SCOPE OF THE COLLEGE

Pacific Oaks is an educational center composed of a College and a Children's School. Its purpose is to apply and to contribute knowledge about human development, and to foster conditions which promote the development of children as competent, confident, and thoughtful individuals, capable of making and contributing to a peaceful society. Pacific Oaks' philosophy is based on a belief in each person's potentialities for growth. The goal of the school—be it for children, parents, college students or staff—is to provide an educational environment in which individuals learn through relationships with other people and through the search for insight.

Pacific Oaks College has both degree-granting and community service programs. It has three major purposes. First is the education of a limited number of upper division and graduate students for leadership in various professions working with young children and their parents, including a special program of preparation in nursery education. The second purpose is to contribute new insights about young children, family life, human relations, and education through research and study. The third purpose is to provide special community services in its field of specialization. These services are available to students in nearby colleges and to professional people serving children and families. Appreciation for the complex process of human development and for varied patterns of family living are expected outcomes for all students.

Pacific Oaks College offers upper division and graduate studies in child development, with majors in child development, psychology or sociology, and professional preparation in early childhood and parent education. The academic program is interdisciplinary. Insights from the fields of psychology, sociology, anthropology, medicine, biology, philosophy, the arts, and education are brought to bear on the study of human development, family and community life, and educational programs for young children and parents. Through this range of academic fields students are guided toward a liberal education.

The successful completion of the undergraduate program earns the Bachelor of Science degree. Students who seek admission to the degree program must have completed lower division general education requirements in another institution, transferring to Pacific Oaks with junior standing.

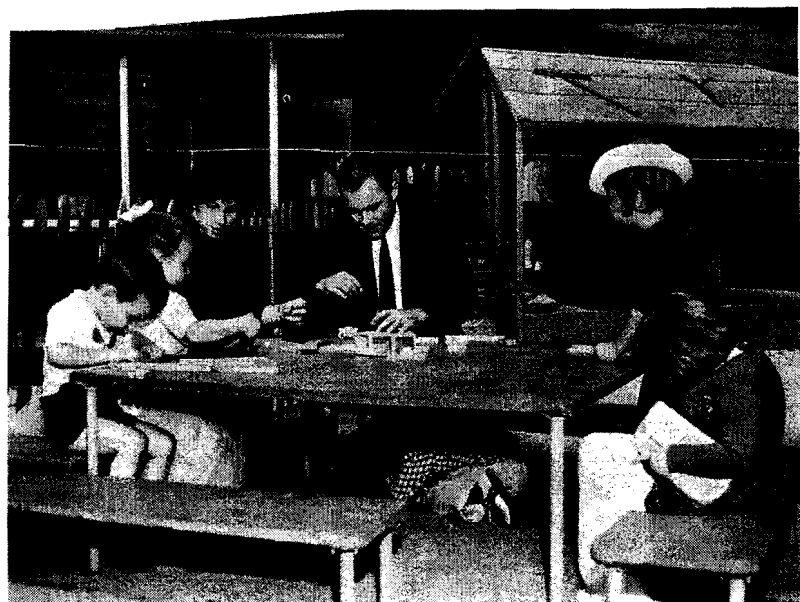
Graduate study provides intensive concentration in one of the several areas of Pacific Oaks' specialization. Graduate students may enroll for a special fifth-year program at Pacific Oaks or a Master of Arts degree at one of several nearby colleges which have cooperative programs with Pacific Oaks.

Education at Pacific Oaks is built upon the premise that direct experience must accompany academic study if it is to have meaning and direction in the life of the student. Therefore students integrate and bring alive their academic work through experience with children and parents in the Children's School and through participation in staff and community groups. The program utilizes the total school setting, the facilities of other institutions, and the surrounding community.

Various research projects are carried on by the Faculty and students, and by professional persons from other institutions by special arrangement. The resources of Pacific Oaks are made available for projects which contribute to knowledge of human development and education and which use methods consistent with the institution's basic purposes: to provide growth experiences for children and adults, to foster respect for persons as individuals, and to contribute to the sum of human understanding.

Support for recent research projects has been provided by the Rosenberg Foundation and the Los Angeles County Health Department. The current major project, An Observational Study of Day Care Program, is funded by the United States Children's Bureau.

Community Services offered by the College extend resources for study and direct experience to persons in, or preparing for, professions that serve young children and their parents. The major areas in the Community Services program are:



A consulting service, available to nursery schools and day care centers which seek help in raising the quality of their program. Special lecture series, workshops, and seminars are offered each semester for directors, teachers, and parents.

Inter-institutional child study, available to students from nearby colleges preparing for such professions as pediatric medicine, psychiatry, social work, psychology, nursing, the ministry, and education. Professional people in public agencies serving children also participate. Direct experience with children is provided in the Children's School and in member schools of the consulting service.

Inter-discipline child study seminars open to graduate students and professional personnel bring together the insights of resource persons from various orientations.

A Parent Education Leadership Training Program for the preparation and in-service education of parent educators offers academic study and supervised field work. Special lecture series, workshops, and college courses are regularly offered, in addition to consultation services.

Services designed to improve the quality of college programs in child development and nursery education are also provided. These take the form of seminars for child development instructors and consultation to junior colleges establishing nursery education curricula.

Future extension of Community Services will expand emphasis on consultation to full-day care centers and to day care and nursery programs serving economically disadvantaged children.

Development of the various aspects of Pacific Oaks Community Services has been made possible by financial support from the Rosenberg Foundation, the Hancock Foundation, the Grant Foundation, the Los Angeles County Health Department, and the United States Children's Bureau.

THE COMMUNITY OF PACIFIC OAKS

Pacific Oaks College and Children's School constitute a "community." Students and faculty of the College, children, parents, and staff of the Children's School, the office staff, volunteers, and members of the Board of Trustees are all related participants in the daily life of the campus. Students, parents, and staff have unusual opportunity to increase their understanding of the meaning of responsible community living—from its beginnings in the family to its ultimate application in the world community.

Education for community living is an implicit part of Pacific Oaks. In addition, special programs and activities are presented to consider various aspects of community education. There have been panel discussions on education, on conformity, on creativity. There have been workshops in various of the art forms; there have been discussions of vital local issues. Often distinguished visitors from other parts of the country speak to interested groups.

THE CHILDREN'S SCHOOL

The Children's School, serving 150 families, is designed to meet the educational needs of children under six. Nursery and kindergarten groups, meeting in either the morning or afternoon, provide children with appropriate experiences, a social group, and a physical environment scaled to their development. Because the program reflects current knowledge in the field and simplicity of materials and purposes, the Children's School is an excellent setting for college students to develop the skills and insights required of professional people who serve young children and their families.

Parent Education, an important aspect of Pacific Oaks Children's School, is an informal program based on the needs and interests of parents in the School in any given year. Both fathers and mothers

participate in projects and programs which increase their knowledge and understanding of children and family life in the community. Families representing a range of social backgrounds give students of the College opportunity for acquaintance with a varied group.

THE COLLEGE

The degree program, which integrates liberal education and professional preparation, has developed to collegiate stature from the school's early in-service program for its nursery school teachers. The present program offers a broad education to students with special interest in young children. Students who plan to teach young children 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 adults, and to assume responsibility for their own continuing professional growth.

Both full and part-time students participate in small, informal classes which include lectures, discussion, field study, and laboratory demonstration. All regular students participate in a practicum through which they gain practical experience as well as theoretical understanding. For advanced students there are opportunities to participate with faculty members in carrying out research projects.

THE LIBRARY

12,000-10,000 Books, pamphlets, and periodicals comprise a collection of nearly 12,000 items available to students. The collection specializes in child development and early childhood education; supporting these areas are significant works in family life, human relations, psychology, sociology, cultural anthropology, and education. Books for and about children's literature, music, art, and science are important aspects of the collection. Reference books and selected works in other fields of knowledge and reading (as fiction, history, biography) add the necessary breadth. The collection is easily accessible on open shelves and housed on the second floor of La Loma House in a pleasant setting for study.

The Julia Dickinson Memorial Fund, given to the Library in 1959 by the parents of Julia Dickinson, makes possible important acquisitions significant in the understanding of young children. These books bear the Julia Dickinson memorial bookplate.

Two other collections enhance the Library. The Friends Collection contains writings by and about Friends and the Society of Friends. The Historical and Critical Collection of Children's Literature was initiated in 1956 by one gift: the donor's childhood library. The collection grows each year by special gifts from interested friends and from memorial gifts.



Friends of the Library, an organization started in 1963, makes an important contribution (to the Library) of books and financial gifts and by an annual program featuring a speaker of literary note.

THE FRIENDS TRADITION

Pacific Oaks' philosophy of education has been shaped by the Friends tradition. It is based on belief in the unique importance of every human being; the feeling of brotherhood with all men everywhere; the acceptance of simplicity and harmony as intrinsic to living the good life; and the understanding of growth as a life-long process.

While control of Pacific Oaks is non-sectarian, Friends traditions influence philosophy, program, and procedures as carried out by the present board and staff, the majority of whom are non-Friends. Each year informal discussion groups or talks are planned around the interests expressed by parents and students in Friends philosophy and concerns. Seminars in Friends Education are offered periodically. Many Friends of the local community give interested assistance, and some financial support comes from Orange Grove and other Monthly Meetings belonging to Pacific Yearly Meeting. Pacific Oaks is a member of the Friends Council on Education and the Friends Committee on Legislation. It cooperates with local Friends groups on such projects as are consistent with its current program and central purposes.

HISTORY AND ORGANIZATION OF PACIFIC OAKS

At the close of World War II, in 1945, 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 and 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 interest which went beyond their own children's first educational needs. In 1950 the founders formed 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 established in 1951 by the Board of Trustees for the preparation of nursery school teachers was the first step in the founding of Pacific Oaks College. 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. Pacific Oaks' unique facility for offering an experience-centered program for teachers of young children seemed worthy of development.

