



PACIFIC OAKS
COLLECT

1971-1973





Pacific Oaks College

Founded by Friends

Upper-Division Undergraduate and Graduate Study

**HUMAN DEVELOPMENT/EARLY CHILDHOOD EDUCATION/
PARENT EDUCATION/TEACHING CREDENTIAL PROGRAMS**

Pasadena, California



Corrections, Additions and Changes

Pacific Oaks College Catalog 1971-1973

Page 29, first column, "Admission to the Baccalaureate Program," last paragraph (continuing to top of second column): The paragraph should read: The basic distribution plan includes nine units of oral and/or written English; nine units of natural sciences and/or mathematics, to include a course in human biology or its equivalent and a course in a physical science; nine units of social science, including general psychology and general sociology (or cultural anthropology); and nine units of humanities, i.e., the history of civilization, literature, language, philosophy, comparative religion and fine arts.

Same, second column, "Transfer Limitations": The last line should read:
taken elsewhere may be credited toward the 30

Page 30, second column, "Undergraduate Admission Procedures": The section should read:

Applications for admission include the completion of application forms provided by the College, including three references; an

autobiography; a health report with a recent TB test; official transcripts from all colleges attended; interviews with at least one faculty member and one student on the Admissions Committee; and a non-refundable \$15 application fee.

Application must be completed by October 15 for the spring semester and ~~March~~ 15 for the fall semester and summer session. **FEB**

Page 33, second column, "Tuition": The section should read:

Beginning in Fall, 1972, tuition will be \$60 per unit for all students. Prospective students who may need scholarship or loan assistance are encouraged to examine the section on page 35 entitled "Financial Aid."

Page 34, first column, "Special Services Fees":
The sixth line should read:
(undergraduate and credential) \$10

Same: Line 12 should read:
Baccalaureate and Credential \$10

Same: Line 16 should read:
Credential application (per credential) \$20

Page 35, second column, second paragraph: The paragraph should read:

Financial Aid Application. Financial aid applications must be filed with the Director of Financial Aid by Feb. 15 for fall semester or the entire academic year excluding summer. Applicants seeking financial aid for spring semester and/or summer session must file their request by October 15.

Page 40, first column, "Program Options": Line 16 should read: Human Development must take 30 units in

Page 41, first column, "Comprehensive Conference": Lines 11-21 should read:
year. The conference is usually held in the second half of the junior year or first half of the senior year. The Comprehensive Conference Committee consists of three faculty members chosen by the student, who appoints one chairman. The student may request of the committee written examination questions to be submitted to him in advance of the conference, or he may ask the committee to prepare questions to be asked orally at the conference. In either case, the student answers the questions orally at the conference. The questions usually relate to the student's areas of intended concentration, his background and his experiences at Pacific Oaks.

Page 45, first column, "Students with Both the MA and Teaching Credential as Goals": The first sentence should read: Although students may be enrolled in both the MA and Credential Programs simultaneously, they must ordinarily choose which program to concentrate on first, since each has distinct requirements and separate admissions procedures.

Page 48, "Admission to Teacher Education Programs": The section should read: Entrance requirements, as well as future course offerings, will change to meet specifications of the Ryan Bill for those students who start in a Credential Program after July, 1972.

That bill, signed into law in July, 1970, substantially altered the requirements for teacher preparation. Among other things, it

reduced the number of required "how-to-teach" courses, transferred teacher licensing authority out of the State Department of Education, and established a set of "competencies" which prospective teachers must demonstrate before receiving a teaching credential. These include reading-language arts-communication; mathematics; social science; science; fine arts; and physical development-health education.

Presently or formerly enrolled students who indicated a desire for the credential prior to July, 1972, may continue under the existing approved program plan until it is phased out in Summer, 1974.

Admission to Teacher Education Programs has been eliminated. Instead, students apply for admission to the Credential Program either as undergraduates or as fifth year graduate students.

Undergraduates may fill out an application for admission to the Credential Program and submit it to the Student Services Office with a \$15 application fee, usually after satisfactory completion of one semester at Pacific Oaks, including one practicum and related seminar.

Graduate students must fill out an application for admission to graduate standing in the Credential Program and submit it to the Student Services Office with a \$15 application fee (see "Admissions").

Page 49, first column, "Credential Programs":
The eighth line should read: the Pasadena and Los Angeles city schools who volunteer and are

Same: Line 15 should read: 1. Admission to the Credential Program.

Same: The following sentence should be added to the end of the fourth paragraph ("2. A BA from . . ."): Starting with the Fall of 1972, students may also obtain a diversified major in order to meet requirements under the new Ryan Bill.

Same: The following courses, which may be taken in place of Ed 149 Explorations in Self-Directed Learning, should be added at the bottom of the column: Ed 151 Seminar in Teaching Young Children or Ed 189 Seminar in Learning Problems.

Page 50, first column: The sentence beginning on line 10 ("Students who, upon . . .") should read: Students who, upon graduation from Pacific Oaks, have completed a Standard Teaching Credential issued on partial fulfillment of requirements must complete their fifth year through Pacific Oaks with the approval of their faculty advisor or the Director of the Credential Program.

Same: The sentence beginning on line 14 ("Their faculty advisor . . .") should be deleted.

Page 52, first column, "Grading and Evaluation": Line 10 should read: arrangement through the twelfth week of classes.

Same, second column: The following sentence should be added to the end of the section: "Failures," Withdrawals," "Unsatisfactorys" and "Incompletes" are not listed on the student's transcript.

Page 55, first column, "Courses of Instruction": HD 102 has been changed to Sc 102.

Same: HD 103 has been changed to Sc 103.

Same, second column: HD 104 has been changed to Sc 104.

Page 58, first column, "Graduate Courses": HD 203 has been changed to La 203.

Same, second column: HD 232 has been changed to La 232.

Page 60, first column, "Early Childhood and Parent Education":

Ed 141 Language, Music and Movement Experiences has been changed to La 141 Language and Literature for Children. The content of the course has also been changed.

Same: Ed 142 Art, Science and Nature Experiences has been changed to Hu 142 Art for Children. The content of the course has also been changed.

Same: Two courses should be added: Hu 143 Music and Movement for Children and Sc 144 Science for Children.

Page 61, first column: The title for Ed 156m should be Parent-Teacher-Community Interaction.

Page 62, first column, "Graduate Courses": Ed 241 has been changed to La 241.

Same: Ed 242 has been changed to Hu 242.

Same: Ed 243 has been changed to Hu 243.

Same: Ed 244 has been changed to Sc 244.

Page 63, second column: The title "Special Courses" and the first four lines immediately following it should be deleted.

Same: S 142D has been changed to Hu 142D.

Same: S 217 has been changed to HD 217.

Same: S 249 has been changed to Sc 249.

Page 74, second column: Line 10 should read:
April 9-13: Spring holiday

September, 1972

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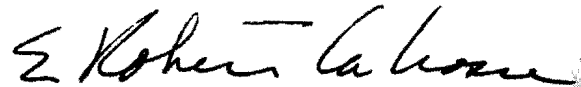
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PRESIDENT'S MESSAGE

"Most of us are at Pacific Oaks because we've found strengths here we could not find elsewhere. But, in saying that, I don't want to imply that we think the school is perfect or even close to it. In fact, one of the real virtues of the school is its continual self-examination and desire to improve.

"Any college that is honest with itself is going to be facing rough questions, and perhaps finding very few good answers. We are a school of 'process' rather than one of 'truth.' People make 'process'; institutions endlessly hang on to 'truth.' One thing which I think troubles students today is not that colleges have not found all the answers, or 'truths,' but that colleges may not be asking the right questions—may not, in fact, be engaging in 'process.'

"In this context, I think we can say honestly that the faculty and administrative staff are ready to listen to questions and to be challenged. I think that that willingness to engage in 'process' accounts for much of the openness here which permits students to explore what's really on their minds. And I think it accounts for our sense of community—perhaps not always up to our ideal, but a pretty fantastic sense of community nonetheless."



E. Robert LaCrosse, President



I PACIFIC OAKS: AN EDUCATIONAL CENTER

"The faculty tries to help students gain a sense of who they are as persons, and a sense of how they can relate constructively to other people. There is a concern here for the quality of human relationships."—Mio Polifroni, Dean of Faculty



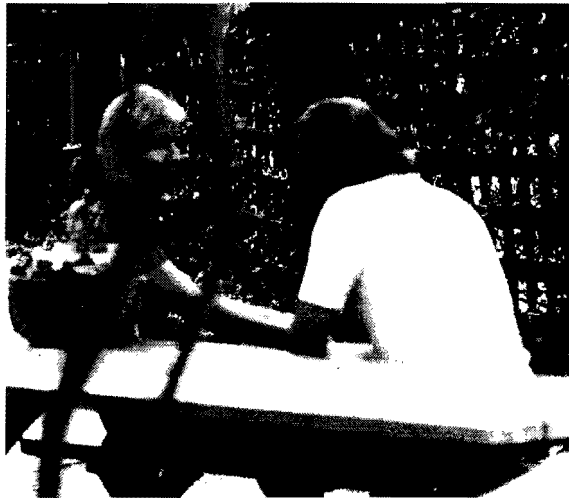
Philosophy

Pacific Oaks is a liberal arts college which offers the Human Development major, and considers the essence of liberal arts to be a process of inquiry rather than the mastery of a preselected set of facts or theories. The study of human development, which encompasses psychology, human biology, sociology, educational philosophy and anthropology, is considered a good vehicle for cultivating self-understanding through the process of education.

The College's primary objective is to provide individuals with the opportunity to explore their environment. Students are expected to test their knowledge, and their ability to apply it, in a variety of interpersonal settings, and to discover meaningful personal and professional relationships to their environment.

Through such exploration, students are encouraged to develop and perfect their own learning styles. The College seeks to be a resource to help individuals increase their ability to identify factors which are critical in solving the complex problems which interest them.

Pacific Oaks realizes that learning takes place in a variety of ways and settings, and tries to help students experience as many different ways and settings as seem important to them.



The College: Purposes and Scope

Pacific Oaks is an upper-division liberal arts college which emphasizes the process of education as much as its content. The College aims to cultivate the process while focusing on the broad field of human development with a specialization in early childhood education.

There are approximately 125 undergraduates at Pacific Oaks, 132 graduate students, 45 teaching credential candidates and 150 special students. Counting special offerings and enrollment in off-campus extension programs, the annual student population is about 450.

Sharing the College campus is a Children's School. Several other related and interdependent programs carried out by the school complete the Pacific Oaks community (see "Pacific Oaks: A Community").

An important key to education at Pacific Oaks is the fostering of an environment in which individuals of all ages may grow and acquire the tools or skills with which they can cope with life and continue to engage in the educational process. Among these tools are the ability to communicate effectively, to think both concretely and abstractly, and to understand and engage in the process of inquiry. Without such tools the practical application of education is difficult.

Three basic concepts have set the tone for the development of the school's educational style and philosophy. These are: 1) that growth is a dynamic and lifelong process; 2) that every individual has a fundamental worth; and 3) that each person, no matter how young or old, has a unique identity and human potential which he contributes to the lives of all those with whom he comes in contact.

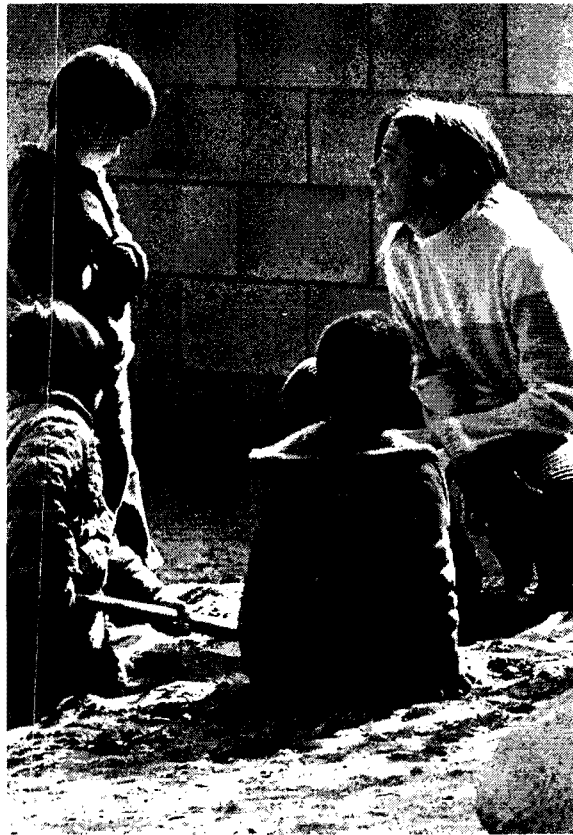
Direct experience in Pacific Oaks Children's School, or in one of several other schools and community settings, accompanies each student's interdisciplinary college course work.

In addition to undergraduate education leading to the Bachelor of Arts degree in Human Development, Pacific Oaks offers a Master of Arts program in Human Development, and cooperative master's programs in Human Development with Cedars-Sinai Medical Center in Los Angeles, and in Education with the Claremont Graduate School in nearby Claremont. The College also operates Elementary and Early Childhood Teaching Credential programs accredited by the State Department of Education.

Since 1969, Pacific Oaks has offered a continuing master's program to working professionals in the field of early education. It is partially funded through the federal Education Professions Development Act. Fellowships are offered to qualified applicants who seek to teach the teachers of young children.

