



PACIFIC OAKS

college catalog 1969-71



FOUNDED BY FRIENDS

PACIFIC OAKS

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PASADENA, CALIFORNIA 91105

Non-profit Org.

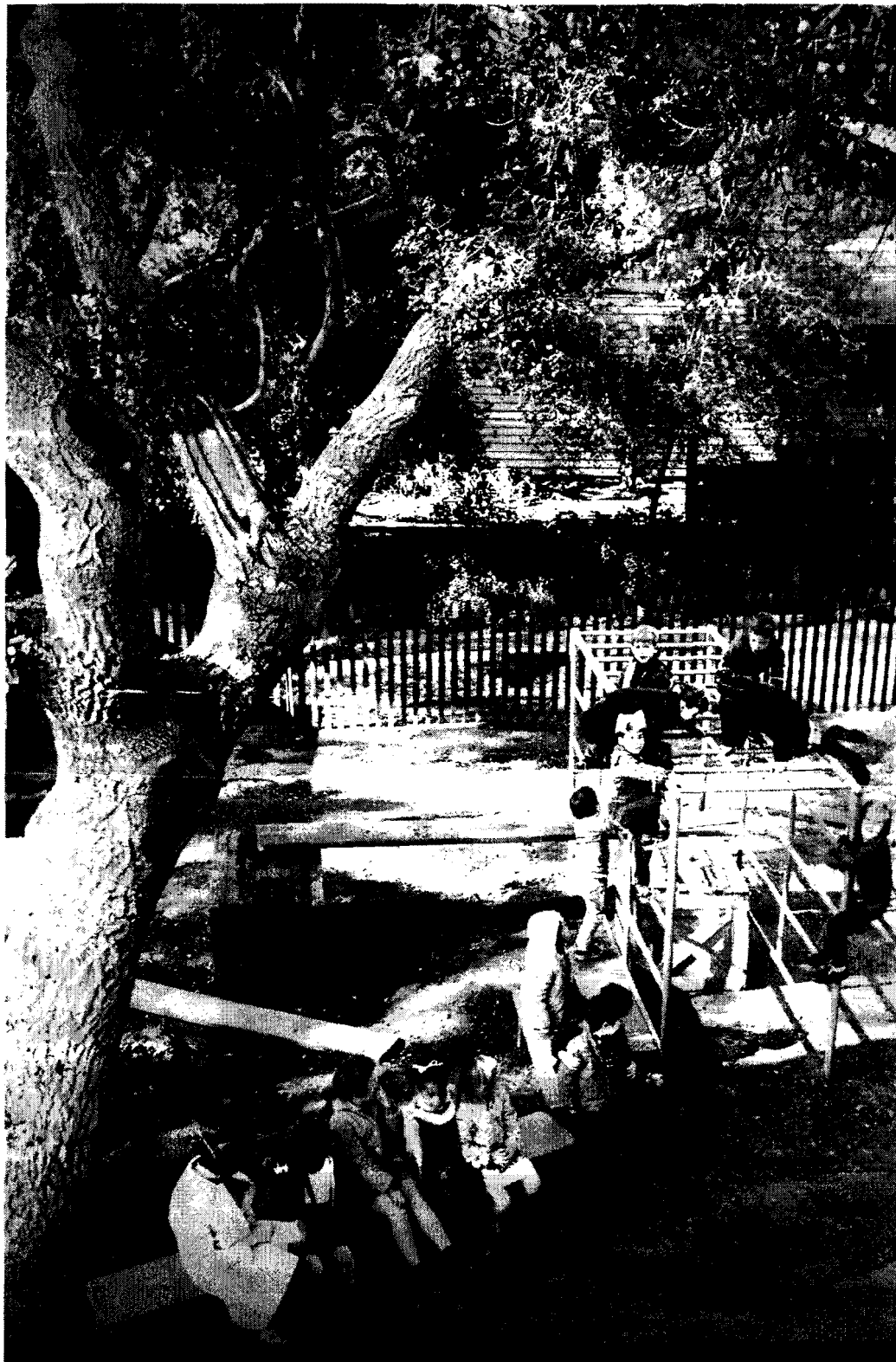
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1969 - 1971

CATALOG OF

PACIFIC OAKS COLLEGE

FOUNDED BY FRIENDS

PASADENA, CALIFORNIA

Upper Division and Graduate Study

in

HUMAN DEVELOPMENT
EARLY CHILDHOOD AND
PARENT EDUCATION

Accredited by Western Association of Schools and Colleges

CALENDAR 1969-1970

1969	September 15 and 16	Orientation for Practicum and new students
	Thursday, September 18	Children's School opens
	Friday, September 19 1:00-4:00	Registration for degree candidates and graduate students
	Monday, September 22	Fall semester classes begin
	Tuesday, November 11	Veteran's Day Holiday
	Thursday, Friday November 27, 28	Thanksgiving Holiday
	Monday, December 22 through Friday, January 2, 1970	Christmas Holiday
1970	Friday, January 23	Fall semester classes end
	Tuesday, January 27	Practicum ends
	Wednesday, Thursday, Friday January 28, 29, 30	Children's School recess
	Friday, January 30	Orientation for Practicum
	Friday, January 30 1:00-4:00	Spring semester registration for degree candidates and graduate students
	Monday, February 2	Children's School opens
	Monday, February 2	Spring semester classes begin
	Thursday, February 12	Lincoln's Birthday
	Monday, February 23	Washington's Birthday
	Monday, March 23 through Friday, March 27	Easter Holiday
	Thursday, May 28	Spring semester classes end
	Friday, May 29	Memorial Day Holiday
	Wednesday, June 3	Graduation
	Friday, June 5	Children's School closes Practicum ends
	Monday, June 22 through Friday, July 31	Summer Session

CALENDAR 1970-1971

1970	September 14 and 15	Orientation for Practicum and new students
	Thursday, September 17	Children's School opens
	Friday, September 18 1:00-4:00	Registration for degree candidates and graduate students
	Monday, September 21	Fall semester classes begin
	Wednesday, November 11	Veteran's Day Holiday
	Thursday, Friday November 26, 27	Thanksgiving Holiday
	Monday, December 21 through Friday, January 1, 1971	Christmas Holiday
1971	Friday, January 22	Fall semester classes end
	Tuesday, January 26	Practicum ends
	Wednesday, Thursday, Friday January 27, 28, 29	Children's School recess
	Friday, January 29	Orientation for Practicum
	Friday, January 29 1:00-4:00	Spring semester registration for degree candidates and graduate students
	Monday, February 1	Children's School opens
	Monday, February 1	Spring semester classes begin
	Friday, February 12	Lincoln's Birthday
	Monday, February 22	Washington's Birthday
	Monday, April 5 through Friday, April 9	Easter Holiday
	Friday, May 28	Spring semester classes end
	Monday, May 31	Memorial Day Holiday
	Wednesday, June 2	Graduation
	Friday, June 4	Children's School closes Practicum ends
	Monday, June 21 through Friday, July 30	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 degree-granting, research, 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. 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 human development, 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 Arts degree. Most full-time students have completed lower division general education requirements elsewhere and qualify for junior standing at Pacific Oaks.