Frances McAllister, a former 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. In 1952, Dr. Abigail Eliot, formerly Director of the Nursery Training School of Boston (now Eliot-Pearson School of Tufts University), accepted a two-year appointment as Director of the Teacher Education Program. 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 future college.

The late Evangeline Burgess, first President of Pacific Oaks College, definitively established the present scope and direction of the college. With her leadership, the college added to its major focus on preparation of nursery school teachers the Community Services and Parent Education Programs which reach professional people already working with young children. She planned and initiated the first research programs. She was chiefly instrumental in establishing the cooperative Master's Program of Pacific Oaks College with neighboring colleges, implementing her conviction that inter-institutional cooperation with mutual enrichment would be the pattern of the future for small private colleges.

Refinement and expansion of the program during the next few years resulted in 1958 in re-incorporation of the Teacher Education Division as a college to receive a charter from the State of California to grant degrees. In 1959, Pacific Oaks College was accredited by the Western College Association. As a degree-granting institution, Pacific Oaks College, together with Pacific Oaks Children's School, is under the direction of a Board of Trustees of 21 members. The Pacific Oaks Association has the express purpose of furthering the interests of the College and the Children's School.

In 1961, the corporate name was shortened from Pacific Oaks Friends School to Pacific Oaks. This change does not affect the institution's philosophy, which stems from its Quaker founders and continues to guide policy and practice.

An institution-wide self-study in 1961-2 resulted in a plan for the next ten years' development of Pacific Oaks. Faculty, Children's School and Administrative Staff, and the Board of Trustees work together in an organized development program to carry out the goals of this ten year plan.

Relations with Other Institutions. As a small specialized college, Pacific Oaks benefits from the resources of other institutions in extending its offerings to students, while at the same time actively seeking to extend its own educational resources to other institutions and professional groups. Claremont Graduate School and Whittier College offer Master of Arts programs in cooperation with Pacific Oaks. At the undergraduate level, Pacific Oaks students majoring in psychology or sociology enroll for part of their major course work at a selected neighboring institution. Pacific Oaks students completing elementary teaching credential requirements at the present time may arrange directed teaching in the public schools through Pasadena College. Elective courses as well as courses to meet specific requirements may be taken at other institutions by Pacific Oaks students, as part of their regular course of study.

Occidental College, Pasadena Playhouse College of Theatre Arts, and the Pasadena Art Museum have cooperated intensively with Pacific Oaks in special programs utilizing the resources of each institution. Pacific Oaks is a participating institution in the Western Data Processing Center of the University of California at Los Angeles. Students enrolled in a number of neighboring institutions have undertaken individually designed field studies at Pacific Oaks. Provisions are regularly made for group field studies for students from nearby institutions, including California State College at Los Angeles, University of Southern California, Southern California School of Theology, and several schools of nursing. The Community Services program of the College is active in developing such relationships.

CAMPUS AND ENVIRONS

Pacific Oaks is located in a quiet residential section of Pasadena, adjacent to the Arroyo Seco. Convenient public transportation provides easy access to the business, recreational, and educational facilities of Pasadena. Two large converted residences and two smaller

buildings house offices, classrooms, children's groups, and shop. The outdoor area includes spacious play yards and simple gardens. Afternoon classes occasionally meet under the oak trees.

The community of Pasadena offers a 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 Playhouse present a variety of drama within the immediate community. The Los Angeles and Pasadena Symphony Associations, San Francisco Opera Company, chamber music groups, and visiting artists appear in regular concerts. Both professional and student programs at California Institute of Technology, Pasadena City College, and Occidental College are open to Pacific Oaks students.

Sports available in the immediate neighborhood include golf, tennis, riding, hiking, archery, and swimming. The Pasadena YMCA and YWCA invite participation in their varied programs. Students may also enjoy the activities of several folk dancing groups in the area. Skiing and other winter sports are available during the season. Ocean beaches are within an hour's drive.

THE STUDENT GROUP

The student group at Pacific Oaks is small. It brings together individuals from varied backgrounds and levels of education, and of different ages and purposes, but all with a major interest in young children and families. While the specialized curriculum has attracted primarily women students, the College is coeducational by intent. In any semester there are:

- **Undergraduate Students** enrolled for upper division work leading to the Bachelor of Science degree;
- **Graduate Students** enrolled for a special fifth-year program at Pacific Oaks or for a Master of Arts program at Claremont Graduate School or Whittier College using Pacific Oaks' resources;
- **Special Students** enrolled for individual courses for which they have appropriate preparation.

These students come from a variety of backgrounds:

Recent Graduates of Junior Colleges or junior transfers from four-year liberal arts colleges are young students interested in human development, young children, or family life in the urban community. They find upper division work at Pacific Oaks a satisfying combination of academic study and direct experience with children.

Married Women whose education was interrupted by family responsibility come to Pacific Oaks College. These older students are offered a reorientation to academic life in a setting which provides mature and satisfying relationships. The curriculum offerings enhance family, and community life. Each program is tailored to the previous academic

experience, current interests, and goals of the individual student. Married women often enroll first as special students, and then in a later semester advance to regular status, either in the undergraduate or one of the graduate programs.

International Students are admitted either as undergraduate, graduate, or special students. Pacific Oaks is approved by the United States Department of Justice for receiving foreign non-immigrant students. Each student's program is designed on the basis of background, future plan, language facility, and general orientation in the American culture. Adequacy in spoken and written English is a prerequisite to admission. Applicants may consult with former students and visitors in a number of countries. The Dean of Students will furnish names of such individuals. In recent years students from Japan, Norway, Taiwan, Korea, England, Australia, Kenya, India, the Philippines, and Malaysia have taken advantage of study opportunities at Pacific Oaks.

Teachers and Other Professional People who work with children and families use appropriate courses as in-service education. Both public and private school teachers from all levels—nursery, elementary, secondary, and adult education—enroll at Pacific Oaks. The Credentials Office of the California State Department of Education recognizes appropriate course work at Pacific Oaks College as meeting requirements for Child Care Permits and Public School Credentials. Parent Education Play Group leaders find requirements for the Adult Education Credential among Pacific Oaks course offerings. Professional workers in fields other than education also use courses to increase their professional competence.

Assisting Mothers have assignments in Pacific Oaks Children's School. They may register for one course tuition-free during each semester of their participation.

Students in Other Institutions enroll for courses selected to enrich their education. The Community Services program, through inter-institutional arrangements, extends Pacific Oaks' resources to many students preparing for varied professional work with children and families.

Students at Pacific Oaks are preparing for:

Teaching in nursery schools, child care centers, kindergarten and elementary grades, parent education classes, and colleges;

Administration in nursery schools and child care centers;

Research in the behavioral sciences and education;

Teaching or counseling children with special needs, including economically and culturally disadvantaged, emotionally disturbed, and physically handicapped;

Other related professions, including social work, clinical psychology, nursing, pediatrics, psychiatry, the ministry, librarianship, and recreational leadership. Pacific Oaks graduates may go on to advanced study in some of these fields; from others, students enrolled at other institutions come for periods of study at Pacific Oaks.

Creative work directed to children or parents, including writing, theatre, television and radio productions, and designing.

ADMISSION

General Requirements for Admission are academic ability, good character and health, and strong interest in human development and interpersonal relationships. Evidence of qualifications is given through transcripts of previous academic work, references requested by the College from persons designated by the candidate, personal interviews, and the candidate's completed application.

Pacific Oaks expects its students to reflect learning not only in factual knowledge but also in behavior, attitudes, and communication skills. The College encourages, through program, philosophy, and setting, an appreciation for good interpersonal relationships and active involvement with the process of living constructively and creatively. Those applicants will be selected who show the greatest potential for achieving the goals of the College curriculum: a liberal education, and professional competence in fields to which the specialized curriculum is related. (See Goals of the Curriculum, page 27).

ADMISSION TO THE BACCALAUREATE PROGRAM

Transfer Requirements for admission to the undergraduate degree program at Pacific Oaks College are 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.

Course prerequisites for admission in junior standing are as follows:

1. ORAL AND WRITTEN ENGLISH (6)

English 1A or equivalent (Freshman English, reading and composition, etc.) is required, with a grade of C or better.

English 1B or public speaking may complete the requirement; however, Faculty approval is required to waive the speech. If both speech and English 1B have been taken, English 1B may count toward humanities area requirements.

2. NATURAL SCIENCES AND MATHEMATICS (12) A and B required.

At least one semester of a college laboratory science is required. A full year laboratory course (8 or more units) in either A or B may meet requirements in both A and B if a laboratory course in the other area was taken in grades 11 or 12. However, if the requirement in A is not met by a college course, a waiver examination in human biology must be passed.

- a. Human biology (general biology, vertebrate zoology, anatomy, physiology).
- b. Physical science: chemistry or physics required if not taken in high school; astronomy, geology, physical geography, meteorology.
- c. Other biological science, physical anthropology, physiological psychology, mathematics (for which high school algebra and geometry are prerequisite), statistics.

3. SOCIAL SCIENCES (15) A, B, C, and D required.

- Course or courses to meet the State requirement in U.S. History and Constitution.
- General psychology (3).
- General sociology or cultural anthropology (3).
- One or more additional courses selected from the following: history, political science, economics, cultural or economic geography, anthropology, sociology and psychology. (In the last two fields, only general courses will be credited toward this requirement. Such courses as marriage and family, and child psychology, are given elective credit only).

4. HUMANITIES (12) A and B required.

- A full year course relating to the history of civilization: history of civilization or of Great Britain, history of art, history of music, history of philosophy, world or English literature.
- Any course listed in A but not in the same department as that in which the requirement for A is met; music or art theory; performance or studio courses in music, drama, art (maximum of 4 units credited toward the area requirement); philosophy; literature; foreign language (beyond second semester); comparative religion. (Courses in music and art for teachers are given elective credit only).

NOTE: Up to 3 units deficiency in one of areas 2, 3, or 4 may be compensated for by 6 or more units *beyond* the requirement in another of these areas.