Although the College feels the faculty's main role is in teaching and developing strong faculty-student ties, it has also sought through research to contribute new insights into young children, family life and human relationships.

During the past several years, research on day care environments and on the effects of learning environments on young children has made Pacific Oaks one of the leading national information centers in those two important fields. Various other research projects are carried out by individual faculty members, students and professionals from other institutions by special arrangement.



History

At the close of World War II, seven Quaker families in search of ways to contribute to a more peaceful world founded Pacific Oaks Friends School.

Their interests and backgrounds in education, and the availability for purchase of the Pasadena site of Broadoaks School of Education, Whittier College's training facility for early education teachers, led logically to the establishment of a nursery school.

In October, 1945, three months after purchasing the Broadoaks property from Whittier, Pacific Oaks Friends School opened with an enrollment of 60 children.

Among the founding families were a specialist in early childhood education and two former college instructors. Their interests and experience had a deep influence on the young school's program in the early years.

They envisioned a "type of people's college carrying forth traditional Quaker concerns," and noted that "if the program has any vitality and meaning, it will grow out of the concerns, the talents and the interests of the people joined together in this adventure."



Within 16 months of the opening of the nursery school, several other programs, including a Community Education component, were begun. They formed the nucleus of a cooperative residential community. Among them was the experimental Telluride Junior College funded by the Telluride Association of Cornell University. When the growth of Pacific Oaks made conditions on the small campus crowded, Telluride decided to move, thus prompting Pacific Oaks to set up its own program for student teachers and staff.

It was out of this in-service program for teachers and parents of children in the nursery school that an informal teacher education component grew. A two-year program, formally established in 1951, was the first step toward the founding of Pacific Oaks College. It recognized the growing need for skilled early education teachers and the dearth of training programs for such professionals.

The school had been incorporated under state law as a non-profit institution in 1947. In 1950, the Pacific Oaks Association was formed. It consisted of about 100 founders, staff members, parents, volunteers and others interested in developing the school's program. The Association played an expanding role in the design of school programs and in the school's governance.

In 1958, the Teacher Education Division was re-incorporated as a college and chartered by the State of California to grant degrees. With the charter came a revision in the school's mode of governance. Control was passed from the loosely organized Association to a Board of Trustees. In 1959, the school's official name was changed from Pacific Oaks Friends School to Pacific Oaks College and Children's School (Founded by Friends). Although control of Pacific Oaks has passed from the hands of the founding families and the original group of Friends which guided it in the early years, their philosophy and style of education has endured.

The late Evangeline Brainard Burgess, who served as first president of Pacific Oaks (1962-65), firmly established the present scope of the College. She had been associated with the school since 1946, and was a warm and gifted leader who saw very clearly the importance of early childhood education. Mrs. Burgess strengthened community and parent education programs and initiated several research projects, as well as joint academic ventures with neighboring colleges.

Edwin C. Morgenroth, one of the founders of Pacific Oaks Friends School, became president in 1965. During his term, the college curriculum was expanded, enrollment was increased, and the school's involvement with Project Head Start was made firm. Pacific Oaks now houses Head Start's Regional Training Office, which coordinates all Head Start training projects in Southern California and the Southwest.

Pacific Oaks' third president, E. Robert LaCrosse, came from the Harvard Graduate School of Education to take office in September, 1969. At Harvard he played a major role in the much-publicized Preschool Project, which studied learning and behavior patterns in young children, with particular emphasis upon the effects of maternal styles.

Under Dr. LaCrosse, Pacific Oaks has set its sights on augmenting the present scope of the institution by adding educational programs for children from the age of a few days to the age of eight years. Included will be an Infant Education Center for children from birth to two years, the ages for which new information is vitally needed; a full Day Care Program for children two-and-a-half to six years; and an Early Elementary Program equivalent to the first three years of elementary school which will demonstrate, in a way relevant to the interests of public schools, that there can be a continuity in education from birth to the age of eight.

Campus and Environs

Pacific Oaks' compact three-acre campus is located in an old, quiet residential neighborhood of Pasadena. It is situated about midway between downtown Los Angeles (a ten-minute drive), and the 650,000-acre Angeles National Forest, a wilderness area. A block from the campus is the 4.5-mile-long Arroyo Seco, a developed park area which lends itself to hiking, bicycling and riding. Golf, tennis and archery are also available in the Arroyo. The College's location puts nearly all types of recreational, educational and cultural opportunities within easy reach.



Pasadena itself has many activities of interest to and available to members of a college community. Pasadena is a multi-racial, multi-ethnic city of 125,000. Its public schools are fully integrated. The Pasadena Art Museum, with its celebrated collection of contemporary art, is less than a mile from the Pacific Oaks campus. The Henry E. Huntington Library and Art Gallery, in neighboring San Marino, is about four miles away.

The Los Angeles and Pasadena Symphony Orchestras give concerts regularly in the city and in downtown Los Angeles. A variety of small theatre groups is active in the city. Also near the Pacific Oaks campus are clubs which offer folk dancing and folk music.

In addition to Pacific Oaks there are four other colleges in Pasadena, including Pasadena City College and the California Institute of

Technology. Los Angeles' Occidental College is within easy reach. Caltech's Beckman Auditorium hosts many nationally known performing artists. Skiing and other winter sports are within an hour's drive during the winter. Los Angeles area beaches are about 35 miles from the campus—about a 50-minute drive.

The campus itself consists of three large former residences and two smaller buildings. These redwood structures house offices, classrooms, library, Children's School rooms and a shop. The outdoor area includes spacious play areas and simple gardens. The charm of the campus is greatly enhanced by enormous California Live Oak trees which attract a variety of birds and provide character as well as shade.

Classes meet under the oaks from time to time, and because most college students, as part of their training, work in the Children's School, a good deal of time is spent outdoors.

Public transportation to and from the school is available, though less convenient than other modes of travel.

Because of a desire to provide more space to faculty and staff, and to increase enrollments in the College and Children's School, Pacific Oaks plans to build a new campus in the Pasadena area.

Pacific Oaks: A Community

Above all, Pacific Oaks is a community. The community consists of several autonomous yet interdependent educational components which strive continuously for a balance between concern for excellence and respect for the worth of each individual.

The College and the Children's School are the largest components of the community. Through the interaction of college students and faculty with parents, children and faculty in the Children's School, the sense of community is maintained. The feeling of community is shaped by felt needs expressed on a year-to-year basis, tempered by tradition. Each year new parents come to the school, along with new children, new college students and some new College and Children's School faculty members. They frequently bring new talents and new concerns. Ideas hatch. New plans are made. New goals develop. The institution attempts to respond creatively and supportively in order to carry out the new programs. Such an approach to the administration of Pacific Oaks facilitates freshness and innovation.

The College

Pacific Oaks College seeks to provide a personal education in the behavioral sciences to students spanning a wide age range and encompassing a broad range of interests and educational backgrounds. Growth in understanding of self and others, development of competence and creativity in interpersonal relationships, and commitment to applying this competence within the framework of a sound personal philosophy are central goals of the college program.

The College believes that education cannot truly be personal without being flexible. The faculty is given substantial freedom to pursue with individual degree candidates academic programs and projects which, while promoting the College's goals of growth for students, will leave open a variety of avenues to those goals. The College attempts to reward individual imagination and initiative, both in the arrangement of an appropriate college curriculum for each individual student, and in the design of projects to help meet requirements for specific courses. Students are provided with options and are encouraged to exercise them.

Inherent in the Pacific Oaks philosophy of education is the conviction that learning does not take place apart from the "real world." Many students, both undergraduate and graduate, come to Pacific Oaks with a wealth of previous past experience. The College attempts to recognize the validity of such experience by providing procedures which allow course credit

to be granted for pertinent previous life experiences.

Pacific Oaks is a learning center not only because it retains a professional faculty whose talents are available to students, but also because the school recognizes that frequently students will have as much to learn from each other and through reading and research work as they will from the faculty. To try to ensure that all members of the Pacific Oaks community have easy access to this kind of interchange, in classes as well as in day-to-day contacts, simplicity and informality are nurtured.

The Children's School

The Children's School is the embodiment of Pacific Oaks' approach to early education. Although College students have the opportunity of working in it for course credit, the Children's School differs from a laboratory school in at least two respects. First, it is distinct administratively and exists as much to serve parents and children as to serve the College. Second, parents with children in the school and teachers, along with the Children's School Director, all play an important part in the school's functioning.

The school serves 200 children between the ages of two years, nine months and seven years. It strives to serve children of many races and cultural backgrounds in a natural, unhurried, creative environment.

Emphasis is placed on the socio-emotional and intellectual growth of each child, and on

helping him to develop self-confidence, respect for others and the ability to cope successfully with people, ideas and the changing physical world around him. Child-centered learning and a curriculum geared to the individual's rhythm of development are believed essential for preschool children.

All students in the College, as part of their degree requirements, work at least one semester teaching in a school. Currently, most students take this practicum at Pacific Oaks Children's School.

Parents meet formally with Children's School staff at least twice a year to discuss individual children. They may meet informally much more often. Parent education is an important part of the Children's School program. An informal program develops each year based on the interests of parents.

Equipment in the children's yards has been designed to meet the developmental needs of children under seven by the faculty, staff and parents of Pacific Oaks. Many of the individual pieces have been built by parents, with the help of Russell Dawson, a master craftsman who serves as Pacific Oaks' Maintenance Supervisor.

Because the Children's School reflects simplicity of purpose and the continuous study of equipment, playground design, materials and methods, as well as current knowledge in the field of early childhood education, it provides an excellent setting in which to train future teachers and leaders in the early education professions.



"The major appeal of Pacific Oaks is the attempt it makes to honor children by respecting their concerns, needs and interests. If the place works, it works because the same principles which govern our efforts to serve children govern our efforts to serve each other."—David Burke, Director of the Children's School

The Andrew Norman Library

The Library maintains an outstanding 16,000-volume collection of books, pamphlets, periodicals and unpublished papers which focus on early childhood education and human development. Reference books and selected works in other fields, such as fiction, history, biography and photography, add a desired breadth. All are available to students and are housed in a pleasant atmosphere for study.

The Julia Dickinson Memorial fund, established in 1959, makes possible a continual acquisition of works important to the understanding of young children. In 1966 the Southern California Association for the Education of Young Children (SCAEYC) initiated a fund aimed at broadening the Library's collection of material for the education of teachers of young children. It is called the SCAEYC-Evangeline Burgess Memorial Fund, in honor of Pacific Oaks' first president.

The Historical and Critical Collection of Children's Literature, one of the best such historical collections in the West, was initiated in 1956 by one gift. It grows each year. Another collection, The Friends Collection, contains writings by and about Friends and the Society of Friends.

In 1963 an organization called Friends of the Library was formed to ensure future contributions of important works and financial resources to the Library.

The Pacific Oaks Association

Begun in 1950 as a group interested in the development of what was then Pacific Oaks Friends School, the Pacific Oaks Association was the main governance body of the school until 1959, when a Board of Trustees was organized.

The Association now has about 200 members who work to support the goals of Pacific Oaks. Most Association members are parents or past parents of children in the Children's School.

As with many other parts of the Pacific Oaks community, the Association's role changes depending on the needs of the school community and the interests of Association members.



Mother's Club

Since 1961, Mother's Club has provided varied educational programs to families, parents and children from a broad range of ethnic and economic backgrounds. In the fall of 1970, the Mother's Club Cooperative Nursery School was formed. It strives for equal Anglo, Mexican-American, Negro and "other" enrollments. Although Pacific Oaks provides only limited financial support, it has traditionally supported Mother's Club in many other ways. Students in the College who seek experience working with diverse age and economic groups have taken their practicum experience at Mother's Club, located on the premises of the Orange Grove Friends Meeting in Pasadena.

Creative Environment Workshop

The Creative Environment Workshop is a resource center which provides an exploratory setting in which college students, parents and faculty, together with public agency personnel, can experiment with various media and, in so doing, shape an educational experience for themselves. This open-ended vehicle offers insight into children's learning processes by permitting students to experience the same kind of open curriculum emphasized in the Children's School and the college's Teacher Education Program.

Burgess Memorial Lecture

Begun in 1968 and named for the first president of Pacific Oaks, the Evangeline Burgess Memorial Lecture each year brings a national figure in the field of human development and education to Pacific Oaks to lecture and visit informally with students. Speakers have included Drs. Jerome Kagan and Burton L. White of Harvard University, Dr. Milton J. E. Senn of Yale University and Dr. Lois Barclay Murphy of the Menninger Foundation and Children's Hospital, Washington, D.C.

Bookstore

The College operates a bookstore on the Pacific Oaks campus which offers a fine selection of books on human development, early childhood and elementary education, and some children's books.

The 'Mini School'

A "Mini School" which serves 15 children between the ages of seven and 13 has been established by a faculty member and operates during the school year. Students in the school typically take a one-year sabbatical from public school to participate in this "school without walls" program. Children of all age levels in the school share the same educational experiences and receive regular school credit for the year.



Community Service

There is a strong feeling within the Pacific Oaks community that an educational institution should serve not only its constituents but also the broader world beyond the boundaries of its campus. Therefore, Pacific Oaks conducts or helps to conduct several community service programs which not only extend its unique resources into the Southern California area, but also enrich the store of information and experience which contribute to a fuller campus life.

Extension courses and special lectures and workshops are offered to the community and to staff members of agencies which administer educational programs for young children in the area.