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 of professional preparation or a cooperative Master of Arts degree program.

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, the Los Angeles County Health Department, the Carnegie Corporation of New York, Pasadena Child Health Foundation, and Educational Facilities Laboratory. The United States Children's Bureau has been funding a series of studies on aspects of group day care for young children.

Community Services offered by Pacific Oaks extend its resources to other colleges and community agencies, offer career development opportunities for employed teachers of young children, and provide opportunities for college students to earn academic credit while participating in a variety of community programs. Community Services activities include:

Project Head Start in-service training. The regional Leadership Development Program, offering short-term training for Pacific Oaks College credit to Head Start personnel, is located at Pacific Oaks, as is the Regional Training Office for Head Start in Southern California.

Inter-institutional child study. Direct experience in the Children's School is arranged for students from nearby colleges preparing for such professions as home economics, psychiatry, and the ministry. Observational visits are made by high school and college classes.



Consultation by Pacific Oaks staff is offered through a consulting school service to nursery and day care programs, and through advisory relationships with various schools and colleges.

Extension courses are offered for staff of agencies administering educational programs for young children within the greater Los Angeles area.

Local community programs for children and families involve Pacific Oaks staff and students. A small house in Pasadena's inner city is the site of two related projects: an after-school program for neighborhood children, and an experimental program of Preparing Teachers to Involve Parents in Children's Learning, funded by the United States Office of Education.

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, the United States Children's Bureau, the Office of Economic Opportunity, and the Office of Education.

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.

THE CHILDREN'S SCHOOL

The Children's School, serving some 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 purpose with continuous study of equipment, playground design, materials, and methods, 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. Opportunities for observation, supervised teaching, and research are available to students in the Children's School.

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. Parents are involved in many aspects of the Children's School and College. Assisting parents work with staff and students in the Children's School, giving an added dimension to the program and augmenting students' learning in relation to parent education. Families representing a broad range of ethnic, economic, and social backgrounds give students opportunity for acquaintance with a varied group.

THE COLLEGE

The undergraduate and graduate programs integrate liberal education, focused in the behavioral sciences, with options for professional preparation in several types of work related to young children and families. Direct experience with children and adults, in Pacific Oaks Children's School and in other school and community settings, is central to the curriculum, helping some students to clarify career goals and others to work intensively toward their chosen objectives. Growth in understanding of self and others, development of competence and crea-

tivity in interpersonal relationships, and commitment to applying this competence within the framework of a sound personal philosophy are central goals of the college program. (For a fuller statement see Goals of the Curriculum, pp. 27-28.)

The curriculum offers opportunities for continuing education, in-service enrichment and career development for teachers and other professionals, as well as liberal and pre-professional education. Many students, both undergraduate and graduate, come to Pacific Oaks with a wealth of previous practical experience. Some continue regular employment while enrolled part-time in a degree program. Students thus have much to learn from each other, as well as from the faculty and through reading and field work. This broad base for teaching and learning, strongly valued at Pacific Oaks, is fostered through informal classes which include discussion, lectures, field study, and laboratory demonstration. For advanced students there are opportunities to participate with faculty members in carrying out research projects.



THE ANDREW NORMAN LIBRARY

Books, pamphlets, and periodicals comprise a collection of over 14,000 items available to students. The collection is an outstanding one in its areas of specialization, human development and early childhood education. 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 in a pleasant setting for study. The new quarters occupied by the library since 1968 were made possible by a gift from Andrew Norman.

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.

The Southern California Association for Nursery Education initiated in 1966 the SCANE-Evangeline Burgess Memorial Library Fund. This

annual gift assures greater depth of material for the education of teachers of young children.

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 of books and financial gifts to the Library.

THE EVANGELINE BURGESS MEMORIAL LECTURE

The annual Burgess Lecture was begun in 1968 in memory of the former President of Pacific Oaks. Invited lecturers are persons of national stature in human development and education. The first lecture, "The Spirit of the Times in Childhood Education" was delivered by Milton J. E. Senn of Yale University; the second, "Early Childhood Experience and Human Competence" by Burton L. White of Harvard University. The setting was Beckman Auditorium of the California Institute of Technology.

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. 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.

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.

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.

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.

In 1965 the Presidency was assumed by Edwin C. Morgenroth, one of the founders of Pacific Oaks, who returned to the Pasadena campus after an interim at other centers of higher education. Under his leadership a second self-study to consider the future development of Pacific Oaks was undertaken with support from the Carnegie Corporation of New York; plant redevelopment was initiated, and Burgess House, providing new quarters for the library and office space, was opened for use in the fall of 1968. Growth in college enrollment was accompanied by curriculum expansion: courses fulfilling requirements for the California Elementary Teaching Credential were added to the curriculum, and a new cooperative M.A. degree in Human Development was established. Pacific Oaks became a member of the Association of Independent California Colleges and Universities, and of the Greater Los Angeles Consortium. With the initiation of Project Head Start, Pacific Oaks intensified its involvement in the urban community, formerly administering several Head Start centers and now serving as a regional training center. Project headquarters for a teacher-parent education program have been established in Pasadena's urban renewal area.

Pacific Oaks' third President, E. Robert LaCrosse, Jr., came from the Harvard Graduate School of Education to take office in September, 1969.

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. Pacific Oaks cooperates with Cedars-Sinai Medical Center in a graduate training program using the clinical resources of its Department of Child Psychiatry, which include two therapeutic nursery schools, to train leaders in early

childhood education. Courses in Therapeutic Nursery School, Family Interaction and Psychodynamics, and Clinical Aspects of Child Development are taught at the Medical Center by its staff for Pacific Oaks College credit. Undergraduates also have opportunities to earn credit for work with emotionally disturbed children in these settings and in a cooperative program with Camarillo State Hospital. Student teaching placements for elementary credential candidates are arranged with the Pasadena Public Schools. 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 such nearby institutions, as California State College at Los Angeles and Southern California School of Theology. 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. Three large converted residences and two smaller buildings house offices, classrooms, library, 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.

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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 human development. While the specialized curriculum has attracted a majority of women students, the College is coeducational. In any semester there are:

- **Undergraduate Students** enrolled for upper division work leading to the Bachelor of Arts degree;
- **Graduate Students** enrolled for a special fifth-year course of study or for a cooperative Master of Arts degree program;
- **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, teaching 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, Malaysia, Indonesia, and Turkey 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 Children's Center Permits and Public School Credentials. Parent Education instructors 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, day care centers, kindergarten and elementary grades, parent education classes, and colleges;

Administration in nursery schools and day 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 programs, 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.

ADMISSION TO THE BACCALAUREATE PROGRAM

Admission to the degree program is based on completion of transfer requirements for junior standing: 60 or more semester units of college work with at least a C grade average, and with most distribution requirements met. A limited number of highly qualified students may be permitted to enroll prior to admission, at the pre-junior level, on the basis of completion of 30 or more units including at least half the distribution requirements, plus work experience related to Pacific Oaks curriculum.