5. ELECTIVES

A maximum of 15 units may be transferred from courses other than those listed in areas 1 through 4 above. 4 units of physical education and any number of units in foreign language may be transferred beyond the 15 unit maximum.

Many junior colleges in Southern California, and several in other parts of the country, describe recommended curricula for transfer to Pacific Oaks in their catalogs or in guidance statements. Junior college students should consult their advisers or make direct inquiry to Pacific Oaks for further information concerning appropriate courses at their junior college.

Transferable Credit is determined on an individual basis within these general policies:

LOWER DIVISION

In evaluating transcripts of lower division work from other institutions, Pacific Oaks gives credit for 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 academic**

courses leading to the baccalaureate degree. (Courses at Pasadena City College for transfer to Pacific Oaks should be selected from Classification III courses numbered 1-99). No more than 70 units of lower division work may be presented toward the degree program.

Students who have applied for admission and who have deficiencies amounting to no more than one semester's work may be permitted to enroll part-time at Pacific Oaks while concurrently removing deficiencies. All lower division deficiencies must be removed prior to enrollment for the last 24 units of work at Pacific Oaks.

UPPER DIVISION

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 30 units at Pacific Oaks.

ADMISSION TO TEACHER EDUCATION

This is required prior to enrollment in 150, Directed Teaching in Nursery School or Kindergarten; 152, Directed Teaching in Elementary School; or 155, Working with Parents. Recommendation for admission is made by a Teacher Education screening committee on the basis of the student's previous work at Pacific Oaks, which must include the following minimum course prerequisites:

For 150: 100, 105, and 106 at Pacific Oaks.

For 152: (not offered in 1965-66. Prerequisites for recommended placement in directed teaching under a cooperative arrangement are listed on page 43).

For 155: 100 and 101, 105 and 106, 110 and 111 at Pacific Oaks.

ADMISSION TO GRADUATE PROGRAMS

Requirements for admission to any of the graduate programs described on pp. 33 to 35 are a baccalaureate degree from an accredited college or university and evidence of ability to do advanced work. Each student should have completed courses in general psychology, human biology, and general sociology or cultural anthropology. Without course work in these areas, students must establish evidence of understanding through examination. There is some variation in entry requirements for the several programs of graduate study available.

- Pacific Oaks' fifth year of professional preparation or advanced study in child development is open to students who hold a degree in the liberal arts or sciences.
- Applicants for the cooperative master's programs must qualify for *graduate standing* to be recommended to the degree-granting institution by Pacific Oaks Faculty. Graduate standing requires:

- a. completion of a bachelor's degree
- b. at an accredited institution
- c. with at least a B average
- d. with prerequisites in psychology, sociology or anthropology, biology, and general education area requirements
- e. and achievement of a minimum score of 45 on the Miller Analogies Test.

A student who fails to meet requirement b, c, or e above, may petition the Faculty for graduate standing at the end of one semester of full-time study, or following completion of 12 units.

Ordinarily an international student will not be admitted to graduate standing until after a semester in residence. Exceptions may be made for graduates of institutions of internationally-known quality in which English is the language of instruction.

Admission to either of the two cooperative Master of Arts programs depends upon meeting entry requirements of the other institution as well as Pacific Oaks.

ENROLLMENT AS A SPECIAL STUDENT

Enrollment is based on meeting course prerequisites and on evidence of ability to participate effectively. Acceptance in any part of the program entails responsibility for attendance and for carrying out all study requirements of the course. If specific course prerequisites are met, enrollment as a special student in a single course is possible without formal application for admission or prior examination.

Enrollment in *Practicum* is limited to regularly admitted students in the College. The course *Observation and Participation in Nursery School* has been designed for special students. Preregistration with completion of a special application procedure and payment of a \$5 fee is required for enrollment in this course.

If an applicant has questions about his qualifications for entering any course, he should call or write the College Office to clarify the need for an interview. Special students may register during the hour before the first class session of a course, at which time the instructor will be available for consultation.

ADMISSION PROCEDURE

1. Complete the forms provided by the College Office: application, autobiography of 500 words, health report. Submit with fee of \$10 (non-refundable) no later than July 15 for Fall semester entrance, January 1 for Spring semester entrance, and May 1 for Summer entrance.

International students must also give evidence of proficiency in writing and speaking English. Students making application from other countries are advised to submit application forms by February 1 for Fall semester entrance.

2. Request all colleges attended to send a transcript of work completed to the College Office, Pacific Oaks College, 714 West California Boulevard, Pasadena, California 91105.
3. Arrange with the College Office for personal interviews with two members of Pacific Oaks Faculty. Students living a great distance from Southern California may meet with a representative of the College in the candidate's vicinity. Submit request for alternate interview plan with application.
4. On the health form provided, submit a detailed medical history with a report of complete physical examination. A chest X-ray or an intradermal test for T.B. is required of all students working in the Children's School. Smallpox vaccination and preventive inoculations for tetanus, poliomyelitis, and diphtheria are also required.

ADDITIONAL PROCEDURE FOR GRADUATE STANDING

5. Take the Miller Analogies Test at an accepted testing center and have the score forwarded to Pacific Oaks. It can be taken for a small fee (\$2 to \$5) at most educational testing centers, including, in the Los Angeles area: Claremont Graduate School, Claremont, California; University of California at Los Angeles, Los Angeles 90024, and California State College at Los Angeles, Los Angeles 90032. Students applying for entry to the Whittier M.A. program must also take the Aptitude Test of the Graduate Record Examinations and the Cooperative English Test. These are given regularly at Whittier College for a \$5 fee; for addresses of other centers, write Educational Testing Service, 1947 Center Street, Berkeley 4, California.
6. Students wishing recommendation for the Master's degree at Claremont Graduate School or Whittier College must first complete the above procedure. Students qualifying for admission to graduate standing at Pacific Oaks will be recommended by Pacific Oaks' Faculty to the degree-granting institution, to which the student then makes direct application.

For Claremont Graduate School

- a. File a completed application form accompanied by a non-refundable fee of \$10 with the Office of Admissions, Claremont Graduate School.
- b. Request Pacific Oaks to transmit file of admissions documents to the Office of Admissions: transcripts, letters of reference, score on the Miller Analogies Test.

(Applicants who for valid reasons have been unable to supply complete admissions information prior to the opening of the semester may be given unclassified status. This permits a student to study for one semester only and is not renewable.)

For Whittier College

- a. Complete application forms and submit with \$10 fee to the Office of Admissions, Whittier College.
- b. Request Pacific Oaks to transmit file of admissions documents to Whittier College.
- c. Arrange interview with the Chairman of the Sociology Department at Whittier College.

NOTIFICATION. Fall applicants will be notified of action taken after the March, May, and July meetings of the Admissions Committee. Late applications will be given consideration whenever possible. Applicants for Spring and Summer terms will be notified soon after the closing date for application.

FINANCIAL INFORMATION

Pacific Oaks is a private, non-profit institution which receives no public funds in support of its regular educational program. The tuition charged students does not cover the 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, parents, and foundations.

TUITION AND FEES

Tuition for full-time students is \$400 per semester. For students taking less than 12 units per semester, tuition is \$35 per semester unit. Tuition for summer session courses is \$25 per unit.

Fees for special services are as follows:

Application for admission (non-refundable) ..	\$10
Transcript evaluation only	\$ 5
(May be applied to application fee)	
Late registration fee	\$1 per day
Change of program fee	\$ 3
Graduation fee:	
Baccalaureate	\$12
Post-baccalaureate certificate	\$10
Placement Service fee	\$ 5
Renewal of Placement Service information	\$ 3
(after two years)	
Transcript of credit	\$ 1
(one copy free)	

Fees are subject to change without notice.

Other expenses to be considered are:

- Testing fees as required for admission and guidance
- Board and room (see section on Housing, page 25)
- Health insurance
- Books and supplies
- Smocks or aprons for nursery school
- Travel
- Transportation on field trips (expenses are shared on group trips)
- Incidentals

No credit or transcripts will be issued, and no degrees conferred, unless outstanding obligations to the College have been paid in full. 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. Every consideration will be given in making equitable arrangements to meet hardship cases.

Tuition Refund

Within 10 days after registration ends: 90% refund

Withdrawal 10 days to 5 weeks after registration: $\frac{2}{3}$ tuition refund

Withdrawal 6th through 9th week: $\frac{1}{2}$ tuition refund

Withdrawal after 9 weeks: no refund

All refunds must be requested in writing with full explanation. Date of receipt of request determines amount of refund.

FELLOWSHIPS AND STUDENT AID

The limited funds available are administered so as to make educational opportunities at Pacific Oaks available to as many qualified students as possible. The Committee on Financial Aid considers carefully the total resources and educational plan of each applicant. Current practice is to award an applicant one or more of several types of aid to help meet his total financial need:

1. **TUITION AID GRANTS:** A sum of money granted toward a student's tuition, usually as a proportion of total tuition rather than as a dollar amount. Grants are made on the basis of need to students who establish their ability to make good use of the College program.