Children- and family-related programs are often conducted by Pacific Oaks staff and students. During the 1970-71 school year, a Master's Degree candidate organized and ran a "Backyard

Project" in a Mexican-American neighborhood in Pasadena. It consisted of a bilingual, bicultural preschool which served six children not yet old enough for Head Start. Course credit was given to the student for the project.

The *Parents' Steering Committee* of the Children's School each fall hosts a book fair, in which new books on a variety of subjects are offered for sale. Noteworthy is the fine selection of new children's books, the opportunity to meet children's book authors and attend cultural, educational and entertainment events. Proceeds from the fair are used for scholarships to the Children's School.

The *Community Family Day Care Project*, funded by the U.S. Department of Health, Education and Welfare's Office of Child Development, is operated in a storefront in a multi-ethnic Pasadena neighborhood. The project, one of two in the nation focusing on the institution of family day care, is serving some 20 day care mothers while gathering from them information about the many facets of family day care environments.

An association with the *Pasadena Well Baby Clinics*, run by the City of Pasadena, has yielded valuable experience to college students, while providing women in the community with informational resources to supplement their own mothering skills. Pacific Oaks students work in the public clinics, helping with administrative

procedures, and exchanging theoretical ideas on child development with the practical considerations which only mothers can supply.

Consulting services by individual Pacific Oaks faculty members are available to early childhood education programs under a variety of arrangements.



Relations with Other Institutions

Inter-institutional study at Pacific Oaks enables students either to broaden their education to include areas outside the Human Development major, to strengthen their background within the major, or to specialize in particular aspects of the field of early childhood education.

Available are a Master of Arts degree in education, offered in cooperation with the Claremont Graduate School (with Claremont awarding the degree), and undergraduate and graduate courses offered in cooperation with the Cedars-Sinai Medical Center, Julia Ann Singer Preschool Psychiatric Center, and the Children's Treatment Center of the Camarillo State Hospital in Camarillo, California. The latter three programs offer students an opportunity to work in a therapeutic nursery school setting where the observation of children may be integrated with clinical assessments of their emotional problems. Pacific Oaks course credit is given for courses

completed at these centers.

Students from nearby educational institutions have undertaken individually designed field studies at Pacific Oaks, and Pacific Oaks students have elected courses at neighboring institutions as part of their regular plan of study. Cooperating institutions have included Occidental College, the Pasadena Art Museum, Pasadena Playhouse College of Theatre Arts, California State College at Los Angeles, Southern California School of Theology, University of Southern California's Schools of Medicine and Social Work, Children's Hospital, White Memorial Hospital, and the Pasadena Unified School District.

Cooperative Internship Credential Program with The Little School

During the 1970-71 academic year, Seattle's innovative Little School became affiliated with Pacific Oaks and established a fifth-year Elementary and Early Childhood Teaching Credential Program. It is the first such program available in the Puget Sound area of Washington.

The Little School, founded in 1959, stresses child-centered education for the nursery and primary school grades.

The credential program consists of a one-year post-baccalaureate internship at the Little School. Coursework in the program parallels the requirements for Early Childhood and Elementary Teaching Credential candidates at Pacific Oaks (see "Teacher Education"), and

credit is given by Pacific Oaks for completed Little School courses. Students completing the Little School program are eligible to apply through Pacific Oaks for the Early Childhood or Elementary Childhood Teaching Credential in California. Holders of California credentials may apply for reciprocity in the State of Washington. Graduates of the program may also apply to the Washington State Department of Education for an Elementary Teaching Credential in Washington.



II STUDENT LIFE

*"This has been my
first experience working
with very young
children. It has really
opened my eyes to what
the world is like and to
what I can do to make
their world
fuller."—Marla Nesbitt,
Student*



Students

An attempt has been made throughout this catalogue, particularly in the photographs, to communicate something of what student life is like at Pacific Oaks, and something of how students at Pacific Oaks grow. Hopefully this will convey a feeling for an environment in which a diverse group of individuals seeks—and often finds—the living skills which transform the group into a community.

It is fruitless to describe the "typical" Pacific Oaks student. Students are individuals when they enter the College. A college experience aimed at instilling or encouraging the same strengths in all students would probably not be very valuable.

Students include recent junior college graduates and transfer students from four-year colleges; married women whose educations were interrupted by family commitments and who seek further academic training in a mature atmosphere; teachers and other professionals who use courses to augment their skills, or who pursue course work leading to an Elementary or Early Childhood Credential, a Children's Center Permit, or an MA degree; a limited number of foreign enrollees with an adequacy in spoken and written English; mothers with children enrolled in Pacific Oaks Children's School who work in one of the Children's School classes and may take one tuition-free course for each semester's participation; and students from other institutions (see "Relations

with Other Institutions") who enroll for courses to enrich their education.

For the past few years, the mean age of the student body has decreased, and the number of men students and minority group students has increased. Pacific Oaks is encouraged by all three trends.

Students who have attended Pacific Oaks have expressed interest in: teaching in the early education field; administering public and private schools and day care centers; research in the behavioral sciences or education; teaching or counseling disadvantaged, emotionally disturbed or physically handicapped children; working in medicine, social work, sociology, psychology or related fields in which a background in human development will be helpful; pursuing creative work related to children, including writing, television, newspapers, radio, theatre and designing; and applying the open classroom curriculum used at Pacific Oaks as a model for elementary and secondary education.

In contrast to many colleges, Pacific Oaks does not stress participation in traditional campus activities with many other students of similar ages and backgrounds. Rather, the environment is such that students frequently develop relationships with small children, faculty members, parents and other students of all ages. Students share responsibility for contributing growth-producing relationships to the Pacific Oaks community.

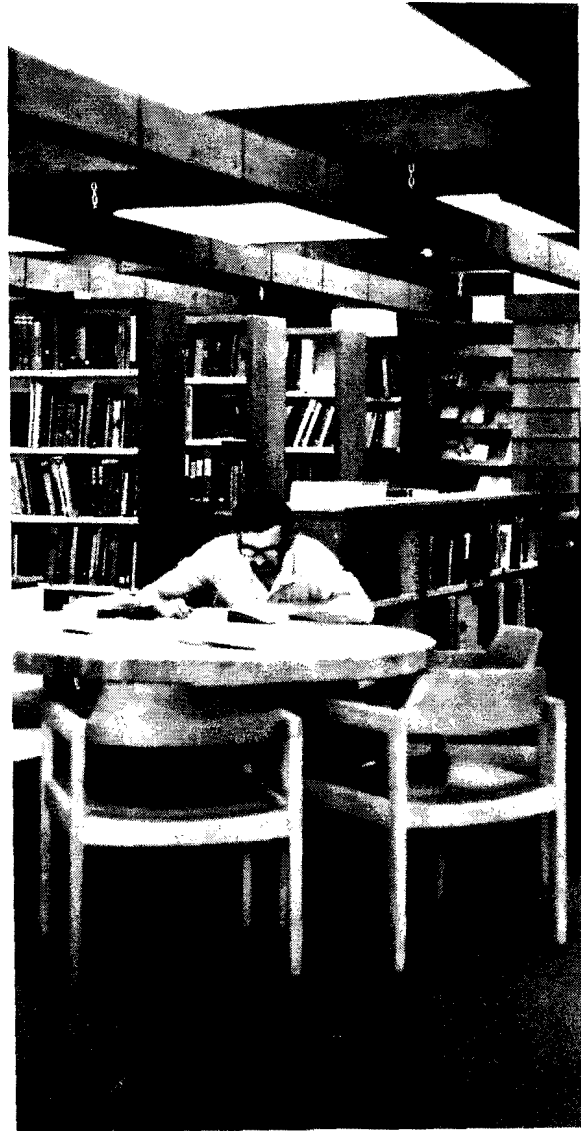
Student Services

Counseling

With the exception of special (non-admitted, part-time) students, each Pacific Oaks student has a faculty adviser who helps in the planning of appropriate course sequences and attempts to guide him toward his designated educational and personal goals. The adviser is important in the College's individualized approach to education. A change of adviser may be made if it will facilitate maximum ease and confidence of relationships. Counseling for serious personal and emotional problems is not handled by the College, although the Dean of Student Services is prepared to make referrals as indicated by individual student needs.

Religious Life

Students are assumed to have their own religious or ethical preferences, and Pacific Oaks does not attempt to intrude upon the relationship between an individual student and his church or beliefs. Respect for each individual's concept of truth and values is inherent in the Friends tradition. There are more than 100 churches and religious societies in Pasadena, including three Friends Meetings (Indiana, Iowa and Pacific Yearly Meetings). Nearly all Christian, Judaic and some Eastern religious traditions are represented.



Student Activities

Because the student body is small and social interests vary, and because Pacific Oaks students tend toward independence, college sponsorship of student social activities is limited. Student activities are determined by current interest and initiative of the students and staff. Informal lunches promote daily social contacts.

Housing

Pacific Oaks has no residence facilities for students. However, a mobile population in Southern California has helped generate a diverse supply of rental housing. Apartments and some small house rentals are available in the Pasadena area, and many students rely on this source. International students are encouraged to find live-in accommodations with nearby families. The College recommends that such accommodations be described by a written agreement to facilitate a clear understanding of mutual responsibilities.

Placement Service

Individual students may request the Student Services Office to maintain a placement file which includes a transcript, summary of professional experience, and recommendations from at least three persons qualified to make fair appraisals of a student's professional competence. This file is sent to designated

prospective employers upon request. Maintenance of the file is initiated upon the payment of a \$15 fee. The file may be renewed after two years by payment of an additional \$10.

Job candidates are responsible for having placement forms completed; advising prospective employers of their availability; requesting the Student Services Office to send the file to prospective employers; and updating those papers which appraise their professional competence.

Continuing Education of Women

Many talented women drop out of college to marry or raise children, or graduate from college without completing professional preparation. A flexible program at Pacific Oaks enables such women to complete their education.

Advisers work closely with these students in planning programs which take into account the demands of family responsibilities. Students may enter the Credential Program, the MA program or the BA program, or a fifth-year program of professional preparation (See "Teacher-Education"). Completion of requirements for the various programs can take from two to five years.

Financial aid may be made available if required.

Inservice Education for Professionals

The regular curriculum offered by the College, including graduate level courses, is appropriate for inservice education. Noteworthy, too, are offerings of the Summer Session (see "Summer Session") and courses offered off campus. Special offerings are listed each semester in the College Course Announcement. Courses can usually be arranged to meet the inservice needs of schools and agencies.

Health

Students working with children must be responsible for maintaining physical fitness, mental health and emotional poise. Because the College has no health services, students are strongly advised to have personal health insurance. (Such insurance is mandatory for international students.) Individual students are responsible for seeking and paying for medical care.

Summer Session

Summer session affords the opportunity for students to continue degree or credential work or fulfill Pacific Oaks' undergraduate residence requirements (established by full-time enrollment in two summer sessions). In addition, working professionals may pursue course work to enhance their knowledge and skills.

Summer visiting lecturers have included Milton J. E. Senn, M.D., Clark Moustakas, Eleanor Maccoby, Ruth Landes and James L. Hymes, Jr.

Course offerings are varied and stimulating. Course Announcements for the Summer Session are available from the Student Services Office, Pacific Oaks College, 714 West California Boulevard, Pasadena, Calif. 91105.

Graduation

Graduation ceremonies are held twice each year and are open to all those interested in attending.



"I've found that the College and Children's School offer a good combination. When my college work gets me down, I can always look ahead to my practicum in the Children's School."—Irene Avina, Student

III ADMISSIONS: POLICIES & PROCEDURES

"We seek students who can use the Pacific Oaks experience to identify personal strengths and develop imaginative ways of using them in their world when they leave the College. Grades do not always define such a student. If they did, the admissions process would be easy."—Josefina Disterhoft, Director of Admissions and Financial Aid



Admission

General requirements: Academic ability, good health, and a strong interest in human development and interpersonal relationships. Applicants will be selected who show the greatest potential for growth through engagement with the Pacific Oaks curriculum, philosophy, style of education and approach to interpersonal behavior. Pacific Oaks is especially interested in students who show a strong sense of commitment.

In choosing applicants, personal and professional experience, academic ability, and clarity of goals are all considered. A diverse student group is sought to facilitate students' learning from each other as well as from the curriculum.

Admission to the Baccalaureate Program

Entrance (with junior standing) requires completion of 60 or more transferable college units with at least a C average, and with most distribution requirements met, including a minimum of 45 semester units in general courses.

The basic distribution plan includes six units of oral and/or written English; 12 units of natural sciences and/or mathematics, to include a course in human biology or its equivalent and a course in a physical science; 15 units of social science, including general psychology and

general sociology (or cultural anthropology); and 12 units of humanities, i.e., the history of civilization, literature, language, philosophy, comparative religion and fine arts.

Some requirements may be met by examinations, such as those given by the College Level Examination Program (CLEP), or by waiver examination (fee) given by appointment at Pacific Oaks. The on-campus waiver examinations cover introductory psychology, sociology, cultural anthropology, and human biology.

Transfer Limitations

A total of 124 units is required for the bachelor's degree, of which no less than 30 units must be taken at Pacific Oaks.

A maximum of 70 lower-division units taken before admission as a junior may be transferred. Except for physical education and foreign languages, no more than 15 units may be transferred from courses outside the basic distribution plan (i.e., no more than 15 units of electives at admission, although excess electives may be credited by petition after a successful full-time semester at Pacific Oaks to bring the lower division total up to 70 units). Four units of physical education and any number of units in foreign language may be transferred beyond the 15-elective-unit maximum.