Distribution Requirements are based on a minimum of 45 semester units in general education courses. The plan for meeting these requirements may vary somewhat with the individual's background and goals. The basic distribution plan is as follows:

1. ORAL AND WRITTEN ENGLISH (6 units);
2. NATURAL SCIENCES AND MATHEMATICS, including work in both biological and physical sciences (12 units);
3. SOCIAL SCIENCES including work to meet the state requirement in United States History and Constitution and California State and Local Government, and general psychology and sociology/anthropology (15 units);
4. HUMANITIES, including an appropriate selection from courses in history of civilization, literature, language, philosophy, comparative religion, and fine arts (12 units).

Competence in oral and written communication, required of all students, may be demonstrated by satisfactory completion of lower division course work or by performance in classes at Pacific Oaks. Remedial work may be required of some students.

Introductory courses in psychology, sociology or cultural anthropology, and biology are considered basic to advanced work in human development and are required of all students. This requirement may also be satisfied by examination.

Students planning to earn a California elementary teaching credential must meet the distribution requirements specified by the State Department of Education. Such students may plan a program of general education courses which will meet credential and degree subject matter requirements simultaneously. For a summary of credential requirements see page 30.

Limitations on transfer of courses:

1. A maximum of 70 lower division units taken before admission may be transferred.
2. A maximum of 15 units may be transferred at admission from courses other than those listed in areas one through four above. Four units of physical education and any number of units in foreign language may be transferred beyond the 15 unit maximum.

3. A maximum of 94 units taken at other institutions may be transferred toward the 124 units required for the B.A. degree.

4. A maximum of 8 units may be transferred toward the 30 units required for the human development major at Pacific Oaks.

Credit by Examination: Pacific Oaks recognizes that some students may have gained, through work experience or independent study, learning comparable to that offered through college courses. Such students may arrange to meet selected entrance or graduation requirements by written and/or oral examination at Pacific Oaks or at established testing centers. After admission, for qualified students, an independent study plan may be arranged to provide an opportunity for demonstration of competence in selected areas.

ADMISSION TO TEACHER EDUCATION

Pacific Oaks faculty assumes responsibility for screening students, on the basis of their performance in introductory Practicums and personal characteristics demonstrated in all aspects of the program, for admission to teacher education. This admission is required prior to enrollment in advanced Practicums designed as directed teaching in early childhood and parent education. Students not admitted to teacher education will be counseled toward other goals, and will not be recommended for teaching by Pacific Oaks faculty.

ADMISSION TO GRADUATE PROGRAMS

Requirements for admission to any of Pacific Oaks' graduate programs are a baccalaureate degree from an accredited college or university and evidence of ability to do advanced work. There is some variation in entry requirements for the several programs of graduate study available.

1. Pacific Oaks' fifth year of professional preparation or advanced study in human development is open to students who hold a degree in the liberal arts or sciences.
2. Applicants for a master's degree program must qualify for *graduate standing* at Pacific Oaks. For the cooperative programs in education, sociology and psychology, in which the degree is awarded by the cooperating institution, *entry requirements of that institution* must also be met. Graduate standing requires:
 - a. completion of a bachelor's degree
 - b. at an accredited institution
 - c. with at least a B average
 - d. with appropriate breadth of general education background
 - e. and satisfactory scores on the Miller Analogies Test and the Aptitude Test of the Graduate Record Examination.

A student who fails to meet requirements 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 gradu-

ate 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.

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* requires completion of the application procedure for admission to the College, and permission to register. 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: application, autobiography of 500 words, health report. Submit with fee of \$15 (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 required 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 and the Aptitude Test of the Graduate Record Examination at an accepted testing center and have the score forwarded to Pacific Oaks. They can be taken for a

small fee 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.

NOTE: Admission to graduate standing at Pacific Oaks is required of students applying to the cooperative Master's Degree program with Claremont Graduate School or Whittier College. Application may be initiated either at Pacific Oaks or at the cooperating institution, and to some extent admissions procedures can be consolidated; the student may request that copies of transcripts, letters of reference, and test scores be sent from one institution to the other. The student is responsible however, for satisfactory completion of admissions requirements of both institutions, and should consult catalogs of Claremont Graduate School or Whittier College for further information.

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 \$600 per semester. For students taking less than 12 units per semester, tuition is \$50 per semester unit, for fall, spring and summer terms.

Fees for special services are as follows:

Application for admission (non-refundable).....	\$15
Application for enrollment in Practicum only.....	\$15
(May be applied to admission fee)	
Transcript evaluation only.....	\$10
(May be applied to admission fee)	
Late registration fee.....	\$1 per day
Change of program fee.....	\$ 3
Waiver examination fee	\$ 5
Graduation fee:	
Baccalaureate	\$10
Post-baccalaureate certificate.....	\$ 5
Masters degree	\$50
Credential fee	\$60
(student teaching and submission of application)	

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: $\frac{3}{4}$ 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. **LOANS:** A sum of money for tuition is loaned to students interest-free while in school, a low rate of interest along with principal payments over a 10-year period 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.

2. **TUITION AID GRANTS:** A sum of money granted toward a student's tuition. Grants are made on the basis of need to students who establish 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 related community program). Stipend varies with assignment.
 - b. *Research fellowships.* Awarded to graduate students judged competent to assist with a research project of faculty interest. Stipend varies with assignment.
 - 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.
 - d. *Other stipends* may be available in conjunction with special projects. Stipend varies with the nature of the project.
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 teaching, research, or administration.
5. **STUDENT WORK:** Non-academic employment in which no academic credit is given for the work performed.
 - a. *On-campus employment.* May be available in Children's School, library, offices, maintenance or kitchen. Compensation may be made through tuition-work exchange, in which no cash payment is involved, or by payment of an hourly wage.
 - b. *Room and board work exchange.* A student performs services for a family referred 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 on form requested from the College Office, by

March 1: for fall semester
for academic year (fall and spring semesters)
for summer session

November 15: for spring semester

Applications received after these dates will be considered and awards will be granted to eligible students as long as funds are available. Because most awards are made for the academic year, only limited funds are available to applicants for spring semester.

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 most full-time students the College discourages outside employment. However, many students combine work and part-time study.

SOURCES OF FUNDS

PACIFIC OAKS GRANTS are made from general budget with funds designated for this purpose by 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.

NATIONAL DEFENSE STUDENT LOAN FUND provides funds from which needy undergraduates and graduate students may borrow at low interest for tuition and other expenses. To be eligi-

ble a student must be carrying at least one-half the normal full-time academic load (8 units). The loan may be repaid over a ten-year period beginning nine months after the borrower ceases one-half time study. 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.

EDUCATIONAL OPPORTUNITY GRANTS are made from Federal funds administered by the College to full-time undergraduate students of exceptional financial need who, without these grants, would be unable to complete the baccalaureate degree. Grants can be for no more than half of the student's financial aid program and must be matched by the college with other funds.

THE COLLEGE WORK-STUDY PROGRAM, administered by the U.S. Office of Education, provides work on campus for undergraduate or graduate students whose family income level qualifies them for the program. The purpose is to assist students to continue their education and to be prepared for future profitable employment. To be eligible a student must be enrolled full time or accepted for full time enrollment, and must be a citizen of the United States or meet other specific criteria regarding residence or immigration status.