2. **LOANS:** A sum of money which may be applied to living expenses as well as tuition is loaned to students interest-free while in school, a low rate of interest to begin after graduation. Loans are made on the basis of need to students who demonstrate their ability to make good use of the College program.
3. **FELLOWSHIPS:** A cash stipend awarded to advanced students who meet special qualifications, assume specified responsibilities, and receive academic credit for the assigned activity. Applicants must present evidence of skill and knowledge necessary to fulfill the responsibilities of the fellowship assignment.
 - a. *Teaching fellowships.* Awarded to undergraduate or graduate students who have demonstrated their ability to assume teaching responsibility in Pacific Oaks Children's School (or a nursery school belonging to the Consulting Service of the College). Teaching fellowships carry two, three, or five day assignments with stipends of \$600, \$900, or \$1,500 for the academic year.
 - b. *Research fellowships.* Awarded to graduate students judged competent to assist with a research project of faculty interest. One carries a stipend of \$300 plus tuition aid for the academic year. Three others, under a Children's Bureau research grant, carry stipends of \$3,000 for a full year.
 - c. *Administrative fellowships.* Awarded to graduate students able to learn from supervised responsibility in some aspect of Children's School administration. Stipend varies with assignment.
4. **ASSISTANTSHIPS:** An academic appointment made to an advanced student which carries substantial assigned responsibilities and a cash stipend. No academic credit is given. The stipend is paid as salary and is subject to income tax. Appointments may be made in Children's School teaching, research, or administration.
5. **STUDENT WORK:** Non-academic employment in which no academic credit is given for the work performed.
 - a. *Tuition-work exchange.* A student performs some service for Pacific Oaks in exchange for tuition. No cash payment is involved.
 - b. *Other student work.* A student performs some service for Pacific Oaks for an hourly wage.
 - c. *Room and board work exchange.* A student performs services for a family recommended by Pacific Oaks in exchange for room and board.
6. **ASSISTING MOTHER ASSIGNMENTS:** A student with a child enrolled in Pacific Oaks Children's School may be assigned as an assisting mother in the Children's School, offices, or Library, in partial exchange for the child's tuition and for one tuition-free course in the College during each semester of the assignment.

APPLICATION PROCEDURE

Applicants for financial aid should:

1. File application for admission to Pacific Oaks College
2. File financial aid application as follows:
 - a. *Tuition aid, loan and fellowship applicants* should request a financial aid application form from the College Office. Loan applicants should also request a form for a National Defense Student Loan. Application should be filed prior to April 15 for Fall and November 15 for Spring. Applicants will be considered by the Admissions and Financial Aid Committee and notified of the Committee's decision.
 - b. *Assistantship applicants* should make direct application to the Director of the Children's School for teaching assistantships, or to the President of Pacific Oaks.
 - c. *Student-work applicants* should request from the Business Office an employment form for office, library, or maintenance work. Room and board work exchange is arranged through the College Office.
 - d. *Assisting mother applicants* make application to the Children's School in conjunction with admission for their children. Application should be filed prior to April 1 for Fall admission, and by December 1 for Spring admission. Assisting mothers may enroll in College courses as special students without applying for admission to the College.

OUTSIDE EMPLOYMENT

The intensive nature of the Pacific Oaks program makes outside employment unwise unless the student limits the number of units carried within the semester. For full-time students the College 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. Limited employment over the weekend should be approved by the student's faculty adviser prior to acceptance.

SOURCES OF FUNDS

TRUSTEES' SCHOLARSHIPS are granted each year to selected undergraduate or graduate 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 Pacific Oaks. The fund is replenished by interested friends through efforts of the Board of Trustees.

THE LOUISE M. CLEVINGER MEMORIAL SCHOLARSHIP FUND was established in 1964 by Mrs. Margaret Weyerhauser Driscoll. Annual gifts from this donor provide scholarship aid for one or more students. Income from the fund will be available for scholarship aid when the fund reaches adequate size.

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 interest, some preference is given use of these funds for international students.

THE FRIENDS SCHOLARSHIP reflects Pacific Oaks' commitment to close relationships with the Friends community and especially to Orange Grove Monthly Meeting in Pasadena. It provides tuition for one course each semester to a member of Orange Grove Meeting recommended by the clerk of the meeting.

COMMUNITY SERVICES GRANTS-IN-AID, initiated with Rosenberg Foundation funds, are being continued on a limited basis by Pacific Oaks to encourage further study by teachers in member nursery schools of the Community Services Consulting Service. Preference is given to teachers who plan full professional preparation.

NATIONAL DEFENSE STUDENT LOAN FUND was accepted for the first time by Pacific Oaks in the Fall of 1962 after Congress removed the requirement for the oath of non-disloyalty. Students must be enrolled at least half-time to qualify for these loans. Interest at three per cent and repayment of principal begin one year after the recipient has ceased to pursue a course of study equal to at least half-time at an institution of higher learning. The loan may be repaid over a ten-year period and up to one-half the principal may be forgiven if the recipient teaches in a public or private elementary or secondary school or in an institution of higher education.

Master of Arts degree candidates in the cooperative programs at CLAREMONT GRADUATE SCHOOL or WHITTIER COLLEGE may make direct application for financial aid to those institutions as well as to Pacific Oaks.

Other sources of aid outside Pacific Oaks are available:

CALIFORNIA STATE SCHOLARSHIP awards are made to undergraduate degree candidates enrolled full time on the basis of competitive examination and financial need. Applicants must be State residents under 24 years of age. Pacific Oaks may be designated as the student's choice of college. An applicant

planning to attend a public junior college may be awarded a *junior college reserve scholarship*, which is held for the student until he enrolls in an upper division program. Application forms are available at Pacific Oaks.

BARBARA GREENWOOD SCHOLARSHIP FUND was initiated in Southern California by members of professional groups in early childhood education. They had been inspired by Barbara Greenwood's work which so effectively served young children, their parents, and teachers throughout California. Grants are made to undergraduate and graduate students for both full and partial study programs. Application blanks are available at Pacific Oaks.

STUDENT SERVICES

Guidance. Each regular student is assigned to a faculty adviser who helps the student select appropriate course sequences and guides him toward his 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. The College does not provide counseling for serious personal or emotional problems, but is prepared to make referrals indicated by a student's needs.

Health. Students who work with children must accept responsibility for maintaining physical fitness, mental health, and emotional poise. Included on Pacific Oaks consulting staff are doctors to whom physical and mental health problems of students may be referred. Recommendations are made by consultants regarding 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 adequate health insurance before registering.*

Housing. Pacific Oaks currently offers no residence facilities for students. Students who do not live in their own homes may obtain assistance in finding living arrangements from the Dean of Students.

Living-in arrangements in nearby homes are possible. These vary from rooms in private homes where students work approximately 15 hours a week in exchange for full room and board, to full charge for room and board. All living arrangements outside the student's home must be approved in advance by the Dean of Students.

For the student, living with a family offers informal sociability and opportunity for increased understanding and appreciation of various patterns of family life. International students find such arrangements particularly valuable.

The College does not assume responsibility for the provision of satisfactory living-in 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. The College recommends that the student and the family have a written agreement 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. In Pasadena there are churches of most denominations in the Christian and Judaic traditions, including three Friends meetings. Places of worship for some of the Eastern religious groups are also located in the community.

Book Store. Pacific Oaks operates a small book store to serve the Pacific Oaks community. A varied selection of text books, children's books, professional books, and pamphlets are on display and may be purchased. Other books and pamphlets will be ordered on request. A variety of school supplies are also available for purchase.

Placement Service. The College maintains an active file of selected teaching and related positions for Pacific Oaks graduates. Advanced students may also use the service if they have fulfilled the residence requirement and have had some satisfactory practicum experience. The service of maintaining a file may be initiated upon payment of a fee of \$5. Placement papers include a transcript of all college work, a summary of professional experience, and recommendation letters from at least three persons qualified to make fair judgment regarding the candidate's professional competence.

When applying for a position it is the responsibility of the candidate to: (1) have placement service forms completed; (2) advise prospective employers of the availability of the service; (3) submit a request to the placement service for completed papers to be sent to the prospective employer; (4) keep file current by supplying additional names of employers for appraisal statements; (5) request removal from list upon placement.

Student Activities. Because the student group is small and social interest varied, student social activities under college sponsorship are limited. However, students are provided with information concern-

ing cultural opportunities, and social and recreational programs of various community groups. The College also helps students to make contacts with other student groups in nearby colleges. Special sight-seeing opportunities sponsored by local service clubs are available to international students. Student activities at Pacific Oaks are determined by current interest and initiative of the student body and staff. Informal lunch times offer the opportunity for daily social contacts. Because of the small size of the College, and the ease and flexibility of its inter-personal relationships, it has not seemed necessary to form a student government.

PLANS OF STUDY

All plans of study at Pacific Oaks College combine active participation in intellectual activity with a high degree of direct involvement in the daily life of a school. Students explore with faculty the relevance and importance of a variety of theoretical approaches to the study of human behavior. Students share with staff in planning and evaluating ongoing program for children, parents, and college students. Together they think about the questions which matter most about human development, society's needs, and the professional person's responsibilities.

GOALS OF THE CURRICULUM

These first seven goals are held in common for all students:

1. *Knowledge of the complex interrelated factors which affect the range of human growth and development* is a primary goal. From the social sciences—particularly psychology, sociology, anthropology—from philosophy, art, and religion, and from the biological sciences come specific areas of knowledge to be related to each other, integrated to provide an ever-increasing understanding of man.
2. *Knowledge of society's functions and expectations* is another major goal of the program. Students are expected to be aware of the problems and conditions of urban culture, the characteristic functions and relationships among groups of contemporary American society. Awareness of differing values in various cultures of the world, both past and present, and of the dilemmas for individuals posed by conflicting values provides both perspective and depth. Understanding the role of education in society and the historic development of educational concern for children helps students to develop a sound philosophy of education.
3. *Understanding various processes used in solving problems effectively* should be an outcome of the program. The student should develop and use effectively skills of astute observation, of gathering relevant information, and of critical thinking. He should form the practice of suspended judgment, of formulating and testing hypotheses.

4. *A high degree of self-understanding* is an important attribute of well-educated people. The student well-prepared for continued personal and professional growth strives to integrate experience into his own unique and dynamic philosophy of life. Part of this process includes recognizing his own motives in the choices he makes, and appraising realistically his abilities and potential for further achievement. From self-acceptance grows the spontaneity and degree of objectivity required for satisfying human relationships.
5. *Appreciation for the importance of esthetic experience* and satisfaction in some form of esthetic expression are avenues to personal enrichment and enjoyment. Graduates should be able to find within the community those resources which will nourish their personal lives.
6. *Growing social sensitivity and a sense of responsibility toward one's fellow man* are expected outcomes of the total program. Graduates should become actively contributing members of the community—whether locally, nationally, or internationally—using and adding to community resources in ways appropriate to their personal and professional competences. The understanding and skills involved in effective group membership are developed both through class discussion and through experience in working within the Pacific Oaks community.
7. *Assuming responsibility for one's continuing personal and professional growth* includes searching out and using new information, examining one's own attitudes and practices critically, relating personal goals realistically to the goals of an intricate society, and participating in social and professional groups. Students at Pacific Oaks are helped to be aware of the wide range of resources which aid this achievement. They are helped to know that a growing personal philosophy results from continuous re-examination of experience in the light of new knowledge and insights.