Students entering as seniors may transfer a maximum of 94 units. Up to six units of upper-division psychology, sociology, anthropology or human development courses taken elsewhere may be credited toward the 24

units required for the Human Development major at Pacific Oaks. No student achieves senior standing until he has completed 94 units (24 of which are upper division), and has also removed all lower-division area and subject requirement deficiencies.

Some students may have acquired through experiences outside the college setting competence in one or more areas which may parallel competencies sought through college course work. Such experiences might include projects completed in religious groups, the Peace Corps, VISTA, the military or any number of other individual or institution-related environments. If a student can demonstrate, in writing or orally, the linkage between such past experience and the curriculum and philosophy of Pacific Oaks, he may be granted course credit by a special faculty committee. Up to eight units of lower-division elective credit may be granted in this manner. There will be no charge for lower-division units granted by petition.

To receive upper-division credit based on life experience, students must document the direct linkage to content of Pacific Oaks courses and goals. The committee will grant credit for a maximum of two upper-division courses or six units in this manner. The charge for upper division units will be at the current standard tuition rate.

Undergraduate Admission Procedures

1. Complete the application forms provided by the College, an autobiography of approximately 500 words, and a health report which must include a recent TB test. Submit them with a non-refundable \$15 fee by April 1 for fall semester entrance, December 1 for spring semester entrance, and May 1 for summer entrance.

2. Have transcripts mailed directly from all colleges attended to the Student Services Office at Pacific Oaks.

3. Arrange with the Student Services Offices for a personal interview.

Graduate Admission Procedures

College graduates seeking a master's degree and/or certification for teaching may apply for admission to Pacific Oaks in graduate standing. Selection among applicants for the limited number of places available in the Master's and Credential Programs is based on the individual's experience, academic background and clarity of professional goals, and potential contribution to the diversity of the current student group.

Admission procedures for graduate applicants include those listed above for undergraduates. In addition, students applying to the Master's Program should also take the Miller Analogies Test (not required for credential candidates) and have their scores sent to Pacific Oaks.

Except in the Independent Study Plan (See "Graduate Study") for the master's degree, up to six units of graduate credit taken elsewhere are transferable.



"I can start digging a hole here and before too long the kids are around taking the tools out of my hands. We'll find a stone and crack it open so they can see its whole history inside. It's like I'm leading them in a discovery. Part of it is just being a kid yourself. When I was a kid I never got answers. But I've never stopped learning and teaching and working."—Russell Dawson, Maintenance Supervisor

Admission to the Pacific Oaks-Cedars-Sinai Program

Applicants to the cooperative master's program with Cedars-Medical Center (See "Graduate Study") make direct application to Cedars-Sinai as well as to Pacific Oaks. Their admission is determined by a joint committee of both institutions.

Admission to Pacific Oaks-Claremont Program

Students planning to take the cooperative program in education with Claremont Graduate School must meet the entry requirements of that institution as well as Pacific Oaks. Application for the program may be initiated at either school, and some admissions procedures can be consolidated (transcripts, letters of reference and test scores may be sent from one institution to the other). The student should consult the catalogue of Claremont Graduate School for further information. He is responsible for completing the admissions requirements of both institutions.

Admission to Pacific Oaks-Little School Program

Graduate students wishing to enroll in the Little School's fifth-year credential internship program should apply directly to The Little School, 2812 116th Ave., N.E., Bellevue, Wash. 98004. Procedures parallel those described for graduate admission.

Degree Credit for Pacific Oaks Courses Taken by Special Students

Courses completed at Pacific Oaks by special students are not automatically accepted for credit toward a degree. Special students who wish to undertake a regular degree program should apply for admission as regular students. Work completed prior to attaining regular status is evaluated in terms of quality and appropriateness for the total program sequence.

Auditing

Students may audit courses with the consent of the instructor. Auditors should do at least an amount of work sufficient to make reasonable class contributions, though evaluations by faculty are not made. Fees are the same as for credit courses. Auditors may request credit prior to the ninth week of the semester. A change in audit-credit status requires payment of a fee.

Enrollment as a Special Student

Special students must meet established prerequisites for individual undergraduate or graduate courses they wish to take and present evidence of ability to participate effectively. If specific course prerequisites are met, enrollment in courses is possible without formal application for admission. However, special students wishing to enroll in practicum must complete

the full application procedure (see "Undergraduate Admission Procedures"), and get permission to register from the Dean of Student Services.

Questions about qualifications for any course may be directed to the Student Services Office.



Financial Information

As a private institution, Pacific Oaks receives no public funds to support its regular education programs. Tuition charges cover only a portion of the costs of student education. The difference is met with funds raised by the Board of Trustees and the Pacific Oaks Association, interested friends and former students, and by grants from organizations and foundations.

Tuition

Full-time undergraduates (12 or more units): \$50 per unit for the first 14 units per semester, and \$55 per unit for all units over 14 per semester.

All other students: \$55 per unit. (Students in the MA Independent Study Plan pay a total tuition charge of \$1650. Tuition for the Little School program is \$1560, payable in \$520 installments in advance of the fall, winter and spring quarters.)

Special Services Fees

Application for admission (non-refundable)	\$15
Application to enroll in practicum only (may be applied to admission fees)	\$15
Transcript evaluation only (undergraduate) (may be applied to admission fees)	\$10
Late registration (per day)	\$ 1
Change of program	\$ 3
Waiver examination	\$ 5
Graduation:	
Baccalaureate	\$10
Master's	\$50
Student teaching (per unit for four to eight units)	\$10
Credential application (per credential)	\$20
Materials fee (for specified courses)	\$25
Placement service	\$15
Renewal of placement service information (after two years)	\$10
Transcript of credit (One copy free)	\$ 1

Fees are subject to change without notice.

Students should also consider costs of testing



required for admission, room and board (see "Student Services: Housing"), health insurance (on an individual basis), books, supplies, travel, field trip transportation (shared on group trips) and incidentals.

Tuition and fees are payable each semester on or before registration. Alternate plans for payment must be arranged in advance with the College Business Office. Tuition obligations are binding upon enrollment.

Tuition Refund

Withdrawing students must request refunds in writing with full explanation. Date of receipt of request determines amount of refund. Refund schedule:

Within ten days after class(es) begin(s):
nine-tenths
Ten days to five weeks after:
two-thirds
Sixth through ninth week: one-half
After nine weeks: no refund

Financial Aid

The limited funds available are administered to help make educational opportunities available to as many students as possible. The Committee on Financial Aid carefully weighs each application for aid on the basis of educational plan, particular needs and qualifications of each applicant. Students may receive one or more of several types of aid.

They include low-interest loans, interest-free while in school and payable within ten years of graduation; tuition aid grants to help defray tuition costs; assistantships to advanced students which involve the exchange of substantial assigned responsibilities in teaching, research or administrative areas for a cash stipend not subject to income tax; and fellowships and student work opportunities under the Student Work Program in which students are employed on or off campus. On-campus work may involve tuition exchange or payment of an hourly wage subject to tax. Students sometimes

are referred by the College to families off campus who exchange room and board for specified services.

Fellowships are cash stipends awarded to advanced students who assume specified responsibilities. Academic credit is given for these fellowships. The varieties include teaching fellowships for undergraduates or graduate students in the Children's School or a related community program; research fellowships for graduate students judged competent to assist with faculty research projects; administrative fellowships to graduate students who learn aspects of school administration through supervised responsibility; and fellowships awarded for special projects.

Financial Aid Application. Financial aid applicants must, in addition to completing application for admission to the College, file a financial aid application by March 1 for the following fall semester, or entire academic year, including summer session. Applicants seeking financial aid for only the spring semester should file their requests by the preceding November 15.

Financial aid application forms are available from the Student Services Office.

Outside Employment

The intensiveness of the College program has led Pacific Oaks to discourage outside employment for most full-time students. However, many students combine outside work with part-time study.



IV PLANS OF STUDY

"It's always been the sort of place where I could actually do ideas that I had. For years, it has not simply been a job. This is . . . 'where I am,' the base from which I do what I want to do. And I find I am learning endlessly."—Elizabeth Jones, Director of Graduate Studies



Goals of the Curriculum

Seven goals are held for all students:

1. Knowledge of the complex factors affecting human growth. Psychology, sociology, anthropology, philosophy, art, religion and human biology relate to each other in the study of human development and contribute to the understanding of man.

2. Knowledge of society's functions and expectations. Awareness of problems and conditions of urban culture, and the relationships among contemporary American groups is important to students. Also important is awareness of differing values in other cultures in the world and dilemmas posed by conflicting values. Understanding the role of education in society and the history of educational concern for children helps students to develop a sound philosophy of education.

3. Understanding of processes used in effective problem solving. Skills of observing astutely, gathering information selectively, thinking critically, suspending judgment and formulating and testing hypotheses are deemed desirable goals. Written and oral communication skills are necessities in problem solving and in sharing ideas.

4. Understanding of self. A recognition of motives, in self and in others, is important to personal growth, self-acceptance, effective problem solving, potential for future achievement, and realistic appraisal of that potential.

5. Appreciation of esthetic experiences and expressions. Such appreciation is an important avenue to personal enrichment, and graduates should be able to locate resources in any setting which will nourish their personal lives.

6. Increase of social sensitivity. The act of contributing something of the self to one's society and fellow men is of major importance. Such contributions can be made most effectively by those who understand group processes and the responsibilities of group membership. Understanding is developed in class discussions and through membership in the working community of Pacific Oaks.

7. Continuance of personal and professional growth. Students are encouraged to consider that a growing personal philosophy results from continuous re-examination of experiences in light of new insights.

Although the College curriculum is designed to unify liberal and professional education, students preparing to teach young children should consider the following additional goals:

1. Skill in planning and carrying out a school program for children and parents. Children's programs should build confidence, increase knowledge, curiosity, social awareness and social skills. These can be promoted by a teacher who can construct varied offerings based on personal relationships and a creative use of time, ideas, space and materials. Direction is enhanced by observations—frequently recorded and reviewed.

2. Ability to work closely with parents. If education in a school is to be an extension of the home, teachers must know ways of building parents' confidence in themselves, contributing to parents' enjoyment of their children and increasing awareness of the relationship of family life to society. Teachers must also help parents understand a child's behavior and help them to become more competent parents.

3. Knowledge of available community services. Agencies for education, health, welfare and recreation can be used to benefit parents and children.

4. Understanding the importance of assuming responsibility as a member of the community, a school staff and a profession. Awareness of the dynamics of school structure increases professional effectiveness. So does the ability to interpret school programs to the community. Professional organizations and publications help shape purposes and goals for teachers, and having an impact on those goals requires effective participation.

Undergraduate Study

Three program options are available to Pacific Oaks undergraduate students: a Bachelor of Arts with a major in Human Development; a Bachelor of Arts in the Behavioral Sciences ("Degree Without Major" program); and a Bachelor of Arts with a major in Human Development with a focus on teacher preparation.

Students in all three programs must demonstrate competence in written and spoken English, in academic work, and in the application of knowledge. Competence in applying knowledge is developed through: 1) direct interaction with people; 2) work with behavioral data; and 3) encounter with the world of sensory experience.

1. Direct interaction with people. Practicum classes, two semesters of which are required for all students, provide a setting for the development of responsibility in interpersonal relationships.

2. Work with behavioral data. The college faculty believes that all BA students in the behavioral sciences should have

opportunities to spend time *being* behavioral scientists. Field research permits opportunities for students to be working behavioral scientists, and in so doing, to develop competence in generating and testing behavioral data, and in applying research methods to problems which concern them. Students must complete two field research projects, which usually are undertaken as part of one of the regular academic courses. Projects may be completed in a number of courses, including:

HD 111 Study of Individual Children

HD 125 The Urban Community

HD 160 Introduction to Research in Behavioral Sciences

HD 162 Advanced Problems in Research

Ed 148 Planning Environments for Young Children

Ed 156p Parent-Teacher-Community Interaction

Ed 248 Seminar in Planning Environments for Young Children

Ed 251 Seminar in Teaching-Learning Process

3. Encounter with the world of sensory experience. Students must complete at least two semesters of creative activities in the arts or related fields to provide direct encounter with the sensory world. Students may carry out independent studies in art, music, dramatics, creative writing, etc., or take courses taught at the Creative Environment Workshop (See "Pacific Oaks: A Community"). They include:

Ed 141 Language, Music and Movement

Ed 142 Art, Science and Nature Experiences

Ed 149 Explorations in Self-Directed Learning



Program Options

Within the framework of graduation requirements, including 124 units of which at least 30 must be taken at Pacific Oaks (See "Admission"), students may opt for one of the following programs:

1. The BA in Behavioral Sciences. Students who want a liberal education and do not want a major may pursue studies leading to a BA in Behavioral Sciences. All courses are open to students in the "Degree Without Major" program; the only requirements are those in the three areas outlined at the beginning of this section. Each candidate's program must be approved by his faculty adviser.

2. Students who want the BA with a major in Human Development must take 24 units in Human Development courses including:

HD 100 and HD 101 Human Development:

The Early Years and the Later Years

HD 160 Introduction to Research in Behavioral Sciences

Two Practicums (one at either Pacific Oaks or at an approved school)

3. Undergraduate students wishing to enter the Teacher Education Program to prepare for professional teaching must complete a major in Human Development, apply for admission to Teacher Education, and meet Teacher Education course requirements. The program options are discussed in detail in the catalog section entitled, "Teacher Preparation."