THE NATIONAL INSTITUTE OF MENTAL HEALTH provides one-year stipends to graduate students accepted as trainees at Cedars-Sinai Medical Center in a cooperative program with Pacific Oaks.

THE UNITED STATES OFFICE OF EDUCATION provides stipends during 1969-70 to students admitted to the special program for Preparing Teachers to Involve Parents in Children's Learning.

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.

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. Awards are made to undergraduate students demonstrating promise in the field of early childhood education.

THE COLLEGE STUDENT GUARANTEED LOAN PROGRAM is authorized under the Higher Education Act of 1965 to provide loans for college expenses. Students with an adjusted family income under \$15,000 a year pay no interest while in school. The loans are made through participating banks and other supervised lending institutions.

Information about further sources of aid is available from the Director of Admissions.

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. Individual students are responsible for seeking and paying for medical care and supervision occasioned by illness. Because the College has no health services available, students are strongly advised to subscribe on an individual basis to health insurance to provide for emergencies. Such insurance is mandatory for international students. Information about insurance plans and community resources is available in the College Office.

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.

A limited number of 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. 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 understanding.

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.

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.

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 concerning cultural opportunities, and social and recreational programs of various community groups. 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 interpersonal 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 the school and community. 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. Skill in communicating observations and ideas, both orally and in writing, provides a necessary base for effective problem solving, which progresses through sharing of ideas as well as through individual insights.
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 and its urban environment.
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 purposes and plans of action, should lead to appropriate participation.

BASIC CURRICULUM

The basic curriculum in Human Development provides a framework for realizing these goals. All degree candidates in Human Development, both undergraduate and graduate, are expected 1) to gain in understanding of the interdisciplinary study of human development, 2) to demonstrate competence in applying their understanding in practicum, and 3) to become familiar with the research process.

1. An overview of Human Development is provided in a full-year upper division course (HD 100-101), which studies the human life span from conception to death within an interdisciplinary framework, and in the graduate Seminar in Human Development (HD 200-201). Appreciation for the whole range of human development is seen as essential to a sound perspective for understanding the needs and behavior of both children and adults. Related laboratory experiences are offered 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. Competence in observing and reporting on behavior, and in organizing information to increase understanding of the meaning of behavior is a goal for all students.

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. Ten units of Practicum may be credited toward the 30-unit major for the B.A. degree. Except by petition, all candidates for this degree are expected to complete two semesters of Practicum in Pacific Oaks Children's School. No student

may earn academic credit for more than three semesters of Practicum in the Children's School. Further Practicum placements are selected from a variety of available settings in the community.

The following Practicums are offered:

HD105 Observing and Recording Behavior

HD110 Study of Individual Children

HD127 Family and Community Services

HD180 Therapeutic Nursery School

HD249 Administration

HD250 Supervision

HD280ab Therapeutic Nursery School

Ed150 Directed Teaching in Nursery School or Kindergarten

Ed152 Directed Teaching in Elementary School

Ed155 Working with Parents

Credit toward the M.A. in Human Development is given for those Practicums which go beyond introductory observation and directed teaching to offer experience in working with adults or with children with special needs. Master's degree candidates also earn credit for research-oriented field work.

Prerequisites for all Practicums include (a) admission to the College or special permission to enroll and (b) concurrent or prior enrollment in a seminar or related course, which provides opportunity to integrate academic content with direct experience.

3. In the *research process* new ideas are generated and tested. Introduction to Research in the Behavioral Sciences (HD 160) and/or Theory and Methods in the Behavioral Sciences (HD 162) prepare the student for interpreting and evaluating research studies and for direct involvement in research activities. Through Research Problems (HD 195, 295, Ed 195) students have the opportunity to participate in on-going projects of the faculty, or to develop individual projects.

Additional areas of emphasis within the basic curriculum vary according to the level of the degree and the interests and goals of the student. Undergraduates take specialized course work in at least two of the three disciplines basic to the scientific study of human development: *psychology*, *sociology*, and *biology*. Graduate students plan a M.A. degree program aimed at increasing their competence in such areas as *communication*, which requires skill in analyzing and implementing task-oriented interpersonal relationships; and *ecological analysis* of the setting factors—physical space, sociocultural expectations, social organization—in interpersonal environments.

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.

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 standard 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.

Recommended professional courses: Ed 140, 141, 142, 148, 150, 151, 155, 156, 190, HD 249, 250.

Nursery Schools and Day Care Centers

A program at Pacific Oaks may be planned as preparation for teaching and/or administration in private, church-sponsored, or parent cooperative nursery schools. Selected courses will meet the requirements set by the State Department of Social Welfare for teachers and directors in licensed day nurseries.

Children's Centers, Head Start Classes and Pre-School Classes

Children's Centers, under joint supervision of the California State Department of Education and local school boards, have defined permit requirements for their teachers. The Children's Center Permit also serves as a standard for employment of teachers in many Head Start and Pre-School classes. A selection from the courses recommended above will meet these requirements.

Group Programs for Young Children with Special Needs.

Schools and special classes for emotionally disturbed and physically and mentally handicapped children seek teachers with the type of professional preparation offered at Pacific Oaks. Practicum placements in such programs may be arranged as part of a student's course plan.

Laboratory Nursery Schools

Most colleges which sponsor early childhood education programs seek persons of high professional caliber as teachers, directors, instructors, student supervisors, and research personnel. Students who complete a degree or certificate program at Pacific Oaks are well qualified for such positions. For some positions a master's degree, which can be earned in one of the cooperative graduate programs at Pacific Oaks, will be required.

Parent Education Programs

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. A special program for Preparing Teachers to Involve Parents in Children's Learning, sponsored by the United States Office of Education, offers a timely resource for students

concerned with the education of disadvantaged children and their parents.

Requirements for the Adult Education Credential in Parent Education can be met at Pacific Oaks. Students who wish to qualify as parent education teachers should check the requirements of the school district in which they plan to seek employment.

Elementary Schools

Students may complete requirements for the Standard Teaching Credential with a specialization in Elementary teaching at Pacific Oaks. The program emphasizes preparation for teaching in pre-school classes, kindergarten, and the primary grades. Student teaching placements, which are usually made in inner-city schools, are arranged in the Pasadena elementary schools under a contract with the Pasadena Unified School District.

Students may enter the program as undergraduates or may enroll as graduate students to complete requirements for the credential. The State Department of Education specifies a distribution requirement of course work in five of the following six areas: humanities (English, speech, philosophy), social sciences, natural sciences, mathematics, fine arts (art, music, drama), foreign language. Students who have not previously completed this requirement must plan to do so as part of their credential program.

The recommended course of study at Pacific Oaks includes completion of:

1. A baccalaureate degree with an approved major (and when necessary or if desired, a minor). The B.A. degree in Human Development is an acceptable interdepartmental major in the social sciences.
2. A fifth year of study, including a minimum of 24 units in upper division and/or graduate courses.
3. Admission to teacher education, which is based on faculty screening for academic competence, sound physical and mental health, proficiency in communication skills (speech and composition), and demonstration of personal and professional qualities suited to working with young children.
4. Specific preparation consisting of the following courses or their equivalent: HD 100-101, HD 106 and 110-111, Ed 150-151, an appropriate mathematics course (to be taken elsewhere), Ed 152-153A, at least one course selected from Ed 141, 142, 153B, 153C; HD 122 or Ed 140; HD 135 or 136; and screening on the use of audio-visual materials.