To keep liberal and professional education closely related is a goal of Pacific Oaks. Professional aspects of the program for those students preparing to teach young children have the following specific goals. Modifications are made for students interested in related fields.

1. *Skill in planning and carrying out school program* for children and parents is based on both knowledge and experience. Program for children should build their confidence in themselves, add to their knowledge and curiosity, and increase their social awareness and skills. Graduates should be able to create varied and appropriate school experiences for each child's growth through genuine personal relationships and through creative use of ideas, time, space, and materials. They should know how to give direction to their planning through careful observations frequently recorded and reviewed.

2. *Ability to work closely with parents* is essential to teaching young children. The teacher's attitudes and skills must lead to working in ways which build parents' confidence in themselves as parents, contribute to their enjoyment of their children, and increase awareness of the relationship of family life to society. The teacher provides wider professional experience to help parents understand the language of child behavior and become more competent parents. The student must be acquainted with both the skills of group leadership and of individual relationships as avenues for effective work with parents.
3. *Knowledge of the community's services to its members*—its agencies for education, health, welfare, and recreation—permits the teacher to use community resources for the benefit of children and parents.
4. *Understanding the importance of assuming responsibility as a member of the community, a school staff, and a profession* is a further goal of this program. Understanding the relationships among policy-forming, administrative, and teaching functions within a school contributes to professional effectiveness. The ability to interpret the school, its program and its purposes is a part of the teacher's responsibility. Knowledge of professional organizations and publications, their purpose and plans of action, should lead to appropriate participation.

BASIC CURRICULUM

The basic curriculum in Child Development provides a framework for realizing these goals. It has five parts: Human Development, Practicum, Research Methods, and specialized study in the Psychological and Social Foundations of Development.

1. *Human Development* is a full year course (100, 101) of 4 units each semester, which provides an interdisciplinary approach to the study of the human life span from conception to death. Appreciation for the whole range of human development is seen as essential to a sound perspective for understanding the needs and behavior not only of children, but of adults as well. Related laboratory experiences are provided in Practicum.

2. *Practicum* is an integrated plan of supervised experience in the Children's School, other private and public schools, and community agencies serving children and families. It includes laboratory aspects of various courses, observation and participation, and directed teaching.

Each student develops with his adviser an individualized plan of practicum experiences which takes into account his previous experience with children and his personal and professional goals. All candidates for the B.S. degree are expected to complete two semesters of practicum in Pacific Oaks Children's School. Further practicum places

ments are selected from a variety of available settings in the community.

- 105 Practicum: Observing and Recording Behavior (2 or 3)
- 106 Seminar in Observing and Recording Behavior (2)
- 110 Practicum: Study of Individual Children (2-5)
- 111 Seminar in Study of Individual Children (2)
- 150 Practicum: Directed Teaching in Nursery School or Kindergarten (2-5)
- 151 Seminar in Nursery-Kindergarten Curriculum (2)
- 152 Practicum: Directed Teaching in Elementary School (2-5)
- 153 Seminar in Elementary Curriculum (2)
- 155 Practicum: Working with Parents (2-5)
- 170 Parent-Child-Teacher Relationships (3) or
- 174 Parent Education Methods (3)

Students in each of the above practicums enroll concurrently in the accompanying seminar or related course, which provides opportunity to integrate academic content with direct experience. Observations and projects designed around the goal of each practicum are assigned and discussed.

105, 110, 150, and 155 may be taken at Pacific Oaks Children's School, under the direct supervision of the head teacher of the group to which the student is assigned. 110, 150, 152, and 155 may involve placement in another school in the community, where the student works under the direction of a school staff member supplemented by the supervision of a member of Pacific Oaks Faculty.

127 Practicum: Family and Community Services (1-2)

131 Practicum: Public Schools (1-2)

These practicums provide observation/participation experience in community agencies and public schools. The student works under the direction of a school or agency staff member and is responsible for reporting on and evaluating the experience.

A maximum of 15 units of Practicum may be credited toward the B.S. degree. Ten units may be credited toward the 30-unit Child Development major.

3. *Research Methods* provides a foundation for the scientific understanding of behavior and development. The course, Introduction to Methods in the Behavioral Sciences (160), prepares the student for interpreting and evaluating research studies and for subsequent direct involvement in research activities through advanced courses. Special Studies (190) may be utilized for individual projects. Research Prob-

lems (220) offers students an opportunity to participate in ongoing projects of the Faculty, or to develop individual projects at the graduate level.

4. *Psychological Foundations of Development* is the specialized focus of a sequence of courses within the basic curriculum which draw on the subject matter of psychology. All B.S. degree candidates are expected to complete at least one course in this area. Students wishing to specialize in this area may complete a *major in psychology*.

5. *Social Foundations of Development* is the specialized focus of a sequence of courses within the basic curriculum which draw on the subject matter of sociology. All B.S. degree candidates are expected to complete at least one course in this area. Students wishing to specialize in this area may complete a *major in sociology*.

PROFESSIONAL PREPARATION

Professional preparation in early childhood and parent education supplements the basic curriculum for students whose goal is teaching. Emphasis is placed upon educational programs for young children which are consistent with children's developing capacities for thinking, feeling, and acting. Effective teaching is understood to be unique to the individual teacher, growing from his understanding and appreciation of both the culture and children.

Young children's sensitivity to the important adults in their lives requires consideration of parent-child-teacher and intra-staff relationships. Students may choose to emphasize parent education within the professional preparation curriculum.

Students preparing to teach in public elementary schools (1) may complete requirements for a temporary credential within the B.S. degree program, supplementing current course offerings at Pacific Oaks with several professional courses at a neighboring institution; or (2) may concentrate professional preparation in a fifth year of study at Pacific Oaks and a neighboring institution; or (3) may, if qualified, enter the elementary internship program at Claremont Graduate School. This program offers the option of study leading to both the elementary credential and the Master of Arts in Education.

Students with other professional goals may also arrange to supplement course offerings at Pacific Oaks as necessary.

Detailed requirements for teacher preparation will be found on page 28. Students with other goals should consult their advisers. A brief description of professional opportunities for Pacific Oaks graduates is given on page 14.

UNDERGRADUATE DEGREE PROGRAM

Undergraduate students transferring to Pacific Oaks with junior standing may ordinarily earn the Bachelor of Science degree in two years of full-time study or equivalent. All students in the degree program are enrolled in the basic curriculum in Child Development. Alternative programs within this curriculum are designed for students who

need specialized work in preparation for graduate study or for the Standard Teaching Credential.

Credential requirements for an academic major and minor may be met in one of three ways:

1. The general curriculum in Child Development provides a *diversified major in social sciences*, and a minor must be completed at another institution. (The minor may be completed in the fifth year);
2. Emphasis on Psychological Foundations of Development, augmented by limited course work in psychology at another institution, provides a *major in psychology* with the option of a *minor in sociology*;
3. Emphasis on Social Foundations of Development, augmented by limited course work in sociology at another institution, provides a *major in sociology* with the option of a *minor in psychology*.

A student interested in specializing within the basic curriculum should consult with his adviser and with the adviser for the specialized area of his choice.

Requirements for the Bachelor of Science Degree

1. Complete 124 units distributed as follows:
 - a. Lower division transfer program as outlined on page 15 (at least 60 and not more than 70 units).
 - b. Satisfactory completion of 54 to 64 units of upper division work, including a minimum of 30 units in a major. At least 30 units must be taken at Pacific Oaks.
 - c. Additional units to make up the required total may be taken as part of an optional minor, in professional preparation courses, or in elective subjects selected from courses offered at Pacific Oaks or at neighboring institutions.
2. Establish minimum residence requirement of one semester (12 or more units) or two summer sessions (6 units each) of full time study.
3. Complete upper division work within five years. (Acceptance of earlier work, or extension of time, requires faculty review.)
4. Complete the following evaluation procedures:
 - a. Area Tests of the Graduate Record Examination (during first semester in junior standing).
 - b. Comprehensive bibliography (during junior year).
 - c. Comprehensive conference (during senior year).
5. Submit application for graduation at the beginning of the final semester. A \$12 graduation fee is payable at registration for the final semester.
6. Complete payment of all outstanding charges to Pacific Oaks.

GRADUATE STUDY

Several plans of graduate study are available. Two may be carried out entirely at Pacific Oaks; two involve cooperative relationships with nearby institutions and lead to the Master of Arts degree.

Post-baccalaureate programs at Pacific Oaks

Students who have earned a bachelor's degree and completed application for admission to Pacific Oaks may, upon admission, enroll in one of the following programs:

PLAN A: A FIFTH YEAR OF PROFESSIONAL PREPARATION FOR NURSERY, KINDERGARTEN, AND ELEMENTARY SCHOOL TEACHING OR PARENT EDUCATION is open to students with an undergraduate major in the liberal arts. The appropriate sequence for each individual depends upon the student's purpose. Human Development 100-101, two selected Practicums, and selected professional preparation courses will be included in each sequence.

PLAN B: ADVANCED STUDY IN CHILD DEVELOPMENT, EARLY CHILDHOOD OR PARENT EDUCATION may be undertaken by students for whom teaching is not necessarily a goal. Pacific Oaks offers opportunity for intensive experience with children and parents, for active participation in the research program, and for independent study under faculty guidance. No specific course requirements are made; the student works out an individualized plan of study with his adviser.