Residence Requirement

For undergraduates, the minimum residence requirement is a full program (12 or more units) in one semester, or two summer sessions of six units each. Students who have established regular status may enroll for less than the full course of study provided the residence requirement is met before graduation. Students are expected to complete the two-year BA program within five years.

Comprehensive Conference

All candidates for the BA degree take part in a Comprehensive Conference. The conference has two purposes. First, it offers an opportunity to each student to explore with three faculty members areas of content and skill considered important for persons acquiring degrees or credentials from the College. Second, it affords a way through which students may be advised more effectively for course work and career planning.

The conference is usually held in the second half of the junior year or first half of the senior year. The Comprehensive Conference Committee consists of a student's adviser and two faculty members chosen from requests submitted by the student. The committee develops comprehensive oral examination questions covering the student's areas of intended concentration and his background. The written questions are mailed to the student about two weeks before the conference. Students may bring relevant notes and reference materials to the conference. Students are expected not only to deal with the questions themselves, but also to identify to the committee problems experienced in answering questions. Such problems help the committee to recommend coursework which will remediate gaps in content and promote requisite performance skills.

The committee shares with each student its evaluation of his performance—both strengths and weaknesses—and discusses his career goals in terms of them.

Graduate Study

There are two basic plans of graduate study. One is designed for those seeking a Master of Arts in Human Development, which may be completed under either the Course Plan or Independent Study Plan. The second permits students to complete professional preparation for teaching young children. This program may lead to the Standard Teaching Credential, and some students may choose to integrate it with the Master's Program.

Each MA degree program includes: 1) academic course work and/or independent study; 2) field work (practicum); and 3) a master's project.



Areas of Competence

All candidates for the MA degree are expected to demonstrate competence in four basic areas: human development, communication skills, ecological analysis and research. Course work completed (at Pacific Oaks or elsewhere), readings, observations, written reports and interpersonal experiences in a job or other settings are some of the ways in which competence is developed. Students and faculty share responsibility for devising ways of communicating competence in each area.

1. *Human Development.* All MA candidates should be familiar with major developmental theories, modes of inquiry and current issues. Courses providing students an opportunity to increase or check their breadth of knowledge include:

- HD 100 and HD 101 Human Development:
The Early Years and the Later Years
- HD 200 and HD 201 Seminar in Human Development
- HD 210 Childhood in Various Cultures
- HD 232 Study of Lives
- HD 190L Personality Development in Literature
- HD 182 Study of Infants and Their Mothers
- HD 135 Human Learning
- HD 133 Personality: Theory and Development

Students who prefer to read independently may arrange to do so. Opportunities to test understanding by lecturing or leading discussions in college classes are also available.

2. *Communication.* Skill in analyzing and implementing—with clarity and integrity—task-oriented interpersonal relationships is expected of all candidates. Such skill is developed mostly by engaging in group processes and evaluating the outcome, and by field work experiences. Courses focusing primarily on communication include:

- HD 206 Group Processes
- Ed 251 Seminar in the Teaching-Learning Process
- HD 252 Seminar in Supervision and Administration
- HD 284 and HD 285 Family Interaction and Psychodynamics
- Ed 156p Parent-Teacher-Community Interaction
- S 138 Seminar in Communication Skills and Individual Dynamics

All candidates must demonstrate competence in expressing ideas in writing and orally.

3. *Ecological Analysis.* Awareness of the effects of environments on interpersonal relationships is important in planning for growth and learning. Such awareness is acquired in a variety of ways, including experience with cultural diversity, coursework and readings in sociology and anthropology, development of strategies for making social organizations work, and the study and design of learning environments. Courses focusing on these areas include:

- A. Environmental-Learning Relationships
 - Ed 248 Seminar in Planning Environments for Young Children
 - Ed 253 Advanced Seminar/Workshop: Environmental and Curricular Development
 - S 249 Architecture: An Environmental Art

Ed 148 Planning Environments for
Young Children

Ed 149 Explorations in Self-Directed
Learning

B. Cultural Diversity

HD 210 Childhood in Various Cultures

HD 190L Personality Development in
Literature

HD 126 Seminar in Ethnic Studies

Ed 156p Parent-Teacher-Community
Interaction

HD 128 Seminar in Day Care and
Community Services

C. Social Organization

HD 252 Seminar in Supervision and
Administration

HD 125 The Urban Community

HD 122 The School in Society

HD 120 The Family

4. *Research.* The research process should generate new ideas for testing. Each candidate's master's project should demonstrate his ability to identify significant problems, think logically about them, and collect and analyze data methodically.

The master's project must be an original contribution to knowledge and understanding in human development. It may be a research thesis, a critical analysis of an action program, or an interpretation of a program in written or visual terms (for example, a documentary film or one or more articles of publishable quality).

Courses which offer an introduction to research design and assistance in devising and executing projects are:

HD 160 Introduction to Research in the
Behavioral Sciences

HD 162 Advanced Problems in Research



"The Pacific Oaks influence has been a major one for my six-year-old son. I think the school has helped him to be open and expressive. This openness, and the ability to feel good about yourself, are important prerequisites to cognitive learning."—Alan Kumomoto, Parent



Field Work

Continued active involvement in field situations is expected of all MA students at Pacific Oaks. This involvement may be a regular job (for which job-based credit may be earned), a practicum, or a field project developed for a course or independent study. Credit may be earned by combining work and/or practicum experience with appropriate seminars, by combining work and/or practicum with learning gained in partnership with another graduate student and faculty member on a "facilitation team," or by completing a field project for a course.

Current information on practicum and field service opportunities is available from the Director of Graduate Studies.

Residence Requirement

For graduate students there is no residence requirement. However, the cooperative MA programs with Cedars-Sinai Medical Center and the Claremont Graduate School require a period of full-time study. A five-year limit is set on the completion of all graduate programs.

The Course Plan

A minimum of 30 units (half of which must be in courses numbered 200 and above) of academic and field work approved by the candidate's three-member Graduate Advisory Committee is required for the degree. Members of the committee are chosen from the Collegè faculty by the candidate. Up to six graduate units taken elsewhere may be transferred.

Ordinarily, at least two courses will be completed in each area of competence listed above. However, some students may submit work experience or other preparation as evidence of competence. A thesis or other major field project is part of each candidate's program.

The Independent Study Plan

There are no specific course or unit requirements. Each candidate must secure a faculty adviser, and devise a program with him which may draw on the entire range of resources offered by the college and community. All college courses are open for audit or credit. The adviser is available for consultation and field supervision as agreed upon. One or more major field projects will ordinarily be completed. Credit is reported through a description and evaluation prepared jointly each semester by student and adviser. Students in this plan register either half-time or full-time each semester.

Candidacy for the Degree

Admission to the MA Program does not guarantee candidacy for the degree. A student in the Course Plan becomes a candidate by 1) completing at least half the course work toward the degree; 2) finding a graduate adviser interested in his work and two other faculty members interested in serving on his Graduate Advisory Committee; and 3) presenting a full course plan and project proposal for the degree—approved by his Advisory Committee—to the Faculty Graduate Committee.

A student in the Independent Study Plan advances to candidacy by 1) finding a faculty adviser; 2) working out with him a general plan for demonstrating competence; and 3) having this plan approved by the Faculty Graduate Committee.

Candidacy is limited to two years. Students may extend candidacy beyond two years by petitioning for and justifying an extension.

Students with Both the MA and Teaching Credential as Goals

Although students may be enrolled in both the MA and Credential Programs simultaneously, they must ordinarily choose which program to concentrate on first, since each has distinct requirements. Those requirements are listed in the section which describes MA requirements, and in the section which outlines Credential Program requirements. Flexibility in planning program sequences is permitted.

Cooperative Master's Program with Cedars-Sinai Medical Center

In cooperation with the Cedars-Sinai Medical Center in Los Angeles, Pacific Oaks offers MA candidates an opportunity to prepare for careers working with emotionally disturbed preschool children and their parents. It consists of a one-year intensive training program for experienced teachers of young children. Sixteen units may be earned at Cedars-Sinai toward the 30 units needed for the MA degree.

The program requires a full-time commitment for ten months, although remaining course requirements may be completed on a part-time basis. Stipends are available.

Cooperative Master's Program (In Education) with Claremont Graduate School

Claremont Graduate School awards an MA degree in education under a cooperative arrangement which permits Claremont students to use Pacific Oaks' resources in human development and early childhood education. The program is 30 units. Six units may be taken at Pacific Oaks and transferred. Additional credit (up to eight units) for work at Pacific Oaks may be earned through Claremont's Education 218a-218b (Field work in Early Childhood Education). Field work is carried out at Pacific Oaks, and Pacific Oaks' resources may be used in the thesis.

Candidates must be admitted to graduate standing at both institutions.

Further information may be obtained from the Claremont Graduate School and University Center, Claremont, Calif. 91711.

*"I'm allowed to be a human being here.
I'm not expected to have all the answers.
There are lots of other people and resources
here to help. At Pacific Oaks, everyone is
expected to have needs and
problems."—Molly Scudder, Lead Teacher,
The Children's School*



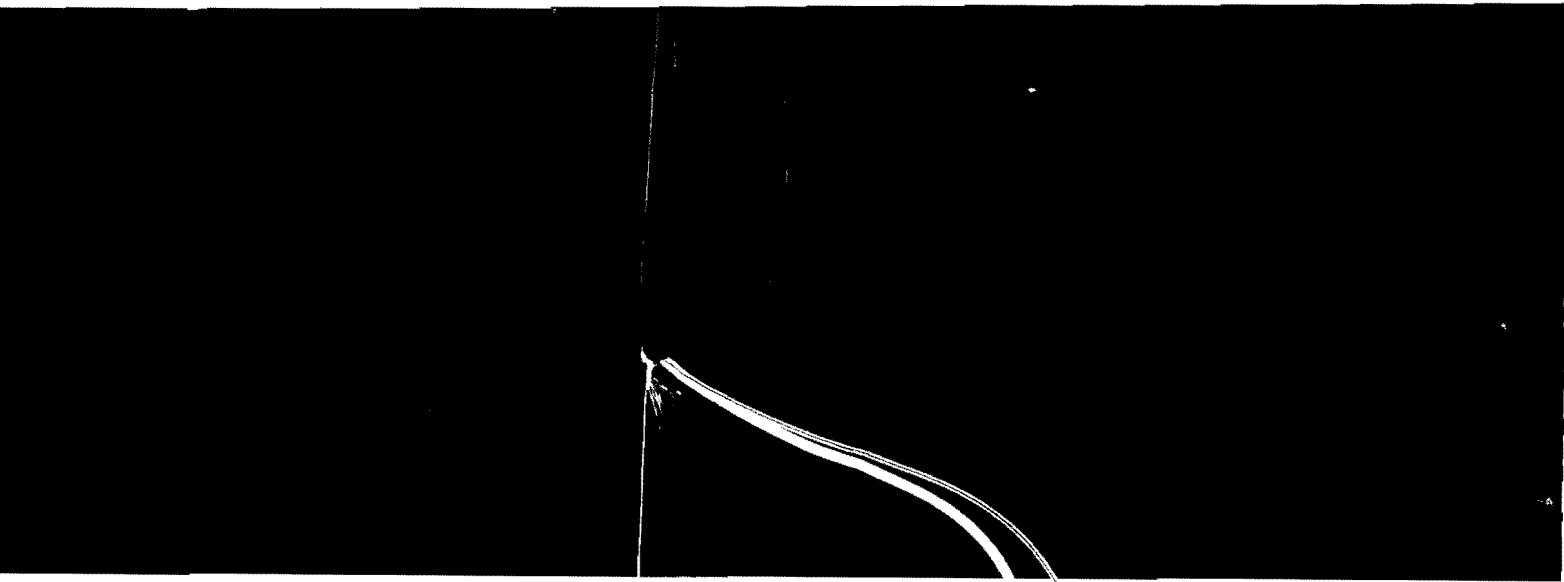
Teacher Education

Pacific Oaks offers several study plans for students aiming for careers in teaching. These plans are available both to Pacific Oaks undergraduate students and to students who have already acquired the BA degree.

The College emphasizes educational programs for young children which recognize their developing capacities for thinking, feeling and acting. The Teacher Education Programs attempt to provide a framework of both theory and practice within which the prospective teacher can:

- ☐ understand the dynamics of both public and private education and evolve his own philosophy of education and teaching style.
- ☐ come to understand the whole of human development, from birth to death.
- ☐ study curriculum areas and their content, learning potentials, methodologies and practices.
- ☐ understand the learning process and gain skill in the art of teaching and guidance.
- ☐ develop skill in preparing and using learning environments which encourage individual and group learning.
- ☐ learn to work with adults in individual and group situations.

The ability both to cope effectively with the demands of a school system and to be innovative in meeting the needs of children and parents are goals held by the faculty for all student teachers.





Admission to Teacher Education Programs

Students who wish to enter a Teacher Education Program must first be admitted either to the baccalaureate program or in graduate standing. The faculty screens all Teacher Education and Credential applicants on the basis of:

1. performance in introductory practicums;
2. competence in academic courses;
3. personal qualities demonstrated in all aspects of the program.

Students who are not enrolled in Teacher Education will be encouraged to explore other goals for which their human development background will qualify them.

Undergraduates may apply for admission to Teacher Education after a full semester at Pacific Oaks which must include successful completion of at least one practicum and one practicum seminar (HD 105-HD 106 or HD 110-HD 111).