NOTE: A credential may be issued on partial fulfillment of requirements if the applicant has completed both a baccalaureate degree from an approved institution and student teaching requirements. The applicant will then have 7 years, from the time of first employment in ele-

mentary teaching under the credential originally issued, in which to complete all requirements and apply for the credential issued for life.

UNDERGRADUATE DEGREE PROGRAM

Undergraduate students transferring to Pacific Oaks with junior standing may ordinarily earn the Bachelor of Arts degree in two years of full-time study or equivalent. All students in the degree program major in Human Development. Students wishing to specialize within the major may elect an emphasis in psychology or sociology.

Requirements for the Bachelor of ^{ARTS} Science Degree

1. Complete 124 units distributed as follows:
 - a. Lower division transfer program as outlined on pages 15-16 (at least 60 and not more than 70 units).
 - b. Satisfactory completion of 54 to 64 units in upper division, including a minimum of 30 units taken at Pacific Oaks.
 - c. A minimum of 30 units in the Human Development major (for specific requirements see page 37).
 - d. Additional units to make up the required total may be taken in professional preparation courses or in elective courses at Pacific Oaks or, with the adviser's approval, 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, or submit alternative program plan with petition to faculty for approval to waive residence requirement.
3. Complete upper division work within five years. (Acceptance of earlier work, or extension of time, requires faculty approval.)
4. Submit application for graduation at the beginning of the final semester.
5. Complete an oral comprehensive conference during the final semester. This evaluation procedure is described on page 36.
6. Complete payment of all outstanding charges to Pacific Oaks.

GRADUATE STUDY

Graduate students may be admitted to Pacific Oaks in either post-baccalaureate or graduate standing (see page 18 for criteria) and with any of several objectives.

A. Post-baccalaureate Programs

1. *A fifth year of professional preparation* is offered in early childhood and/or parent education. This program may include completion of requirements for a Standard Teaching Credential with a specialization in Elementary teaching, an Adult Education Creden-

tial in Parent Education, or a Children's Center Permit. The appropriate sequence for each individual depends upon his goals. Course work in Human Development, two or more selected Practicums, and professional preparation courses will be included in each sequence.

2. *Advanced study* in human development, early childhood or parent education may be undertaken by students for whom teaching is not necessarily a goal, or by teachers already professionally qualified. Pacific Oaks offers opportunity for intensive experience with children and parents, for active participation in research, 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.

Completion of either of these programs, representing 24 to 30 units, is recognized by presentation of a post-baccalaureate certificate. Application for the certificate is made at registration for the final semester.

B. Master of Arts Degree Programs

Admission in graduate standing is required before advancement to candidacy for the Master of Arts degree. All graduate degree programs at Pacific Oaks are cooperative, involving work at a cooperating institution as well as at Pacific Oaks. In some programs the degree is conferred by the cooperating institution. The Master of Arts is offered in Human Development, Education, Sociology and Psychology.

1. *Master of Arts in Human Development* (awarded by Pacific Oaks). Pacific Oaks offers this interdisciplinary degree for the preparation of leadership personnel in professions serving young children and their families and teachers. Before advancement to candidacy for the degree, students must demonstrate competence in working with children in either a teaching, counseling or research-observer capacity, as well as superior academic ability.

The degree is based on completion of a minimum of 30 units of academic and field work approved by the candidate's graduate committee. Work beyond this minimum may be required of individuals who lack adequate previous experience with children or academic preparation in human development.

Advancement to candidacy for the degree requires completion of at least 12 units in the program and submission of an approved degree plan. Candidacy for the degree is limited to five years, unless for adequate reason the Graduate Committee grants an extension of time. Admission in graduate standing does not guarantee subsequent advancement to candidacy.

An original contribution to knowledge and understanding in human development, based on field experience rather than solely on reading, is expected of each candidate. This may take the form of a research thesis, a critical analysis of an action program, an interpretation of a program in written or visual terms (for ex-

ample, one or more articles of publishable quality, or a documentary film), or a plan developed by the candidate with graduate committee approval. In addition, a final oral examination will be scheduled.

Special option: Cooperative program with Cedars-Sinai Medical Center

This special program, leading to a Pacific Oaks M.A. in Human Development, is designed to prepare leadership personnel with special competence in working with emotionally disturbed preschool children and the parents. Under a grant from the National Institute of Mental Health, Cedars-Sinai Medical Center in Los Angeles offers a one-year intensive clinical training program for experienced teachers of young children. In this clinical program 16 units may be earned toward the 30-unit M.A.

The clinical year at Cedars-Sinai requires a full-time commitment for 10 months. Stipends are available. Remaining course requirements for the degree may be completed on a part-time basis.

2. *Master of Arts in Education* (awarded by Claremont Graduate School). Pacific Oaks and Claremont Graduate School have established a cooperative relationship for students in the Master of Arts degree program at Claremont using Pacific Oaks resources in human development and early childhood education. Candidates must be admitted to graduate standing at both institutions. In the 30-unit program, 14 units may be earned in courses at Pacific Oaks. The plan of study allows up to 6 units of transfer credit from Pacific Oaks and up to 8 units in Education 218a, b. Field Work in Early Childhood Education, in which the student registers at Claremont for course work to be carried out at Pacific Oaks. Pacific Oaks resources may also be used in the thesis.

For further information see the Bulletin of Claremont Graduate School and University Center, Claremont, California 91711.

3. *Master of Arts in Sociology or Psychology* (awarded by Whittier College). Combined resources of Pacific Oaks and Whittier College offer special opportunities to students interested in the sociology of child development, the family, and education, or in psychology with emphasis in child psychology. Candidates must be admitted to graduate standing at both institutions. In the 28-unit program, 12 units may be completed at Pacific Oaks. Pacific Oaks resources may also be used in the thesis.

For further information see the Bulletin of Whittier College, Whittier, California 90608.

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 semester (basic course in Human Development, with Practicum and Seminar)	16
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, day care centers, and Head Start programs. 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.

Certain of the regularly offered courses listed in this Catalog, and special offerings scheduled both during the academic year and in summer session, are open without prerequisite to non-matriculated students. By special arrangement some courses are offered off-campus. Special offerings will be listed in course announcements of the College.

SUMMER SESSION

Summer session at Pacific Oaks College is designed with two purposes in mind. The first is to offer Pacific Oaks students the opportunity to continue work toward a degree, certificate or teaching credential. Some choose to fulfill residence requirements by enrolling full time in two summer sessions. The second purpose is to offer persons interested in the development and education of young children special experiences which enhance their knowledge and professional skills.

Writing for Young Children, The Changing American Family, Children's Thinking and the Creative Process, The Self, Setting the Stage for Self-Directed Learning, Practicum in Therapeutic Nursery School, and Social Psychology of the Ghetto 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, Mary Ellen Goodman, and Clark Moustakas. Within Pasadena and the greater Los Angeles metropolis, students have access to a wide variety of community settings and resources for observation, field work, and research.

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 conversation, 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.