Master of Arts Degree Programs

CLAREMONT GRADUATE SCHOOL
and PACIFIC OAKS COLLEGE

Master of Arts in Education

Pacific Oaks and Claremont Graduate School have established a cooperative relationship for students working toward the Master of Arts degree at Claremont using Pacific Oaks' resources in child development and early childhood education. A faculty member from each institution and the student together work out an individualized plan of study.

Claremont Graduate School and University Center is one of the six Claremont Colleges, located 35 miles east of Los Angeles, a 45-minute drive from Pacific Oaks on the San Bernardino Freeway. Its primary function is the conduct of graduate studies for the Claremont Colleges. It currently offers advanced work in humanities, social science, fine arts, education, and natural sciences, leading to the degrees of Master of Arts, Master of Fine Arts, Master of International Studies, Master of Business Economics, and Doctor of Philosophy.

Close working relationships between Faculty and students are made possible by limited enrollment and small seminars. At the more ad-

vanced level the student works individually with professors in his field. Many courses and seminars, especially in education and psychology, are scheduled during late afternoon and evening hours or on Saturday. A typical 4-unit course meets once a week for two to three hours.

Plan of Study

Each student must complete a minimum of 30 units of graduate work and submit a thesis or critique. The program, including thesis or critique, must be completed within a period of five calendar years from the date of first registration. A student whose program includes a thesis may receive a maximum of 6 units for thesis research. The minimum residence requirement is one semester of full-time study (not less than 12 semester-units of graduate work), or three summer terms of full-time study.

Students working toward the Master's degree in Education may concentrate in one of the following major areas:

Curriculum and Instruction

Psychological Foundations of Education

Social Foundations of Education

Educational Administration

Philosophy of Education

At least half of the minimum unit requirements for the degree must consist of courses or seminars in the area of concentration. Every student must demonstrate an ability to analyze and interpret research materials. This requirement can be met by one of the following:

1. Appropriate courses previously taken at other colleges.
2. Completing Education 264, 281, or 282 at Claremont.
3. Examination.

Students who wish to focus on early childhood, using Pacific Oaks' resources, may work out a plan of study which allows up to 6 units of transfer credit from Pacific Oaks and 2 to 8 units in Field Study in Early Childhood Education. Pacific Oaks' resources may also be used in the thesis.

Prior to advancement to candidacy all students must pass a qualifying essay examination. Normally, a student should plan to take the qualifying examination after enrolling in three seminars of work. After passing the qualifying examination and having his degree program approved by his advisers, the candidate will apply for advancement to candidacy for the M.A. degree.

When a candidate has completed the program of courses and seminars agreed upon at the time of advancement to candidacy and has completed his thesis or critique, a final oral examination will be arranged.

Elementary Internship Program

Qualified liberal arts graduates wishing to earn the California Standard Teaching Credential with a specialization in elementary school teaching may enroll in the internship program, which combines summer and school year course work over a period of some 16 months with a salaried one-year internship in a public school classroom. Of the 27 units earned in this program, 19 may be applied toward the Master of Arts degree in Education.

WHITTIER COLLEGE and PACIFIC OAKS COLLEGE

Master of Arts in Sociology

Combined resources of Whittier College and Pacific Oaks College offer special opportunities to students interested in independent scholarly work in the sociology of child development, the family, and education. The Master of Arts degree is conferred by Whittier. Resources for specialization within sociology are available at Pacific Oaks.

Whittier College is a four-year liberal arts institution of some 1600 students, located 13 miles east of Los Angeles and 35 minutes by car from Pacific Oaks. The Master's degree is offered in eight departments. The Department of Sociology and Anthropology offers a series of graduate seminars as well as a wide range of undergraduate courses, certain of which may be taken for graduate credit. In addition, a student admitted to candidacy for the Master of Arts degree may apply for admission to the Intercollegiate Program of Graduate Studies in the Humanities and Social Studies, in which Whittier is cooperating with Claremont University College, Claremont Men's College, Occidental College, Pomona College, the University of Redlands, and Scripps College.

Plan of Study

A candidate for the Master of Arts in Sociology must complete a minimum of 28 units, of which 4 units are allowed for the required thesis. At least four seminars and the thesis must be taken at Whittier College. Work taken in the Intercollegiate Program of Graduate Studies may count toward this requirement. The remainder of the course work required for the degree may, with the approval of the Chairman of the Sociology Department at Whittier, be taken at Pacific Oaks College. The work at Pacific Oaks will normally total 12 units in the 28-unit program.

The student's application for admission to candidacy will be acted upon by the Graduate Committee at such time as he submits a thesis subject approved by the chairman of his supervisory committee. Candidacy for the degree is limited to five years, unless for adequate reasons the Whittier College Graduate Committee grants an extension of time. Before the degree is granted, the student must pass an oral examination covering his preliminary training and his graduate work.

CONTINUING EDUCATION OF WOMEN

Attention has been focused in recent years on the many talented women who have dropped out of college to marry and raise children, or graduated from college without completing professional preparation. Pacific Oaks is among the colleges which have designed programs to enable such women to complete their education, preparing them to contribute their skills to the community, and enrich their own lives, through part-time or full-time employment.

Advisers work closely with such students in planning programs which can be integrated with family responsibilities. Availability of several types of financial aid enables women who cannot draw on their family income for full tuition costs to learn and to share their experiences with other students in the setting of a small private college.

Graduate students may enroll full or part time in a fifth-year program or as candidates for a Master of Arts degree. Undergraduate students may elect to enroll full time, completing the upper division degree program in two years, or to extend courses for the degree over a period of as much as five years.

An example of an extended program is given below:

First year:	3 units each semester	6
Second year:	8 units each semester16 (basic course in Human Development, with Practicum and Seminar)	
Third year:	6 units each semester	12
Fourth year:	One semester in residence (12 units) One semester of 6 units	18
Fifth year:	6 units each semester	12
Total		64

IN-SERVICE EDUCATION FOR NURSERY SCHOOL TEACHERS AND DIRECTORS

Curriculum at Pacific Oaks has been developed in the belief that teachers of young children should be college graduates, liberally educated persons with specialized knowledge and skills. Many students are enrolled part-time, pursuing the eventual goal of a degree or a fifth-year program, while continuing regular employment in nursery schools and day care centers. Pacific Oaks Faculty, in agreement with professional organizations which have recommended standards for nursery teacher preparation, thus views the regular college curriculum as appropriate in-service education for those already in the field.

Special courses and workshops

A few special courses, offered primarily in summer session, have been designed as introductory work for individuals not ready to enroll in the regular program. These courses provide an opportunity for beginning or prospective teachers, parents of young children, and junior college students to explore the field. Selected courses will meet the minimum requirements for teachers and directors of licensed day nurseries proposed for the State Department of Social Welfare, and for course work in early childhood education and child development as required for the Child Care Permit. Credit earned may also be applied as lower division electives toward admission to the degree program at Pacific Oaks; it will not, however, be accepted as upper division credit toward the degree.

Special courses are not listed in this Catalog, but will be listed in course announcements of the College. (An "S" precedes a two-digit course number for such courses.) S32, Observation and Participation in Nursery School, provides guided experience with groups of young children in Pacific Oaks Children's School, directed toward understanding children and nursery programs; it is given regularly each year. Other courses, including offerings in child development; child, family and community; and nursery school administration, will be given as announced. For further information contact the College Office.

SUMMER SESSION

Summer session at Pacific Oaks College is designed each year around topics of special interest. Summer workshops bring distinguished specialists in related disciplines from other colleges and other areas of the country. Subjects of interest to people working with children of all ages are selected, thus offering opportunity to relate further the importance of early childhood to the larger fields of human development and education. The Child with Special Needs in the Normal Group, Teaching Foreign Language to Elementary Children, Writing for Young Children, Mental Health Needs in the Early Years, The Changing American Family, and Teaching the Disadvantaged Preschool Child are among courses presented in recent years. Visiting specialists have included James L. Hymes, Jr., Milton J. E. Senn, M.D., Eleanor Maccoby, Claudia Lewis, Joseph Church, and Mary Ellen Goodman.

The six-week program of the Children's School offers opportunity for student teaching and special observation in connection with workshops. Students admitted to the degree program may apply appropriate credits earned during summer session toward requirements for the Bachelor of Science, and may complete the residence requirement by enrollment for a full course load in two summer sessions. Credit may also be earned toward a post-baccalaureate program or cooperative Master of Arts degree.

ACADEMIC POLICIES

Evaluation of Academic Work

Upper division and graduate students are expected to assume responsibility for growth and self-direction in study and work. Faculty members assist students in formulating and achieving their educational goals, and in mastering a body of knowledge by encouraging curiosity and interest. With this philosophy, Faculty evaluation of student work becomes a tool of teaching, a way of helping students grow in self-evaluation and self-understanding, in curiosity and knowledge.

Informal conversations, planned conferences, and written comments are used by the Faculty to guide students toward the goals of each course. Students give evidence of growth and mastery of required knowledge in both direct and informal ways, through class participation, oral and written projects and examinations, conferences with Faculty members and advisers, and direct work with children, parents, and staff.

Instructors prepare written student evaluations at the end of each semester. These are kept in the student's folder and serve as guides for student-instructor and student-adviser conferences.

Residence Requirement

Minimum residence requirement is a full program of study (12 or more units) in one semester or two summer sessions. Part-time students are expected to complete the two-year B.S. degree program or the one-year post-baccalaureate program within five years. Any upper division work taken before the five year period is reviewed by the Faculty Committee.

Part-Time Study

Students who have established regular status may enroll for less than a full course of study provided the residence requirement is met before graduation.

Degree Credit for Pacific Oaks Courses Taken by Special Students

Enrollment as a special student in regular courses at Pacific Oaks does not guarantee acceptance of this work for credit toward a degree. 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 quality of achievement and appropriate sequence for the total program.

Auditing

Students may audit courses with the consent of the instructor. Auditors are expected to do sufficient work to make a reasonable contribution to the class, although evaluation requirements are waived. Fees are the same for audited courses as for credit courses. Auditors may petition for credit prior to the ninth week of the semester. Change in audit-credit status requires payment of the change of program fee.