Graduate students who wish to enter the Credential Program as fifth-year students must first be admitted to graduate standing (See "Admission: Graduate Admissions Procedures"). They must also successfully complete one semester at Pacific Oaks including one practicum and one seminar (HD 105-HD 106, HD 110-HD 111 or HD 150-HD 151).

Application for admission to Teacher Education may then be submitted by December 1 for fall semester, May 1 for spring semester and July 20 for summer session.

Credential Programs

Pacific Oaks offers programs, accredited by the State Board of Education, for the Standard Teaching Credential with specialization in either Early Childhood or Elementary Education. The programs were formulated by a joint Pacific Oaks-Pasadena Unified School District Credential Committee. Supervising teachers in the Pasadena city schools who volunteer and are chosen to have student teachers from Pacific Oaks in their classrooms participate in a continuing seminar with Pacific Oaks faculty.

The basic requirements of the credential program for both undergraduate and graduate students are:

1. Admission to Teacher Education.
2. A BA from an accredited college with an academic major or a non-academic major and two academic minors. Pacific Oaks' Human Development major has been approved as an acceptable interdepartmental academic major by the State Board of Education. (Pacific Oaks undergraduates may work on BA and credential requirements simultaneously.)

3. Academic courses including:

HD 100 or 200 Human Development: The Early Years

HD 101 or 201 Human Development: The Later Years

HD 106 Seminar in Observing and Recording Behavior

Two of the following:

HD 135 Human Learning

HD 122 School and Society

Ed 149 Explorations in Self-Directed Learning

Ed 156m or Ed 156p Seminar in Parent-

Teacher-Community Interaction

Ed 139 or Ed 240 History and Philosophy of Early Childhood Education

Competence in writing or speaking must be demonstrated by courses or exams. Knowledge of the American Constitution must be indicated by completing a course (not offered at Pacific Oaks) or passing an exam.

4. Supervised student teaching:

☐ For the Early Childhood Teaching Credential, student teaching must take place in nursery school, kindergarten and primary grades. One of the latter two must be in public school.

☐ For the Elementary Teaching Credential, student teaching must take place in nursery school, kindergarten or primary grades and upper elementary grades. One of the latter two must be in public school.

Previous experience may be substituted for specific grade level requirements. Student teaching placements are arranged in the Pasadena city schools under a contract with the Pasadena Unified School District.

5. Curriculum courses:

Ed 141 Language, Music and Movement, or
Ed 142 Art, Science and Nature

Experiences

Ed 152a Seminar in Elementary

Curriculum: Reading

Ed 152b Seminar in Elementary

Curriculum: Arithmetic

Ed 152c Seminar in Elementary

Curriculum: Social Studies

Audio-visual methods: course or exam

Ed 151 Seminar in Teaching Young Children or

Ed 251 Seminar in the Teaching-Learning Process

6. Completion of a post-baccalaureate year of 24 or more upper-division or graduate units to be chosen from required courses not previously taken, advanced human development and education courses, or approved courses in other institutions. Students who, upon graduation from Pacific Oaks, have completed a Standard Teaching Credential issued on partial fulfillment of requirements must complete their fifth year through Pacific Oaks. Their faculty adviser must approve all fifth-year courses. If employed within commuting distance of Pacific Oaks, they must take one of the following graduate seminars each semester during their first year after graduation.

Ed 253 Advanced Seminar/Workshop:

Environmental and Curricular Development

Ed 241 Advanced Seminar in Language and Literature

Ed 242 Advanced Seminar in Art

Ed 243 Advanced Seminar in Music and Movement

Ed 244 Advanced Seminar in Science

7. Recommendation by the Faculty Credential Committee. Students must request and secure a recommendation for the teaching credential in their last semester of student teaching. (Further information on these procedures may be obtained from the Student Services Office.)

General Teacher Education Programs

Not all Pacific Oaks students who plan a teaching career will need a Teaching Credential to qualify them for permanent employment. Pacific Oaks offers such students a program which develops their skills as teachers and enhances their academic backgrounds so that they can become capable, fulfilled teachers in a variety of learning situations.

Such students usually take Ed 150 (Directed Teaching in Nursery School or Kindergarten) and Ed 151 (Seminar in Teaching Young Children), or Ed 251 (Seminar in the Teaching-Learning Process). The basic curriculum courses taken are Ed 141 (Language, Music and Movement) and Ed 142 (Art, Science and Nature Experiences). Other courses frequently included in their programs are Ed 148 (Planning Environments for Young Children) or Ed 248 (Seminar in Planning Environments for Young Children), Ed 156 (Parent-Teacher-Community Interaction) and Ed 149 (Explorations in Self-Directed Learning), Ed 188 and Ed 189 (Practicum and Seminar in Learning Problems). Advanced students may also enroll in the graduate seminars in Language and Literature, Art, Music and Movement or Science (Ed 241-244). A wide variety of supervised practicum placements is available.



"What impresses me here is that I can kind of do my own thing. It's close and personal. And if I didn't have a climate which allowed me freedom to accomplish what I wanted to do, then I might never have been able to do it."—Robert Meyer, Graduate Student

Grading and Evaluation

Evaluation of student work is considered a tool of teaching. It is not designed to measure student performance or ability against a rigid or arbitrary standard.

Letter grades are given for all courses and seminars except practicums, for which "satisfactory" or "unsatisfactory" is recorded. Students may request the "satisfactory/unsatisfactory" grading arrangement through the sixth week of classes. Once this request is made by the student and approved by the instructor it cannot be withdrawn. "Satisfactory" is equivalent to C or above for undergraduates, and B or above for graduate students.

The faculty uses grading to help students grow in self-evaluation, self-understanding, curiosity and knowledge. The faculty's main commitment is to students and their growth. Some instructors, at their own discretion, ask students to write self-evaluations at the completion of their courses.

Informal conversation, planned conferences and written comment are used by faculty to guide students toward the goals of each course. Students evidence personal growth and mastery of knowledge in formal and informal ways which a rigid grading system cannot accommodate. Class participation, oral and



written projects and examinations, conferences with faculty members and advisers and direct work with children, parents and staff all indicate students' personal and academic strengths.

Students are not penalized academically for dropping courses. They may withdraw from courses at any time until the last meeting without academic penalty, although tuition for those courses may not be fully refunded (See "Financial Information: Tuition Refund"). "Incomplete" may be recorded at the discretion of the instructor when students have valid reasons for being unable to complete course requirements. In such cases, the work to be completed and the completion date (which in no case may exceed one year) must be clearly delineated on the Incomplete Form. This form is filed in the Registrar's Office and in the student's personal file.

Career Opportunities For Pacific Oaks Graduates

Pacific Oaks' program integrates liberal education and professional preparation and qualifies graduates for work in many types of schools. Programs to meet requirements for a variety of professional careers may be planned. These careers might include work in:

☐ Nursery Schools and Day Care Centers. Selected courses may be taken to meet the requirements set by the State Department of Social Welfare for teachers and directors in licensed day nurseries. Courses are also available to help prepare for teaching and/or administration in private, church-sponsored or parent cooperative nursery schools.

☐ Children's Centers, Head Start 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 an employment qualification in many Head Start and Pre-School classes.

☐ Group Programs for Young Children with Special Needs. Schools and special classes for emotionally disturbed and physically and mentally handicapped children require teachers with the type of professional preparation offered at Pacific Oaks. Practicum placements and seminars may be arranged as part of a student's course plan in such programs as the special transition group at Pacific Oaks for children

with potential learning problems, therapeutic nursery schools at Cedars-Sinai Medical Center, Julia Ann Singer Preschool Psychiatric Clinic and the Children's Treatment Center at Camarillo State Hospital. Programs for handicapped children are available through Pacific Oaks at Children's Hospital or the Dubnoff School for Educational Therapy.

☐ Laboratory Nursery Schools and Colleges. Most colleges which sponsor early childhood education programs seek outstanding professionals to become teachers, directors, instructors, student supervisors, and research personnel. Students who complete a BA, MA or Credential Program at Pacific Oaks are well qualified for such positions.

☐ Parent Education Programs. Children's sensitivity to the important adults in their lives requires consideration of parent-child-teacher and intra-staff relationships. Students may emphasize parent education within the professional preparation curriculum or complete requirements for the Adult Education Credential in Parent Education. 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. Programs for the Standard Teaching Credential with specializations in Elementary or Early Childhood qualify students for employment in both public and private elementary schools.

V COURSES OF INSTRUCTION & FACULTY



"Our curriculum isn't so dead that it doesn't consider needs. In one of my courses the students and I decided to operate according to needs that we felt instead of course content that had to be covered. At the end of the year it was apparent that the curriculum had quite naturally updated itself."—Mary Pieters, Faculty

Courses of Instruction

All academic courses are three semester units, except as indicated in parentheses following course title.

HD 100 HUMAN DEVELOPMENT: THE EARLY YEARS

Interrelated contributions of psychology, anthropology, sociology, medicine, human biology and education provide broad understanding of the early years of the human life cycle from conception to middle childhood. Field trips to be arranged. *Prerequisites:* General psychology, general sociology or cultural anthropology, general biology.

HD 101 HUMAN DEVELOPMENT: THE LATER YEARS

Interrelated contributions of psychology, anthropology, sociology, medicine, human biology and education provide broad understanding of the years of the human life cycle from adolescence to old age. *Prerequisites:* General psychology, general sociology or cultural anthropology, general biology; HD 100, or consent of instructor.

HD 102 BIOLOGICAL FOUNDATIONS OF DEVELOPMENT

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 experimentation; individual projects. *Prerequisite:* General biology.

HD 103 THE LIVING WORLD

Ways in which the scientist considers the world around him. Formulation and testing of hypotheses about the living world. Reading, demonstrations and field projects emphasizing first-hand understanding of scientific process in the life sciences. Discussion of the social and philosophical implications of modern science.

HD 104 THE PHYSICAL WORLD

Ways in which the scientist considers the world about him. Formulating and testing hypotheses about the physical world. Reading, demonstrations and field projects emphasizing first-hand understanding of scientific process in the physical sciences. Discussion of the social and philosophical implications of modern science.

HD 105 PRACTICUM: OBSERVING AND RECORDING BEHAVIOR (2-3)

Two to three half-days of weekly observation and participation in an approved school. *Prerequisites:* Admission to the College or completion of special application procedure (\$15 fee); concurrent enrollment in HD 106. Concurrent enrollment in HD 100 recommended.

HD 106 SEMINAR IN OBSERVING AND RECORDING BEHAVIOR

Developing competence in observing and recording the individual and group behavior of children and adults. Emphasis on skills in both written and oral communication.

Note: An additional unit may be earned by arranging a special project involving off-campus observations and written reports. Consent of both instructor and adviser required. *Prerequisite:* Concurrent enrollment in HD 105 or consent of instructor.

HD 110 PRACTICUM: STUDY OF INDIVIDUAL CHILDREN (2-5)

Two to five half-days weekly of observation and participation in a selected school. *Prerequisites:* HD 100 and HD 106, concurrent enrollment in HD 111.

HD 111 SEMINAR IN THE STUDY OF INDIVIDUAL CHILDREN (3-4)

Organizing information about children to increase understanding of the meaning of behavior, and to formulate guidance practices. Intensive study of an individual child. Taken for three units if concurrent with HD 110; for four units with independent child study. *Prerequisites:* HD 100 and HD 106.

HD 119 SOCIAL PSYCHOLOGY OF THE GHETTO

Social-psychological dynamics of human development as it occurs in areas of minority group concentration in the inner city. Participant-observation as an approach to achieving an inner human perspective on the ghetto. Sixteen hours of participant-observation, two hours of sensitivity training led by residents of both Mexican-American and black communities, and one afternoon of class discussion.

HD 120 THE FAMILY

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.

HD 122 SCHOOL AND SOCIETY

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. Meets elementary teaching credential requirement in sociological foundations of education. *Prerequisite:* General sociology.

HD 125 URBAN COMMUNITY

The development of the urban community as an ecological, cultural and social system. Problems of group and personality dynamics within the urban process. Field study, including the application of various research techniques. *Prerequisite:* General sociology.

HD 126 SEMINAR IN ETHNIC STUDIES

Recognition of the diversity and cultural integrity of ethnic minorities within a pluralistic society. Study of each major ethnic culture in the Southwestern United States. *Prerequisite:* General sociology or cultural anthropology.

HD 127 PRACTICUM: DAY CARE AND COMMUNITY SERVICES (2-3)

Meeting special and sometimes personal needs of specific families and institutions as they relate to day care or other community services. Emphasis on working with low-income, working-class and ethnic minorities. Field work and placements individually arranged. Some will be closely supervised by staff. *Prerequisite:* Admission to the College or completion of a special application procedure (\$15 fee); concurrent enrollment in HD 128 or consent of instructor.

HD 128 SEMINAR: DAY CARE AND COMMUNITY SERVICES

Day care and needs of a variety of families and communities, with an emphasis on low-income, working-class and ethnic minorities. *Prerequisite:* General sociology or cultural anthropology.

HD 133 PERSONALITY: THEORY AND DEVELOPMENT

Processes of personality development. Review of theories of personality. Principles underlying personality research. Use of tests in personality assessment. *Prerequisite:* General psychology.

HD 134 APPRAISAL OF HUMAN DEVELOPMENT

Basic principles and methods of gaining information about human development and educational effectiveness. Emphasis on understanding and constructing techniques, both standardized and unstructured, for appraising people and educational programs. *Prerequisite:* HD 100.