The student may choose whether or not his work in any course will receive a summary evaluation in the form of a letter grade. When a letter grade is not given, the course work is recorded on the transcript as either satisfactory or unsatisfactory.

Each applicant for a B.S. degree meets with a committee of the Faculty during his final semester at Pacific Oaks for an oral comprehensive conference. Purposes of the conference include evaluation of the student's accomplishment and potential, provision of an opportunity for the student to synthesize his knowledge and interpret his beliefs orally, and mutual Faculty-student evaluation of Pacific Oaks' curriculum.

Residence Requirement

Minimum residence requirement for undergraduate students is a full program of study (12 or more units) in one semester or two summer sessions. (Under special circumstances this requirement may be waived with the approval of the Faculty Committee.) Part-time students are expected to complete the two-year B.A. degree program within five years. Any upper division work taken before the five-year period is reviewed by the Faculty. No residence requirement is made for graduate students at Pacific Oaks; however, the cooperative M.A. programs at Cedar-Sinai Medical Center and at Claremont Graduate School require a period of full-time study. A five-year time limit is set on the completion of all graduate programs.

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

HUMAN DEVELOPMENT

Major: A minimum of 30 units including HD100, 101, 105, 106, 110, 111, 160 or 162; and courses selected from at least two of the three areas of Psychological, Sociological, and Biological Foundations of Development.

Students wishing to specialize within the major may complete a sequence of four courses in psychological or sociological foundations of development for an *emphasis in psychology or sociology*.

Integrated Courses

HD100 Human Development, The Early Years (4)

HD101 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, general biology.

HD105 Practicum: Observing and Recording Behavior (1-3)

HD106 Seminar in Observing and Recording Behavior (2)

Developing competence in observing and recording the individual and group behavior of children and adults. Emphasis on skills in both written and oral communication. Three to ten hours per week of observation and participation in school and community settings; one seminar weekly. See general plan of Practicum, page 29.

Prerequisite: Concurrent enrollment in HD100 recommended.

HD110 Practicum: Study of Individual Children (2-5)

HD111 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: Prior or concurrent enrollment in HD100 and 106.

HD127 Practicum: Family and Community Services (1-3)

Field work in an appropriate community agency. May be repeated for credit up to a total of 6 units. See general plan of Practicum, page 29.

Prerequisite: HD120, 125 or 126.

HD160 Introduction to Research 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.

HD162 Theory and Methods in the Behavioral Sciences (3)

A general introduction to scientific objectives and method with particular emphasis on the process of constructing theories. Problems of research design and conceptualization; discussion of individual projects.

Prerequisite: HD160 or consent of instructor.

HD180 Practicum: Therapeutic Nursery School (2-5)

HD181 Seminar in Therapeutic Nursery School (2)

Integrating observations of children with clinical assessment of their emotional problems. Developing skills of working with young children in a therapeutic nursery school setting. See general plan of practicum, page 29.

Prerequisite: HD105-106; or teaching experience and completion of special application procedure.

HD186 Clinical Aspects of Child Development I (2)

Review of major theories of child development in the first five years of life. Films, case material, clinical observations to illustrate psychopathology at each level of development.

Prerequisites: HD100, HD105-106 or equivalent.

HD187 Clinical Aspects of Child Development II (2)

Analysis of case material in terms of major developmental theories. Exploration of correlations among the theories in explaining normality and pathology in childhood.

Prerequisite: HD186 or consent of instructor.

HD190L Readings: Personality Development in Literature (2-4)

Directed reading in fiction and autobiographies selected to illustrate processes of personality development.

Prerequisite: A course in human development or personality.

HD190 Readings in Human Development (2-4)

Directed reading on selected topics, individually arranged for advanced students able to work independently. Advance registration required.

HD195 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. Advance registration required.

Prerequisites: HD160 or 162 and submission of an approved research design.

Psychological Foundations of Development

HD133 Personality: Theory and Assessment I (3)

Review of theories of personality and systems of psychotherapy derived from clinical practice. The use of tests in personality assessment and practice in their use. Emphasis on concepts of development, health and illness.

Prerequisite: General psychology.

HD134 Personality: Theory and Assessment II (3)

Review of theories of personality derived from objective study of behavior. Principles underlying personality research; the nature of evidence; the use of tests in personality assessment and practice in their use. Emphasis on concepts of development, health and illness.

Prerequisite: General psychology.

HD135 Learning and Motivation I (3)

The nature of learning and motivational processes. A systematic review of major issues and various theoretical approaches, with emphasis on the empirical foundations of psychology and simple learning. Demonstration and experimental projects; limited laboratory experience to be arranged.

Prerequisite: General psychology.

HD136 Learning and Motivation II (3)

The nature of learning and motivational processes. A systematic review of major issues and various theoretical approaches, with emphasis on complex learning, motivation, and the interrelation of theory and research. Limited laboratory experience to be arranged.

Prerequisite: General psychology; HD135 or consent of instructor.

Sociological Foundations of Development

HD120 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.

HD122 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.

HD125 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.

HD126 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.

Biological Foundations of Development

HD102 Biological Foundations of Human Development (3)

An overview of the functional organization of the human body. Importance of the interrelationships of the nervous, circulatory, endocrine, reproductive and other systems in human development. Individual differences in health, growth pattern and energy output. Laboratory experience in observation or experiment; individual projects.

Prerequisite: General biology.

Graduate Courses

A candidate for the Master of Arts degree may receive credit for upper division courses approved by his graduate committee. With consent of instructor, courses numbered 200 and above are open to seniors.

HD200-201 Seminar in Human Development (3, 3)

Concepts, issues, trends and review of research in the interdisciplinary field of human development, considering the entire life cycle. Seminar discussion and individualized study.

Prerequisite: Introductory course work in human development.

HD206 Group Processes (3)

Communication in task-oriented groups. Interrelationships among organizational structure, social roles, and individual personality dynamics; conflict and its resolution. Accomplishing group goals while promoting personal growth.

Prerequisite: General sociology or general psychology.

CD210 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.

Prerequisites: HD100 or cultural anthropology.

HD248 Seminar in Planning Environments for Young Children (3)

The ecology of child development. Devising and testing approaches to analyzing schools, homes, and other settings as environments for child-rearing.

Prerequisite: Graduate standing or Ed148.

HD249 Practicum: Administration (2-5)

Supervised experience in selected aspects of administration of nursery schools and related programs. See general plan of Practicum, page 29.

Prerequisite: Consent of instructor.

HD250 Practicum: Supervision (2-5)

Supervised experience in supervision of students' work with children. See general plan of Practicum, page 29.

Prerequisite: Consent of instructor.

HD251 Seminar in the Teaching-Learning Process (3)

Analysis of educational environments: observing children for feedback, planning curriculum individually on the basis of feedback. Field observation of adult-child interaction and what is being taught and learned. Prerequisite: Introductory course work in human development and/or learning.

HD280ab Practicum: Therapeutic Nursery School (3, 3)

HD281ab Seminar in Therapeutic Nursery School (2, 2)

Integrating observations of children with clinical assessment of their emotional problems. Developing skills of working with young children in a therapeutic nursery school setting and applying these skills in supervision and consultation in other programs for young children. See general plan of Practicum, page 29.