COURSES OF INSTRUCTION

CHILD DEVELOPMENT

Integrated Courses

Requirements

All candidates for the Bachelor of Science degree are required to complete the integrated course in Human Development (100-101), Introduction to Methods in the Behavioral Sciences (160), and two selected Practicums.

Major: A minimum of 30 units including 100, 101, 105, 106, 110, 111, 160, and courses selected from offerings in both Psychological and Social Foundations of Development.

100 Human Development, The Early Years (4)

101 Human Development, The Later Years (4)

Interrelated contributions of psychology, anthropology, sociology, medicine, human biology, and education provide broad understanding of the human life cycle from conception through infancy, childhood, adolescence, adulthood, and old age.

Childhood and family life in various cultures give perspective to understanding values and expectations of American culture. Theory and supporting research in various fields bring insight to growth processes and dynamics of development.

Prerequisites: General psychology, general sociology or cultural anthropology, human biology.

105 Practicum: Observing and Recording Behavior (2-3)

106 Seminar in Observing and Recording Behavior (2)

Identifying characteristics of various ages, developing skills of observation and recording, and analyzing helpful adult-child relationships. Two or three half-days weekly of observation and participation in the Children's School; one seminar weekly.

See general plan of Practicum, page 29.

Prerequisite: Concurrent enrollment in 100 or consent of instructor.

110 Practicum: Study of Individual Children (2-5)

111 Seminar in Study of Individual Children (2)

Organizing information about children to increase understanding of the meaning of behavior and to formulate guidance practices. Intensive study of an individual child.

Two to five half-days weekly of observation and participation in a selected school; one seminar weekly. See general plan of Practicum, page 29.

Prerequisite: 105-106 or equivalent.

160 Introduction to Methods in the Behavioral Sciences (3)

A general introduction to scientific objectives and method with particular emphasis on the understanding and interpretation of research findings, logic of hypothesis testing, definition, classification, and measurement; problems of research design and observation; principles of statistical methods as applied to the design of research.

Prerequisites: General psychology; general sociology or cultural anthropology.

190 Special Studies (1-3)

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

Prerequisite: Graduate standing or consent of instructor.

205 Advanced Child Study (3)

Review of theoretical approaches and methods for studying the behavior of children. Application of methods in intensive child study. Laboratory to be arranged.

Acceptable for credit toward psychology major.

Prerequisites: 100, 105-106, graduate standing or consent of instructor.

206 Group Processes (3)

Structure and function of small groups. Roles as they influence and are influenced by individual personalities. Promoting individual growth through group processes. Role of the leader.

Acceptable for credit toward psychology or sociology major.

Prerequisites: General sociology or general psychology, graduate standing or consent of instructor.

210 Childhood in Various Cultures (3)

The broad range of human behavior related to child rearing, especially as it provides perspective on one's own culture. Significance of culture patterns in personality development. Methods of child rearing in various cultures.

Acceptable for credit toward sociology major.

Prerequisites: 100 or cultural anthropology, recommend 184, graduate standing or consent of instructor.

220 Research Problems (2-4)

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.

Offered as seminar in some semesters. Content changes on each occasion; may be repeated for credit. At other times, open only to graduate students engaged in research projects.

Prerequisites: 160, graduate standing or consent of instructor.

PSYCHOLOGY

Psychological Foundations of Development

Requirements

Major: A minimum of 30 units including 100, 101, 160, 180, and additional courses selected from offerings in psychology. One or more courses in the major must be selected from psychology offerings at a nearby institution under a cooperative arrangement.

Minor: A minimum of 20 units in psychology, of which up to 6 units may be transferred from lower division. Integrated courses in child development may in some cases be allowed toward this total provided they have not been credited toward a major.

180 Methods of Psychological Research (3)

Emphasis on experimentation and statistical inference in psychology, with special attention to research regarding human behavior and development.

Lecture 2 hours, laboratory 1 hour.

Prerequisites: General psychology, 160.

182 Development of Psychological Thought (3)

Historical and critical survey of development of psychological thought. Particular emphasis on contributions of selected current theories of psychology to the understanding of perception, learning, personality development, social interaction. The origin and function of theories in psychology.

Prerequisite: General psychology.

184 Theories of Personality (3)

The views of several leading theorists regarding such central issues as the organization of personality, its development, socialization, and assessment.

Prerequisites: General psychology, 100.

186 Learning and Motivation (3)

The nature of learning and motivational processes. A systematic review of major issues and various theoretical approaches.

Limited laboratory experience to be arranged.

Prerequisites: General psychology, 160.

188 Educational Psychology (3)

Principles underlying the use of tests and measurement in identifying personality characteristics and achievement. Identification of typical and atypical development and behavior. Use of scientific method in the solution of educational problems.

Prerequisite: General psychology.

190 Special Studies (1-3)

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

220 Research Problems (2-4)

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.

Offered as seminar in some semesters. Content changes on each occasion; may be repeated for credit. At other times, open only to graduate students engaged in research projects.

Prerequisites: 160, graduate standing or consent of instructor.

SOCIOLOGY

Social Foundations of Development

Requirements

Major: A minimum of 30 units including 100, 101, 160 and additional courses selected from offerings in sociology. One or more courses in the major must be selected from sociology offerings at a nearby institution under a cooperative arrangement.

Minor: A minimum of 20 units in sociology, of which up to 6 units may be transferred from lower division. Integrated courses in child development may in some cases be allowed toward this total provided they have not been credited toward a major.

120 The Family (3)

The family as a small group. Changing functions and values of the family in modern society. Problems of contemporary family living presented by sex-role changes, divorce, mobility, urbanization.

Prerequisite: General sociology or cultural anthropology.

122 The School in Society (3)

The school as a social institution. The role of the school in transmitting cultural heritage. Adaptation of education to social change and diversity. The teacher as a member of a school staff and a profession.

Prerequisite: General sociology.

125 The Urban Community I (3)

The community's impact on the individual and family. Social participation and group membership, processes of urbanization and suburbanization, social differentiation. Application of sociological approach to the study of an individual's environment.

Prerequisite: General sociology.

126 The Urban Community II (3)

The community organized to meet the needs of its members. Types of groups in the urban community. Application of various research techniques in a field study of a community agency, voluntary association or other organized group.

Prerequisite: General sociology.

127 Practicum: Family and Community Services (1-2)

Field work in an appropriate community agency. May be repeated for credit, up to a total of 4 units. See general plan of Practicum, page 29.

Prerequisite: 120, 125 or 126.

190 Special Studies (1-3)

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

220 Research Problems (2-4)

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.

Offered as seminar in some semesters. Content changes on each occasion; may be repeated for credit. At other times open only to graduate students engaged in research projects.

Prerequisites: 160, graduate standing or consent of instructor.

EARLY CHILDHOOD AND PARENT EDUCATION

Professional Preparation

Nursery Schools and Child Care Centers

Pacific Oaks' integrated program of general education and professional preparation qualifies graduates for work in many types of schools. Requirements for effective teaching vary according to the purpose and type of program offered by each school. During a period when no commonly defined standing of teacher preparation or credential exists for those teaching nursery age children, Pacific Oaks' program is a standard of preparation which the Faculty and professional groups agree upon as desirable.

Child Care Centers, under joint supervision of the California State Department of Education and local school boards, have defined permit requirements for their teachers. These requirements may be met by appropriate course work at Pacific Oaks.

Recommended professional courses: 150, 151, 155, 170, 130, and two or more courses selected from 141, 142, 143, 144.

Parent Education Play Groups

Requirements for the Adult Education Credential in parent education may be met through Pacific Oaks' curriculum. Students who wish to qualify for play group leadership should check the requirements of the school district in which they plan to seek employment.

Recommended professional courses: 150, 151, 155, 170, 174.

Elementary Schools

Students at Pacific Oaks who wish to qualify for the Standard Teaching Credential in 1965-66 must make direct application to the Credentials Office of the State Department of Education. They may, however, arrange to complete all course requirements for the credential through Pacific Oaks, augmenting current course offerings with several courses to be taken at a nearby institution under a cooperative arrangement.

Requirements for the Standard Teaching Credential with a specialization in elementary teaching include:

1. A baccalaureate degree, plus a fifth year of study. (A temporary credential may be issued to an applicant who has completed the baccalaureate degree and directed teaching.)
2. A major and a minor. (The minor may be completed during the fifth year.)
3. Professional courses (as required by Pacific Oaks for recommended placement in directed teaching): 188, 130 or 122 (if 188 or 122 is submitted to meet this requirement it may not be credited toward a major or minor), 150, 151, 131, two courses selected from 141, 142, 143, 144 and courses in the teaching of reading and of arithmetic (to be taken elsewhere).

130 History and Philosophy of Early Childhood Education (3)

Survey of major philosophies of education and their relevance for current issues in educational practice. Historical development and current status of early childhood education, viewed in perspective of general development of educational systems.

131 Practicum: Public Schools (1-2)

One or two half-days weekly of observation and participation in a public school classroom. See general plan of Practicum, page 29.

Prerequisites: 150-151, and 122 or 130.

141 Graphic and Plastic Arts (2)

Art as personal expression and communication. The creative process. Direct experience with selected art media, relating this experience to working with children and understanding their use of art.

142 Music and Movement (2)

Growth of musical awareness and ability in children. The nature of music for young children. Development of 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.

143 Language and Literature (2)

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

144 Science and Nature Experiences (2)

Beginnings of scientific concepts in children's thinking. The scientific attitude, its place in our culture and in the educative process. Analysis of appropriate educative experiences for children. Survey of general science to enrich background information for the teacher.

150 Practicum: Directed Teaching in Nursery School or Kindergarten (2-5)

151 Seminar in Nursery-Kindergarten Curriculum (2)

Factors on which program for young children is based. Comparison of nursery and kindergarten curriculum. Planning and evaluating appropriate learning experiences.