HD 135 HUMAN LEARNING

Analysis of theories and recent research findings relevant to the learning process throughout the life cycle. Development of conceptual thinking, capacities, attitudes and values and mastery of skills and knowledge. Role of motivation in human learning. Value of play. *Prerequisite:* General psychology.

HD 137 HUMAN SEXUALITY

Basic principles of human reproduction and sexual behavior. Human sexuality in the context of human relationships; sex and love, sex roles in society, sex education.



HD 160 INTRODUCTION TO RESEARCH IN THE BEHAVIORAL SCIENCES

A general introduction to scientific method and objectives 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 and general sociology or cultural anthropology.

HD 162 ADVANCED PROBLEMS IN RESEARCH

Investigation into the process of research and the problems of research design and conceptualization. Emphasis on measurement problems and theory development; discussion of individual projects. *Prerequisite:* HD 160 or consent of instructor.

**HD 180 PRACTICUM: THERAPEUTIC NURSERY SCHOOL(2-5)
HD 181 SEMINAR: THERAPEUTIC NURSERY SCHOOL (2-3)**

Integrating observations of children with clinical assessment of their emotional problems. Developing skills of working with young children in a therapeutic nursery school setting. Reading, discussion and assignments related to practicum experiences. *Prerequisites:* HD 105 and 106, or teaching experience and completion of special application procedure (\$15 fee).

HD 182 STUDY OF INFANTS AND THEIR MOTHERS (2)

Study of infants, young children and mothers through readings, Creative Environment Workshop projects, class discussion and clinical or nursery observation and participation. Students will be encouraged to pursue questions of interest to them. *Prerequisites:* HD 105 and 106, and previous or concurrent enrollment in HD 100, or consent of instructor.

HD 186 CLINICAL ASPECTS OF CHILD DEVELOPMENT

Review of major theories of child development in the first five years of life. Exploration or correlations among the theories in explaining normality and pathology in childhood. Films, case materials, clinical observations to illustrate psycho-pathology at each level of development. *Prerequisites:* HD 100 and HD 133; HD 135 and HD 105-106 or equivalent.

HD 190 READINGS IN HUMAN DEVELOPMENT (2-4)

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

HD 190L READINGS: PERSONALITY DEVELOPMENT IN LITERATURE

Directed reading and seminar discussions of fiction and autobiographies selected to illustrate processes of personality development, with emphasis on the diverse racial, religious, and ethnic groups in American society. *Prerequisite:* Introductory course work in human development.

HD 195 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:* HD 160 or HD 162, and submission of an approved research design.

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 the instructor, courses numbered 200 and above are open to seniors.

HD 200 SEMINAR IN HUMAN DEVELOPMENT

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.

HD 201 SEMINAR IN HUMAN DEVELOPMENT: THE LATER YEARS

Concepts, issues, trends, and review of research in the inter-disciplinary field of human development, considering the human life cycle from adolescence to old age. Seminar discussion and individualized study. *Prerequisite:* Introductory course work in human development.

HD 203 LANGUAGE DEVELOPMENT

A study of non-verbal or verbal communication and its implication for the child as a learner. Physiological and psychological factors related to the acquisition of language. Opportunities for study of language acquisition. *Prerequisite:* Introductory course work in human development.

HD 206 GROUP PROCESSES

Communication in task-oriented groups. Interrelationships among organizational structures, social roles, and individual personality dynamics; conflict and its resolution. Accomplishing group goals while promoting personal growth. *Prerequisite:* General sociology or general psychology.



HD 210 CHILDHOOD IN VARIOUS CULTURES

The broad range of human behavior related to child rearing, especially as it provides perspective of one's own culture. Significance of culture patterns in personality development. Methods of child rearing in various cultures. *Prerequisite:* HD 100 or HD 200 or cultural anthropology.

HD 232 STUDY OF LIVES

An intensive study of individual lives based on available material such as biographies, autobiographies, letters, interviews and tape recordings. *Prerequisite:* Course in human development or personality.

HD 249 PRACTICUM: ADMINISTRATION (2-5)

Supervised experience in selected aspects of administration of nursery schools and related programs. May be repeated for credit. *Prerequisite:* Approved field placement and concurrent enrollment in HD 252.

HD 250 PRACTICUM: SUPERVISION (1-2)

Supervised experience in supervision of students' work with children. May be repeated for credit. *Prerequisites:* Two Practicum courses and admission to teacher education, or completion of special admission procedures. Consent of instructor, concurrent enrollment in HD 252.

HD 252 SEMINAR IN SUPERVISION AND ADMINISTRATION

Principles and practices of democratic supervision and administration. Patterns of organization and environmental planning. Staff relationships and development. Personnel and business practices. Interpretation of school program to parents and community. Program development. Role of supervisor and consultant. Communication skills. Assessment procedures. Meets course requirement in administration and supervision for directors of licensed day nurseries. May be repeated for credit. *Prerequisites:* Concurrent enrollment in HD 249 or HD 250, or consent of instructor.

HD 280-I PRACTICUM: THERAPEUTIC NURSERY SCHOOL (3)
HD 281-I SEMINAR: 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, and applying these skills in supervision and consultation in other programs for young children. *Prerequisite:* Admission to cooperative graduate program with Cedars-Sinai Medical Center.

HD 284 FAMILY INTERACTION AND PSYCHODYNAMICS: THEORETICAL ASPECTS

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.

Note: To take this course student must enroll in HD 285 during the spring semester. *Prerequisite:* HD 100 and 101 or equivalent.

HD 285 FAMILY INTERACTION AND PSYCHODYNAMICS: CLINICAL ASPECTS

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:* HD 284.

HD 290 READINGS IN HUMAN DEVELOPMENT (2-4)

Directed reading in selected topics, individually arranged. Advance registration required. *Prerequisite:* Graduate standing and consent of the instructor.

HD 292 INDEPENDENT STUDY (2-6)

Student-designed study under faculty supervision. Advance registration required. *Prerequisites:* Graduate standing and consent of the instructor.

HD 295 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:* HD 160 or HD 162, graduate standing, and submission of an approved research design.

HD 299 MASTER'S PROJECTS (3-6)

Prerequisite: Admission to candidacy for MA degree.

Early Childhood and Parent Education

Ed 131 OBSERVATION AND PARTICIPATION IN PUBLIC SCHOOLS (2)

Observation in a variety of public school classrooms. Participation at discretion of teachers. Written reports on visitations. Attendance at weekly student-teacher seminar. *Prerequisite:* Admission to the College or to graduate standing or consent of Director of the Credential Program.

Ed 139 HISTORY AND PHILOSOPHY OF EARLY CHILDHOOD EDUCATION I

Understanding of present day humanism (such as Pacific Oaks' philosophy of education) through historical perspective gained by study of philosophers of education such as, Froebel, Dewey, Brinton, Holt. Implications for current education.

Ed 141 LANGUAGE, MUSIC AND MOVEMENT EXPERIENCES

Knowing, feeling, communication as the common base for creative growth of children. Beginnings in gesture and non-verbal communication; growth of expression through discovery of tone, rhythm and whole body motion. Materials and procedures which encourage imagination, invention and expression in nursery school, kindergarten and early elementary school; direct experience at an adult level. Materials fee: \$25. *Prerequisite:* Concurrent work with children or consent of instructor.

Ed 142 ART, SCIENCE AND NATURE EXPERIENCES

Knowing, feeling and communication as the common base for creative growth of children. Creative approach to sensory experiences, inquiry, concept awareness. Individual expression through all art forms; selection of materials and tools; direct experience at the adult level. Materials fee: \$25. *Prerequisite:* Concurrent work with children or consent of instructor.

ED 148 PLANNING ENVIRONMENTS FOR YOUNG CHILDREN

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:* HD 105 and HD 106 or teaching experience. Materials fee: \$25

Ed 149 EXPLORATIONS IN SELF-DIRECTED LEARNING (2)

A studio workshop experience for adults providing personal encounter with the material world, not necessarily oriented toward work with children. Experiences in learning through manipulating, experimenting with, and designing learning materials, equipment and environments. May be repeated once for credit. Materials fee: \$25.

Ed 150 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. *Prerequisites:* Admission to teacher education or consent of both adviser and seminar instructor; concurrent enrollment in Ed 151.

Ed 151 SEMINAR IN TEACHING YOUNG CHILDREN

The function of the teacher in planning, carrying out and evaluating programs in groups of young children. Developing skills of group management to provide an environment for growth. Comparison of nursery and kindergarten curricula and their relation to elementary curriculum content. *Prerequisite:* Concurrent enrollment in Ed 150 or Ed 152.

Ed 152 PRACTICUM: DIRECTED TEACHING IN ELEMENTARY SCHOOL (4-8)

Supervised participation in a public elementary school as a student teacher. *Prerequisites:* Admission to teacher education and credential program, course work as designated by the Faculty Credential Committee, and concurrent enrollment in Ed 153. Student teaching fee: \$10 per unit.

Ed 153 SEMINARS IN ELEMENTARY CURRICULUM (2-6)

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, curriculum methods and materials in areas, teaching styles, assessment procedures, use of classroom space, and the effects of teacher attitudes on children's learning. Students may take one or all of the following: Reading, including phonics (two units), Arithmetic (two units), or Social Studies (two units). *Prerequisite:* Concurrent enrollment in Ed 152, or employment as an elementary teacher, or consent of instructor. Materials fee: \$25 per seminar.

Ed 155 PRACTICUM: WORKING WITH PARENTS (1-5)

Supervised experience in working with parents in individual conferences, and in group settings as appropriate. May include directed teaching of children as well as work with their parents. *Prerequisites:* Admission to teacher education; concurrent enrollment in Ed 156p or Ed 156m.

Ed 156p PARENT-TEACHER-COMMUNITY INTERACTION

Exploration of forces affecting human interaction in home, school and community relationships. Increasing awareness of the teacher's own attitudes, values and cultural sensitivity to families and communities of varied backgrounds. Individual student projects concerned with parent involvement in children's learning. Readings in philosophy and curriculum of adult programs in the American educational system, and in teaching principles suited to adults. Fulfills requirements for the California State Adult Education Credential in Parent Education. *Prerequisites:* Concurrent enrollment in Ed 155, previous experience in working with parents, or consent of instructor.

Ed 156m SEMINAR IN WORKING WITH PARENTS

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. *Prerequisite:* Concurrent enrollment in Ed 155, previous experience in working with parents, or consent of instructor.

Ed 171 SPANISH CONVERSATION

An introduction to colloquial Spanish designed to facilitate communication with adults and children of Mexican-American background.

Ed 175 ADMINISTRATION AND SUPERVISION IN NURSERY SCHOOL

Principles and practices of democratic administration. Developing policies to implement school purposes. Various patterns of organization and environmental planning for nursery schools, day care centers and other settings. The administrator's responsibility toward staff development and relationships, personnel practices, interpretation of school program to parents and community. Management of records, equipment and supplies and business practices. Meets course requirement in Administration for directors of licensed day nurseries.

Ed 188 PRACTICUM: LEARNING PROBLEMS (2)

Supervised teaching experience in a special transition group at Pacific Oaks Children's School. *Prerequisites:* Teaching experience or admission to teacher education; concurrent enrollment in Ed 189.

Ed 189 SEMINAR: LEARNING PROBLEMS (2)

Understanding learning disabilities as part of the whole child. Diagnosis and remediation of incipient learning problems in four- to seven-year-olds. Emphasis on an individual approach to visual and auditory perception, spatial orientation, physical coordination, language development and concept formation. May be repeated for credit. *Prerequisite:* Concurrent enrollment in Ed 188.

Ed 190 READINGS IN EARLY CHILDHOOD AND PARENT EDUCATION (2-4)

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

Ed 195 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:* HD 160 or 162 and submission of an approved research design.

Graduate Courses

Ed 240 PHILOSOPHICAL ISSUES IN CONTEMPORARY EDUCATION

Examination of historical, philosophical and cultural roots of contemporary education. Current issues and significant innovations in education in the United States and abroad.

Ed 241 ADVANCED SEMINAR IN LANGUAGE AND LITERATURE

Study of the use patterns of languages by children in nursery school, kindergarten through the school grades. Emphasis on selection of children's books in terms of language quality. Importance of books to read aloud and recognition of the effect on language growth. Special observations and field trips. *Prerequisite:* Ed 141 or equivalent by consent of instructor.

Ed 242 ADVANCED SEMINAR/WORKSHOP IN ART

Experiences with art as a natural human capacity for expression. Study of several basic concepts placing imagination as the center of ideas. Art as belonging in all parts of the school curriculum. Experience with multi-media use. Materials fee: \$25. *Prerequisite:* Ed 142 or equivalent by consent of instructor.

Ed 243 ADVANCED SEMINAR/WORKSHOP IN MUSIC AND MOVEMENT

Experiences in music as a natural expression of all children. Body rhythm and movement as a base for dance. Use of wide range of movement in class situations, especially in the grade school setting. Resource leaders, films. *Prerequisite:* Ed 141 or equivalent by consent of instructor. Materials fee: \$25.

Ed 244 ADVANCED SEMINAR/WORKSHOP IN SCIENCE

Exploration of science areas as ongoing creative experiences in discovery. Concern for life sciences with relation to wide concepts of preservation, ecology, pollution. Class experiences and demonstration of these approaches at all ages through grade school. Resource leaders in each special area. Materials fee: \$25. *Prerequisite:* Ed 141 or equivalent by consent of instructor.

Ed 248 SEMINAR IN PLANNING ENVIRONMENTS FOR YOUNG CHILDREN

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 Ed 148.