Prerequisite: Admission to cooperative graduate program with Cedars-Sinai Medical Center.

HD284 Family Interaction and Psychodynamics: Theoretical Aspects (3)

The family as setting for role behavior and personality development; family identity, stability and breakdown. Capacity for adaptation as a measure of mental health or illness. Defenses against change in small group systems, as reflected in family interaction. Observation of clinical family interviews to be arranged.

Prerequisite: HD100-101 or equivalent.

HD285 Family Interaction and Psychodynamics: Clinical Aspects (3)

Family diagnosis based on family functioning in relation to problem-solving. Behavioral disturbances of marital pairs and parent-child pairs in the contemporary family. Meaning of the nursery school experience to parents. Techniques of individual interviewing and family counseling; supervised interviewing experience to be arranged.

Prerequisite: HD284.

HD295 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. Advance registration required.

Prerequisites: HD160 or 162, graduate standing, and submission of an approved research design.

HD299 Thesis (6)

Prerequisite: Admission to candidacy for M.A. degree.
Not offered 1969-70.

EARLY CHILDHOOD AND PARENT EDUCATION

Professional Preparation is offered leading to:

Faculty recommendation for teaching young children in nursery schools and day care centers.

Children's Center Permit, required for teachers of young children in publicly sponsored programs in California.

Adult Education Credential in Parent Education,
Standard Teaching Credential with a specialization in Elementary Teaching.

See pages 20—31 for description of course requirements in each of these programs.

Ed140 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.

Ed141 Language, Science and Nature Experiences (3)

Ed142 Art, Music and Movement (3)

Knowing, feeling, communication as the common base for creative growth of children through experiences in art, music, language, dance, nature, and science. Materials and procedures which encourage imagination, invention and expression in nursery school, kindergarten and early elementary school; direct experience at the adult level.

Ed148 Planning Environments for Young Children (3)

Ways of examining the environment provided by the nursery school, day care center and other settings. Evaluating use of physical space and selection of activity settings in terms of program goals. Environmental planning to enrich children's experiences and facilitate adult supervision.

The administrator as facilitator.

Meets course requirement in Administration for directors of licensed day nurseries.

Prerequisite: HD105-106 or teaching experience.

Ed150 Practicum: Directed Teaching in Nursery School or Kindergarten (2-5)

Two to five half-days weekly of supervised teaching in a selected nursery school or kindergarten. May be repeated once for a total of no more

than 6 units. See general plan of Practicum, page 29.

Prerequisites: Admission to teacher education, concurrent enrollment in Ed151.

Ed151 Seminar in Teaching Young Children (2)

The function of the teacher in planning, carrying out and evaluating program in groups of young children. Appropriate learning experiences for children; comparison of nursery and kindergarten curriculum and their relation to elementary curriculum content. May be repeated for credit with consent of instructor.

Prerequisite: Concurrent enrollment in Ed150 or consent of instructor.

Ed152 Practicum: Directed Teaching in Elementary School (4-8)

Supervised teaching in a public elementary school as a student teacher. See general plan of Practicum, page 29.

Prerequisites: Admission to teacher education, course work as designated by the faculty credential committee, and concurrent enrollment in Ed153. Payment of credential fee.

Ed153 Seminar in Elementary Curriculum: A. Reading (2)

B. Arithmetic (2)

C. Social Studies (2)

The teacher's role in planning, effecting and assessing curriculum, environmental settings and interpersonal relations in the elementary school. Individually planned tasks to increase the teacher's knowledge of curriculum rationales, methods and materials in curriculum areas, teaching styles, assessment procedures, use of classroom space, and the effects of teacher attitudes on children's learning.

Prerequisites: Concurrent enrollment in Ed152, or employment as an elementary teacher, or consent of instructor.

Ed155 Practicum: Working with Parents (1-5)

Supervised experience in working with parents of young children in individual conferences, and in group settings as appropriate. May include directed teaching of children as well as work with their parents. See general plan of Practicum, page 29.

Prerequisites: Admission to teacher education; concurrent enrollment in Ed156 or Ed190p.

Ed156 Seminar in Working with Parents (2)

Analysis of parent education program goals, content, materials and methods. Development of philosophy and principles for working with parents individually and in groups. Effects of cultural and racial differences on communication between parents and teachers. Fulfills methods requirement for California State Adult Education Credential in Parent Education.

Ed190p Readings in Parent Education Principles (2)

Directed reading in philosophy and curriculum of adult education programs in the American educational system, and in teaching principles suited to adults. Fulfills principles requirement for the California State Adult Education Credential in Parent Education.

Prerequisite: Concurrent enrollment in Ed155 or 156, or experience in working with parents.

Ed190 Readings in Early Childhood Education (2-4)

Directed reading on selected topics, individually arranged for advanced students able to work independently. Advance registration required.

Ed195 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. Advance registration required.

Prerequisites: HD160 or 162 and submission of an approved research design.

BOARD OF TRUSTEES

1967-70

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Marjorie Dickinson
(Mrs. W. Woodbridge)
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Barbara Martin (Mrs. Robert)
Marian Schuster
Joanne Saeta (Mrs. Phillip)*,
Secretary

1968-71

Dana Bresnahan
John Carr
Everett B. Clary, Vice-Chairman

Dr. Allen Mathies, Jr.*
Jane Treister (Mrs. George)
Asenath Young (Mrs. Robert)

1969-72

Norman P. Clement
Robert E. Coates, Jr.
Ramon Cortines
Elizabeth Edmundson

Elizabeth Purcell
(Mrs. William F. H.)
Elizabeth Williams
Joseph Wyatt*

*Pacific Oaks Association Representative

PACIFIC OAKS ASSOCIATION

Officers, 1969-70

President: Patricia Clavier (Mrs. Philippe)
Vice-President: Wendy Anderson (Mrs. Richard)
Secretary: Verlinda Clark (Mrs. Richard)
Treasurer: Georgia Menetrey (Mrs. Walter)

ADMINISTRATIVE PERSONNEL

E. Robert LaCrosse, Jr., Ph.D.	President
Elizabeth Jensen Jones, Ph.D.	Dean of Faculty
Beatrice Dahle, M.A.	Dean of Students and Director of Admissions and Financial Aid
Florence Kasielke, M.A.	Coordinator of Graduate Admissions
Mio Polifroni, M.A.	Assistant Dean of the Faculty
Olive Davis	Registrar
Elizabeth Prescott, M.A.	Director of Research
Mary Pieters, M.A.	Director, Children's School
Marynette Fauvre, B.A.	Director, Children's School Admissions
Myrtle Stubkjaer, B.A., B.S.	Librarian
Doris O. Moore	Director of Development
Mary B. Ketron	Director, Business and Finance
Mary Minnie, M.A.	Director, Head Start Leadership Development Program
Merilyn Burt, M.A.	Regional Training Officer, Head Start

FACULTY

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

- E. Robert LaCrosse, Jr., President (1969)
B.A., Social Relations, 1959, Harvard College; M.A., Clinical Psychology, 1964, University of North Carolina; Ph.D., Clinical Psychology, 1966, University of North Carolina.
- Elizabeth Jensen Jones, Dean of Faculty (1954)
B.A., Psychology, 1952, College of the Pacific; M.A., Child Development, University of Wisconsin; M.A., Sociology, 1958, Whittier College; Ph.D., Sociology, 1967, University of Southern California.
- Bernice Augenbraun (1968)
B.A., Psychology, 1953, Brooklyn College; M.A., Psychiatric Social Work, 1956, University of Chicago. Chief Psychiatric Social Worker, Department of Child Psychology, Cedars-Sinai Medical Center.
- William E. Baker (1968)
B.S., 1951, Education, University of Missouri; M.A., 1952, Education, University of Missouri; B.D., 1956, Religion, Fuller Theological Seminary; Graduate Study, Education, University of California at Los Angeles.