Two to five half-days weekly of participation in a selected nursery school or kindergarten; one seminar weekly. See general plan of Practicum, page 29.

Prerequisites: 100, 105-106, and admission to teacher education.

152 Practicum: Directed Teaching in Elementary School (2-5)

153 Seminar in Elementary Curriculum (2)

(Not offered in 1965-66. By special arrangement, directed teaching may be completed at a nearby institution.)

155 Practicum: Working with Parents (2-5)

Supervised experience in working with parents of young children in individual conferences, and in group settings as appropriate. Two to five half-days weekly of participation in a selected nursery school with children and parents; time for direct work with parents arranged in terms of opportunities available in the school. Concurrent enrollment in 170 or 174 required. See general plan of Practicum, page 29.

Prerequisites: 100-101, 105-106, 110-111, and admission to teacher education.

170 Parent-Child-Teacher Relationships (3)

Unique functions and responsibilities of parents and teachers in guiding children. The dynamics of family life. Development of philosophy and principles for working with parents individually and in groups.

Prerequisites: 100-101 or equivalent.

174 Parent Education Methods (3)

Objectives, content and evaluation of parent education programs. Teaching principles and methods best suited to adults. Materials, equipment, and resources for adult education. (Fulfills methods requirement for California State Adult Education Credential in Parent Education.)

175 Nursery School Administration and Supervision (3)

Principles and practices of democratic administration. Developing policies 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.

Prerequisites: 100, 101 and 130 or equivalent.

190 Special Studies (1-3)

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

220 Research Problems (2-4)

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.

Offered as seminar in some semesters. Content changes on each occasion; may be repeated for credit. At other times, open only to graduate students engaged in research projects.

Prerequisites: 160, graduate standing or consent of instructor.

PERSONNEL

The College Faculty at Pacific Oaks includes both full-time and part-time personnel. Full-time appointees carry varied responsibilities, such as administration, research, student guidance and the teaching of College students or children. Part-time faculty by special appointment are drawn from professional people in the community in order to 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 the varied experience and scope of the extended faculty are applied to the educational policy of a growing institution.

EVANGELINE BURGESS, PRESIDENT
1913-1965

Administrative Staff, College Faculty

and Head Teachers of Children's School

(The year of the first appointment is given after each name.)

Maureen Donnelly Carlson (1964) B.A., Psychology, 1955, Regis College; Ed. M., Human Development, 1958, Harvard Graduate School of Education; graduate study, Human Development, Harvard University.	Officer of Admissions Faculty
Mariou Conner (1961) B.A., Social Service, 1948, Stanford University; M.A., Education, 1965, Occidental College.	Head Teacher, Children's School Faculty
Olive Davis (1953) Teaching Certificate, 1930, Regina Normal School.	Registrar
James Hall (1962) B.A., Psychology, 1956; M.S., Educational Psychology, 1963; Ph.D., Educational Psychology, 1964, University of Southern California.	Research Associate, Parent Education Faculty
Joan Harris (1964) B.A., Sociology, 1962; M.A., Sociology, 1965, California State College at Los Angeles.	Research Associate Faculty
Elizabeth James (1948) B.S., Child Development, 1963, Pacific Oaks College.	Head Teacher, Children's School
Mary Elma Johnson (1959) B.S., Child Development, 1961, Pacific Oaks College.	Head Teacher, Children's School (on leave 1965-66)
Elizabeth Jensen Jones (1954) B.A., Psychology, 1952, College of the Pacific; M.A., Child Development, 1954, University of Wisconsin; M.A., 1958, Sociology, Whittier College; graduate study, Sociology, University of Southern California.	Chairman, Sociology Secretary to the Faculty
Florence Kasielke (1958) B.A., Education, 1934, Santa Barbara State College; graduate study, Education, Claremont Graduate School.	Head Teacher, Children's School
Dorothy Landis (1965) B.S., Child Development, 1965, Pacific Oaks College.	Head Teacher, Children's School
Grace Latta (1958) B.A., Elementary Education, 1950, Occidental College; M.A., School Administration, 1958, California State College at Los Angeles.	Field Officer, Admissions
Ann Levine (1963) B.A., Mathematics, 1937, Brooklyn College; M.A., Education, 1963, California State College at Los Angeles.	Head Teacher, Children's School

Mary V. Minnie (1960)

B.A., Sociology, 1944, University of Wisconsin; M.A., Social Work, 1949, University of Chicago; M.A., Early Childhood Education, 1956, Western Reserve University.

Director, Community Services
Faculty

Owen Morgan (1962)

B.A., Psychology, 1948, Grinnell College; M.A., Sociology, 1951, University of Omaha; Ph.D., Educational Psychology, 1961, University of Nebraska.

Parent Education Consultant
Faculty

Edwin Morgenroth (1945)

B.A., History, 1926, University of Wisconsin; M.A., Education, 1932, University of Southern California; graduate study, Psychology, Education, and Sociology, University of Southern California and New York University.

President

Helen Moss (1965)

B.S., Sociology and Journalism, 1942, Northwestern University.

Director of Development

Marguerite O. Polifroni (1957)

B.A., Social Service, 1940, University of Chicago; graduate study, Education, Claremont Graduate School.

Director, Children's School
Faculty

Elizabeth Prescott (1962)

B.A., Social Sciences, 1946, University of Denver; M.A., Psychology, 1961, California State College at Los Angeles.

Research Project Director
Faculty

Beatrice Ranker (1965)

B.S. Commerce, 1941, University of Southern California.

Dean of Students,
Head Teacher,
Children's School

Barbara Schweser (1964)

B.A., Sociology, 1959, Grinnell College; M.S., Guidance and Counseling, 1964, University of Southern California; graduate study, Educational Psychology, University of Southern California.

Head Teacher,
Children's School
Faculty

Mary E. D. Scudder (1965)

1952, Nursery Training School of Boston.

Head Teacher,
Children's School

Myrtle Stubkjaer (1959)

A.B., English, 1926, St. Olaf College; B.S., Library Science, 1941, University of Minnesota.

Librarian

Marianne Wolman (1951)

Teaching Credential, 1935, University of Vienna; M.A., Education, 1956, Claremont Graduate School; graduate study, Education, Claremont Graduate School.

Faculty (Assistant Professor
of Education, California
State College at Los Angeles,
on leave)

Faculty by Special Appointment

Marilyn Burt (1957), Executive Director, Long Beach Day Nursery; A.B., University of California; M.A., Claremont Graduate School.

Malcolm P. Douglass (1965), Professor of Education, Claremont Graduate School; B.A., Pomona College; M.A., Columbia University; Ed. D., Stanford University.

David Ferris (1958), Director of Graduate Studies, Chapman College; A.B., M.A., San Diego State College; (Ed. D.), University of California at Los Angeles.

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

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

Robert O'Brien (1965), Professor of Sociology, Whittier College; A.B., Pomona College; M.A., Oberlin College; Ph.D., University of Washington.

Armen Sarafian (1961), President, Pasadena City College; A.B., La Verne College; M.A., Claremont Graduate School; Ph.D., University of Southern California.

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

Phillip Wells (1961), Psychiatrist, Wells Medical Group; A.B., M.D., Stanford University.

John Weir (1959), Associate Professor of Psychology, California Institute of Technology; B.A., M.A., Ph.D., University of California at Los Angeles.

Assistants and Fellows 1964-65

Head Teachers

Mary E. D. Scudder

Catherine Shelton

Assisting Teachers

Billie Jean Gulley
Martha Irons

Avis Lakins
Dorothy Landis
Nancy Mitchell

Celia Sanger
Sylvia Schleimer

Research Fellows

Sybil Kritchevsky

Dorothy McDonald

Cynthia Milich

Parent Education Interns

Jean Fargo

Ann Levine

Katherine Walker

Consultants

Marie Briehl, Child Analyst
Sidney Lasell, M.D., Pediatrician

Dan Siegel, M.D., Psychiatrist
Phillip Wells, M.D., Psychiatrist

EDUCATIONAL ADVISORY COUNCIL

Dr. Robert J. Bernard, Retired President, Claremont Graduate School

Dr. Howard H. Brinton, Retired Director, Pendle Hill

Dr. Abigail A. Eliot, Founder, Eliot-Pearson School

Dr. John I. Goodlad, Professor of Education and Director of University Elementary School, University of California at Los Angeles.

Dr. Robert J. Havighurst, Professor of Education, University of Chicago

Dr. James L. Hymes, Jr., Professor of Early Childhood Education, University of Maryland

Dr. Katherine H. Read, Department of Family Life, Oregon State University.

BOARD OF TRUSTEES

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Grace Latta (Mrs. Robert), Association Representative

Barbara Crowe (Mrs. John)

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

Vice-Chairman

Association Representative

1964-67

Foster Campbell
Hazel Meyer (Mrs. Ellsworth)
Glenn Wilson

James C. Greene, Chairman

Marian Schuster (Mrs. Richard)

Ty Scoggins, Association Representative

1965-68

Everett B. Clary
Barbara Saltman (Mrs. Paul)
Asenath Young (Mrs. Robert)

Albert R. Hibbs

Jane Treister (Mrs. George)

John Carr, Assn. Representative

PACIFIC OAKS ASSOCIATION

Officers, 1964-65

President: Pegge Lacey (Mrs. David)

Vice-President: Helen Coates (Mrs. Robert)

Secretary: Majorie Neiswanger (Mrs. Gordon)

Treasurer: Victor Magistrale

BEQUESTS

The Board of Trustees of Pacific Oaks College

will be grateful for a gift or bequest to
assist them in the continuation and expansion
of its program of education and service . . .

an endowed chair, a scholarship, a building,
real property, the library, or a gift without
restriction . . .

the Chairman of the Board and the President
of Pacific Oaks College will be pleased
to discuss with a potential donor a proposed
gift or bequest.

Pacific Oaks College
714 West California Boulevard
Pasadena, California 91105