Ed 251 SEMINAR IN THE TEACHING-LEARNING PROCESS

Analysis of various educational environments, including the seminar itself, as a laboratory in teaching and learning. Course content and individual projects are developed by participants. May be repeated for credit. *Prerequisite:* Introductory course work in human development and/or learning.

Ed 253 ADVANCED SEMINAR/WORKSHOP IN ENVIRONMENTAL AND CURRICULAR DEVELOPMENT

The teacher's role in planning, effecting and assessing curriculum, environment and interpersonal relations in the elementary classroom. Emphasis on devising ways to assess and meet the growth needs of the individual child. Projects relevant to the student's own teaching situations. Materials fee: \$25. *Prerequisite:* Open only to employed pre-school or elementary school teachers, or by consent of instructor.

Ed 255 SEMINAR FOR SUPERVISING TEACHERS (2)

Role of teacher and student teacher. Supervision and evaluation of student teachers. Alternatives in classroom management, environments, structure and curriculum.

Ed 258 DIRECTED TEACHING IN COLLEGE (2-5)

Supervised planning and teaching of college seminars. *Prerequisite:* Graduate standing and consent of Dean of Faculty.

Ed 290 READINGS IN EDUCATION

Directed reading in selected topics, individually arranged. Advance registration required. *Prerequisite:* Graduate standing and consent of the instructor.

Ed 295 RESEARCH PROBLEMS

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:* HD 160 or HD 162, graduate standing and submission of an approved research design.



Special Courses

Special courses are those not yet accepted by the faculty as part of the regular course offerings. Such courses give elective credit only unless designated acceptable for major credit.

S 142D DANCE AND CHILDREN AS AN INTER-CULTURAL EXPERIENCE

Developing appreciation of similarities and differences in dance and movement expression. Becoming aware of how children use sensory cues and body awareness to respond to different environments and environmental media. Understanding of one's own ethnic background and its relationship to cultural pluralism. Participation and observation with an inter-cultural group of children. Seminar with guest resource leaders from Mafundi Institute and Studio Watts Workshop. Recording of experiences on film and various media. Field trips to be arranged.

S 217 PIAGET AND THE CREATIVE PROCESS

Relationship of Piaget's concepts on thought development to the creative process in children and adults, and conditions which influence this process. Direct experiences with thought, dance, relaxation, music, literature, etc. Credit toward the Human Development major. *Prerequisite:* Course in human development or consent of the instructor.

S 249 ARCHITECTURE: AN ENVIRONMENTAL ART

Creation of a curriculum by instructor and students which can strengthen awareness of principles in nature. Discussion of meaning and structure of space, visual language, outdoor learning facilities, the physical environment as an instrument in changing attitudes. The teacher as a generalist. Slide sessions. *Prerequisite:* Graduate or senior standing or consent of instructor.



Board of Trustees

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"People ask me if it is Pacific Oaks' approach to art education that attracts me. If Pacific Oaks teaches art as something separate from the rest of life I shall be greatly disappointed. I think the school offers an alternative of helping people to educate themselves and to develop their own inborn capacities."—Susana Arp, Sculptress and Member of Board of Trustees

Administrative Personnel

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Faculty

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

William Baker (1968) B.S., Education, 1951, University of Missouri; M.A., Education, 1952, University of Missouri; B.D., Religion, 1956, 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.

Ruby Burgess (1970) B.A., Human Development, 1970, Pacific Oaks College; Graduate Study, Human Development, Pacific Oaks College.

Beatrice Dahle (1965) B.S., Commerce, 1941, University of Southern California; M.A., Guidance and Counseling, 1966, Pasadena College.

Geraldine Ferguson (1970) B.S., Physical Education, 1961, University of California at Los Angeles; Ed.D., Educational Psychology, 1970, University of California at Los Angeles.

Carole Herman (1970) B.A., Human Development, 1970, Pacific Oaks College; Graduate Study, Human Development, Pacific Oaks College.

Judy Hochenauer (1970) B.A., Child Development, 1966, San Jose State College; M.A., Child Development, 1970, California State College at Los Angeles.

Maria Louisa Isenberg (1971) Undergraduate Study, Sociology, Pasadena City College; Undergraduate Study, Human Development, Pacific Oaks College.

Elizabeth Jones (1954) B.A., Psychology, 1952, College of the Pacific; M.A., Child Development, 1954, University of Wisconsin; M.A., Sociology, 1958, Whittier College; Ph.D., Sociology, 1967, University of Southern California.

Susan McKenna (1971) B.A., Mathematics, 1968, Mills College; Graduate Study, Human Development, Pacific Oaks College.

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

Judy Meyer (1970) B.A., Human Development, 1971, Pacific Oaks College.

Paul Michaels (1971) B.S., 1968, Child Development, Pacific Oaks College; M.A., 1971, Humanistic Psychology, Sonoma State College; Graduate Study, Child Psychology, Merrill-Palmer Institute.

Barry Miller (1971) B.A., Psychology, 1962, University of Buffalo; M.A., Counseling Psychology, 1965, Teachers College, Columbia University; Ph.D., Counseling Psychology, 1967, Arizona State University.

Carroll Parten (1971) B.S., Human Development, 1967, Pacific Oaks College; M.A., Early Childhood Education, 1970, California State College, Los Angeles.

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.

Marguerite 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.

June Sale (1970) B.A., Economics, 1946, University of California at Los Angeles; M.S.W., 1969, University of California at Los Angeles.

Sandra Schmalz (1968) B.S., Early Childhood Education, 1966, University of Massachusetts.

Mary Scudder (1965) 1952, Nursery Training School of Boston; Graduate Study, Early Childhood Education, Goddard College.

Eleanor Siegl (1971) *Founding Director, The Little School, Seattle, Wash.*; B.S., Early Childhood Education, 1957, Teachers College, Columbia University; M.Ed., Education, 1967, University of Washington.

Anthony Smith (1971) B.A., English, 1963, California Western University.

Doris Smith (1968) B.S., Education, 1951, Mills College of Adelphi University; Graduate Study, Education, 1962, Miami University; Graduate Study, Human Development, Pacific Oaks College.

Grace Smith (1965) B.A., Education, 1953, California State College at Long Beach.

Leah Stachow (1970) B.S., Child Development, 1962, Pacific Oaks College; Graduate Study, Child Development, University of Wisconsin; Graduate Study, Human Development, Pacific Oaks College.

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Marianne Wolman (1951) Teaching Credential, 1935, University of Vienna; M.A., Education, 1956, Claremont Graduate School; Graduate Study, Education, Claremont Graduate School.



Pacific Oaks Associates

Bernice Augenbraun (1968) B.A., Psychology, 1953, Brooklyn College; M.A., Psychiatric Social Work, 1956, University of Chicago.

Lillemor Beenhouwer (1971) B.M., Music, 1959, Manhattan School of Music; Graduate Study, Early Childhood Education, Bank Street College of Education.

Mary Bjork (1971) B.A., Elementary Education, 1967, St. Olaf College; M.A., Elementary Education, 1968, University of Wisconsin.

Saul Brown (1968) B.A., Letters and Sciences, 1944, University of California at Berkeley; M.D., 1946, University of California Medical School, San Francisco.

Merilyn Burt (1956) B.A., Letters and Sciences, 1941, University of California at Berkeley; M.A., Education, 1958, Claremont Graduate School.

Edith Buxbaum (1971) Ph.D., History and Psychology, 1925, University of Vienna; Advanced Study, Psychoanalytic Society, 1930, Vienna.

Mary Ann Cook (1971) Undergraduate Study, Letters and Sciences, University of Kansas; Undergraduate Study, Education, University of California at Berkeley and University of Washington.

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Ellis Evans (1971) B.M.E., Music Education, 1956, University of Kansas; M.S., Education and Counseling Psychology, 1962, Indiana University; Ed.D., Educational Psychology and Human Development, 1964, Indiana University.

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Charles Mangham (1971) M.D., 1942, University of Virginia School of Medicine; Advanced Study, Psychoanalysis, San Francisco Institute of Psychoanalysis; Advanced Study, Child Analysis, Seattle Institute of Psychoanalysis.

J. Michael McAdams (1971) B.A., Education, 1970, University of Washington, Tri-University Project.

Patricia Melgard (1971) B.A., Psychology, 1947, University of Wisconsin; M.S., Early Childhood Education, 1955, Bank Street College of Education; Graduate Study, Education, University of Washington.

Cynthia Millich (1967) B.A., History of Art, 1950, Vassar College; M.A., Sociology, 1964, Whittier College.

Christina Morgan (1970) B.A., Human Development, 1970, Pacific Oaks College.

Shirley Morrison (1971) B.A., Child Development, 1971, University of Washington.

Ruth Pearce (1968) B.A., Human Development, 1970, Pacific Oaks College; Graduate Study, Human Development, Pacific Oaks College.

Geraldine Perry (1971) Life Certificate, 1932, Central Washington College of Education; Graduate Study, Education, University of Washington.

Mildred Reed (1972) B.S., Education, 1945, Wayne State University; M.S.W., 1959, University of Michigan.

Susan Royer (1971) B.A., History, 1968, Bucknell University.

Patricia Sterne (1971) B.A., English Literature, 1946, Whitman College; Teaching Credential, Elementary and Early Childhood Education, 1969, University of Washington.

Jennifer Sundem (1971) B.A., Psychology, 1970, Stanford University; M.A., Early Childhood Education, 1971, Stanford University.

Marjorie Tasem (1969) B.A., Psychology, 1939, University of California at Los Angeles; M.S.W., 1959, University of Southern California.

Stanton Thalberg (1971) B.A., Psychology, 1957, University of Iowa; M.A., Educational Psychology, 1959, University of Iowa; Ph.D., Educational Psychology, 1964, University of Iowa.

Yolanda Torres (1967) B.A., Art, 1957, California State College at Los Angeles; Graduate Study, Art, California State College at Los Angeles; Graduate Study, Human Development, Pacific Oaks College.

Mary Valley (1967) B.A., Human Development, 1971, Pacific Oaks College.

N. I. Rieger M.D., 1930, Johann Wolfgang von Goethe University, Frankfurt.

Marie Rivers B.S., Social Science and Education, 1946, North Carolina Agricultural and Technical University; M.A., Child Development and Educational Psychology, 1952, University of Michigan; Ph.D., Child Development and Educational Psychology, 1959, University of Michigan.

Frank Sata B.A., Architecture, 1960, University of Southern California.

Roberto Silva B.A., Languages, 1950, Los Angeles State College.

Lilo Sober B.A., Elementary Education, 1963, San Fernando Valley State College; Advanced Study, Institute for Re-Education of Disturbed Children, Berlin; Advanced Study, Ministere de L'Education Nationale, Paris; Advanced Study, Training School for Kindergarten and Nursery School Teachers, Hamburg.

Marjorie Thompson B.S., Child Development, 1967, Pacific Oaks College; M.A., Education, 1968, Claremont Graduate School.

"Pacific Oaks is always changing. New people come, old ones leave. New people bring new ideas. It seems we're so attuned to the community of man that we are deeply involved in changes taking place, not only in early education, but changes affecting all mankind. I like that, and I also like the fact that here I can just be me."—Marietta Warren, Secretary



Calendar

1971-1972

September 10: Orientation for student teachers in public schools

September 13: Directed teaching in public schools begins and orientation for new students

September 14 and 15: Orientation for all practicum students

September 16: Children's School opens and practicum classes begin

September 17: Final pre-class registration

September 20: Fall classes begin

October 25: Veterans' Day holiday

November 25 and 26: Thanksgiving holiday

December 20-January 2: Christmas holiday

January 21: Fall classes and directed teaching in public schools end

January 26: Graduation

January 28: Practicum classes and fall semester end

January 31-February 6: Children's School and College recess

February 3: Orientation for new students

February 4: Orientation for student teachers in public schools and all practicum students; final pre-class registration

February 7: Children's School opens and spring semester begins; practicums and directed teaching in public schools begin

February 11: Lincoln Day holiday

February 21: Washington Day holiday

March 27-31: Spring holiday

May 29: Memorial Day holiday

June 2: Spring classes end

June 7: Graduation

June 9: Practicums and directed teaching in public schools end; Children's School summer recess begins

June 16: Orientation for summer practicum students; final pre-class registration

June 19-July 28: Summer session for College and Children's School

1972-73

September 8: Orientation for student teachers in public schools

September 11: Directed teaching in public schools begins and orientation for new students

September 12 and 13: Orientation for all practicum students

September 14: Children's School opens and practicum classes begin

September 15: Final pre-class registration

September 18: Fall classes begin

October 23: Veterans' Day holiday

November 23 and 24: Thanksgiving holiday

December 20-January 2: Christmas holiday

January 19: Fall classes and directed teaching in public schools end

January 24: Graduation

January 26: Practicum classes and fall semester end

January 29-February 4: Children's School and College recess

February 1: Orientation for new students

February 2: Orientation for student teachers in public schools and all practicum students; final pre-class registration.

February 5: Children's School opens and spring semester begins; practicums and directed teaching in public schools begin

February 12: Lincoln Day holiday

February 19: Washington Day holiday

April 16-20: Spring holiday

May 28: Memorial Day holiday

June 1: Spring classes and practicum end; Children's School summer recess begins

June 6: Graduation

June 8: Directed teaching in public schools ends

June 15: Orientation for summer practicum students

June 18-July 27: Summer session for College and Children's School



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