- Jean Barrett (1969)
B.A., Philosophy, 1946, University of California at Los Angeles; M.A., Anthropology-Sociology, 1946, University of California at Los Angeles; Ph.D., Psychology and Education, 1961, Claremont Graduate School.
- Saul L. Brown (1968)
B.A., 1944, University of California; M.D., 1946, University of California. Chief, Department of Child Psychiatry, Cedars-Sinai Medical Center.
- Maureen Donnelly Carlson (1964)
B.A., Psychology, 1955, Regis College; M.Ed., Human Development, 1958, Harvard Graduate School of Education; Graduate Study, Human Development, Harvard University.
- Beatrice Ranker Dahle (1965)
B.S., Commerce, 1941, University of Southern California; M.A., Guidance and Counseling, 1966, Pasadena College.
- Rona Fields Fox (1969)
B.A., Psychology, 1953, Lake Forest College; M.A., Psychology, 1964, Loyola University of Chicago; Graduate Study, Educational Psychology, University of Southern California.
- Susan Garfinkle (1967)
B.A., English, 1960, McGill University; Graduate Study, Education, Claremont Graduate School.
- Elizabeth James (1948)
B.S., Child Development, 1963, Pacific Oaks College; M.Ed., Child Study, 1968, Tufts University.
- Florence Kasielke (1958)
B.A., Education, 1934, Santa Barbara State College; M.A., Education, 1968, Claremont Graduate School.
- Polly McVickar (1959)
B.A., Psychology, 1933, Wheaton College; M.Ed., Education, 1940, Boston University.
- Cynthia Milich (1967)
B.A., History of Art, 1950, Vassar College; M.A., Sociology, 1964, Whittier College.
- Mary V. Minnie (1960)
B.A., Sociology, 1944, University of Wisconsin; M.A., Social Work, 1959, University of Chicago; M.A., Early Childhood Education, 1956, Western Reserve University.
- Mary Pieters (1966)
B.A., Social Science and Education, 1947, San Diego State College; M.A., Education, 1951, Claremont Graduate School; Graduate Study, Education, Claremont Graduate School and Merrill-Palmer Institute.

- Maria Pinedo (1967)
B.S., Child Development, 1967, Pacific Oaks College.
- Marguerite O. Polifroni (1957)
B.A., Social Service Administration, 1940, University of Chicago;
M.A., Education, 1968, Claremont Graduate School.
- Elizabeth Prescott (1962)
B.A., Social Sciences, 1946, University of Denver; M.A., Psychology,
1961, California State College at Los Angeles.
- Celia Sally Sanger (1965)
B.S., Child Development, 1966, Pacific Oaks College.
- Mary E. D. Scudder (1965)
1952, Nursery Training School of Boston.
- Sandra B. Schmalz (1968)
B.S., Early Childhood Education, 1966, University of Massachusetts.
- Doris O. Smith (1968)
B.S., Education, 1951, Mills College of Adelphi University; Gradu-
ate Study, Education, Miami University.
- Grace Smith (1965)
B.A., Education, 1953, California State College at Long Beach
- Marjorie Tasem (1969)
B.A., Psychology, 1939, University of California at Los Angeles;
M.S.W., 1959, University of Southern California. Psychiatric Social
Work Supervisor, Cedars-Sinai Medical Center.
- Marianne Wolman (1951)
Teaching Credential, 1935, University of Vienna; M.A., Education,
1956, Claremont Graduate School; Graduate Study, Education,
Claremont Graduate School.
- Dorothy Wrightson (1969)
B.S., Child Development, 1969, Pacific Oaks College.

Visiting Instructors, 1968-70

- Malcolm Farmer, Assistant Professor of Anthropology and Sociology,
Whittier College
B.A., Anthropology, University of Arizona.
- Sheldon Gardner, Clinical Child Psychologist
B.A., Social Relations, 1956, Harvard College; Ph.D., Psychology,
1963, University of Southern California.
- Barbara H. Hovey, Early Childhood Consultant
B.A., Education, 1939, Stanford University; M.A., 1967, Education,
Occidental College.
- Jeffalyn B. Johnson, Instructor, Department of Social Sciences, Pasa-
dena City College
B.A., University of California at Los Angeles; M.A., California State
College at Los Angeles.

- Ruth Larson, California State College, Dominguez Hills
B.S., Biology and Chemistry, 1943, Parsons College; M.S., Education,
1954, University of Tennessee; Ph.D., Education, 1964, Ohio State
University.
- Sherman Little, M.D., Professor of Pediatrics and Psychiatry, School
of Medicine, University of Southern California
B.A., 1929, Dartmouth College; M.D., 1933, Yale University.
- Mary Mattis, Psychiatric Social Worker, Mt. Sinai Child Psychiatric
Clinic
B.A., 1948, Sociology, Louisiana State University; M.S.W., 1964,
University of Southern California.
- Hilda Mullin, Creative Dance Specialist
Teacher, lecturer, consultant, dance therapist.
- Stanley Pearson, Consultant in Science and Programs for the Gifted,
Pasadena City Schools
B.A., Physics, 1930, University of California at Los Angeles; M.A.,
Physics, 1933, University of Southern California.
- Edmund Prescott, Researcher, Renal-Metabolic Research Unit, Veter-
ans Administrative Hospital
B.A., Zoology, 1948, University of California at Los Angeles; M.S.,
Medical Physiology, 1951, University of Southern California; Ph.D.,
Medical Physiology, 1962, University of Southern California.
- Melvin Suhd, Director, Creative Environment Workshops, Project Offi-
cer for Parent-Child Centers
B.S., Education, 1953, Wayne State University; M.A., Guidance &
Counseling, 1960, Wayne State University.
- Marjorie Thompson, Instructor, Nursery Education, Home Economics
Division, Mt. San Antonio College
B.S., Child Development, 1967, Pacific Oaks College; M.A., Educa-
tion, 1968, Claremont Graduate School.
- Yolanda Ledon Torres, Spanish Instructor, Leadership Development
Program, Pacific Oaks College
B.A., Art, 1957, California State College at Los Angeles.
- Norman Wakeman, Biology Instructor, Pasadena City College
B.A., Biology, 1936, Stanford University.

ASSISTANTS AND FELLOWS

1968-1969

Research Assistant

Sybil Kritchevsky

Teaching Assistant

Diana Goodrow

Teaching Fellows

Frances Allen
Winnifred Dorn
Jan Eastman

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