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## A proposal for a study of the curriculum in home economics for the Associate of Arts degree at San Joaquin Delta College

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A PROPOSAL FOR A STUDY OF THE CURRICULUM IN HOME ECONOMICS  
FOR THE ASSOCIATE OF ARTS DEGREE  
AT SAN JOAQUIN DELTA COLLEGE

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A THESIS  
PRESENTED TO  
THE FACULTY OF THE DEPARTMENT OF EDUCATION  
UNIVERSITY OF THE PACIFIC

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

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by  
Eva Antonelli Wasilchen

August 5, 1966

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## CHAPTER I

### THE PROBLEM

Introduction. This thesis discusses the need for more courses particularly suited to the educational requirements of non-transfer students in San Joaquin Delta College with special reference to the Home Economics Curriculum. In 1955, Mr. Frank Jacobs, Director of Technological Education, San Joaquin Delta College, did a survey on transfer and non-transfer students and concluded that 80% did not complete the baccalaureate requirements. This thesis will develop the pertinence of these findings to Home Economics course offerings for Associate of Arts degree or Part-time students. The San Joaquin Delta College bulletin includes in its philosophy vocational education for those students who complete their education at the end of two years.

Today the fact that a program of occupational training is vital is being stimulated by legislation through recent laws which will affect the home economics curricula throughout California Schools. The Vocational Education Act of 1963 was established to maintain, improve and develop new programs for youth employment; the Manpower Development and Training Act of 1962 was established to provide occupational training to unemployed and underemployed persons; the Economic Opportunity Act of 1964 was to create new opportunities and expand existing ones for young people to obtain work, education, and training. The Elementary and Secondary Education Act of 1965 was to strengthen and improve educational quality and opportunities in the nation's

elementary and secondary schools. However, according to Mrs. Rua Van Horn,\* past Program Specialist of the United States Office of Education, the Economic Opportunity Act is the great stimulus that public education needed. She stated that there was a need at the junior college level to develop a curriculum in home economics that will serve vocational students better than the existing programs.

Statement of the Problem. The writer proposes to do a study of the curriculum needs in the area of home economics at San Joaquin Delta College with special reference to the part-time or non-transfer students. They are high school graduates who are eligible for junior college. They are the majority who may never go beyond the two years of college and find themselves with little or no training for specific employment.

Specifically, the writer plans to investigate the job opportunities in this area for placement in home economics related areas, what training prospective employers would like, and what possible programs can be offered in the junior college for these students.

In addition, an attempt will be made to devise a plan for developing a junior college program for home economics that will fit the needs of the vocational students in this area.

It is anticipated that this study will aid in planning a curriculum for Home Economics at San Joaquin Delta College.

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\*Rua Van Horn, notes from lecture, Fresno, California, February 30, 1966.



Limitations. Though the writer believes that transfer courses in Home Economics at San Joaquin Delta College meet the needs of the home economics student, it is indicated that a change in curriculum for the part-time or Associate of Arts Degree student is a current problem. Therefore, it is my purpose to limit my research to the first two years of college. This study will place emphasis on the following factors which must be considered before a program of occupational training in home economics can be established at San Joaquin Delta College:

1. Problems of dropout students.
2. Problems of enrollment of students in home economics.
3. Problems of junior colleges, and current trends.
4. Job analysis -- occupational trends and employers' needs.
5. Available educational programs in San Joaquin County.
6. Impact of legislation on home economics.
7. Programs for home economics -- review of literature (Occupational training and homemaking).
8. Framework for a Junior College Home Economics Program.

## CHAPTER II

### PROBLEMS OF JUNIOR COLLEGES

Purpose of Junior College Education. The purpose of junior colleges is to provide a two year occupational program leading to employment and assist students to find themselves through guidance and counseling.

The master plan developed for California junior colleges, which can also apply to home economics, consists of the following concepts:<sup>1</sup>

1. It is a part of higher education, yet remains a part of secondary education.
2. Instruction leads to transfer to senior colleges or vocational-technical fields leading to employment.
3. All high school graduates are eligible.
4. Maintain standards of excellence.
5. Continue a broad program of adult education.
6. Accept greater responsibility for lower division education.
7. Provide a program for general or liberal arts education.

The master plan and purpose of junior colleges in California have raised problems in dealing with the high school and junior college dropouts.

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<sup>1</sup>Velma Johnson, Bureau of Home Economics, State Department of Education, (paper read at the California Junior College Association, North Central Region Conference, University of California, Davis, December 4, 1965).

High School Dropouts. During the 1960's the United States Department of Labor estimates some 7.5 million youngsters in the United States will drop out before high school graduation. About 2.5 million will not go beyond the eighth grade; two out of three will go no further than the tenth grade. Most will end their education before they have been exposed to the advice of the vocational counselor. Meanwhile, the level of training required for jobs is steadily rising. Each year there will be fewer openings, proportionately, for the unskilled worker.<sup>2</sup>

Youngsters drop out of school all over the country, but the problem is most serious in the largest cities and rural areas. Some girls leave school for marriage. Some boys and girls drop out because of poverty, and they include perhaps half of the most talented high school pupils. In some states, especially agricultural states, feeble enforcement of attendance laws contributes to the dropout rate.

In the main, however, it seems clear that dropping out is a result of economic and cultural deprivation. Most dropouts come from lower-income families. A high proportion are classified as slow learners, though many may have higher intelligence than their I. Q. tests indicate and simply lack incentive to perform better. The potential dropout who reaches the tenth grade is probably a year or more

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<sup>2</sup>Jeanette H. Sofokides and Eugenia Sullivan, "A New Look at School Dropouts," Health, Education and Welfare Indicator, April, 1964, pp. 12-26.

older than the average age of his class.

Minority youngsters find it hard to keep up in the big city schools. They are crowded into the schools of the older slums, with the largest classes, poorest facilities and least experienced teachers, as compared with the schools of the newer restricted suburbs. These youngsters drop out of school for lack of any motivation, or encouragement to go on. Their parents, with little education, cannot qualify for better than unskilled jobs. The children, already aware of discrimination in employment, see no point in preparing for higher level jobs. Some do not have the remotest idea what job possibilities there may be. But if dropping out is largely a minority problem, it is by no means entirely so. Like the minority-group dropouts, however, most of these white boys and girls belong to lower-income families only recently arrived in the city, as it is with minority groups. Their families were those who had left subsistence farms, families said to be among the nation's worst educated, with a lack of motivation similar to that of the minority groups from depressed areas.

Unemployment among young people is not limited to school dropouts. High school graduation does not of itself ensure a job. Lack of adequate vocational training, susceptibility to the draft, race or youth alone may be factors handicapping the high school graduate. Some employers hesitate to hire minors because they do not understand the child labor laws, or because they prefer not to bother with the required certificate. Many labor unions discriminate against young

workers, too, white as well as colored, in apprenticeship programs and in seniority provisions of contracts. Discrimination against young people takes many forms. But discrimination against minority youth is the most widespread and harsh form. Thus, they are subject to a double discrimination, that is their poor preparation and the matter of color prejudice.

"It is not merely the lack of a diploma, however, which keeps employers from hiring dropouts. It is their lack of preparation for any sort of job, their lack of experience in carrying something through, their lack of discipline or work sense. Rural youngsters, products of poor and often irregular schooling, tend to be especially handicapped in this respect. The rural migrant who finds his way to the city, as many now do, is the worst off of all. On the road half the year or more, migrant children are in school part time, if at all; they become more retarded educationally each year, dropping out early and in large numbers. Many migrants have a language disability added to their other problems."<sup>3</sup>

It is said that soon the labor force will have as a minimum requirement two years of college and then a college degree. With increasing automation, unskilled jobs are vanishing. Meanwhile, skilled

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<sup>3</sup> Ibid.

Committee on Youth, Education and Occupations, Youth In A Changing Economy, April, 1962, p. 36.

jobs are at loss for lack of workers with the right kind of training and experience.

Secondary schools of some states offer little or no vocational training, even vocational high schools in other states are not geared to present-day techniques or labor market conditions. This is especially true of rural areas, where vocational education is limited to a few courses in agriculture, home economics and business.

Provision for the vital function of guidance and counseling is far short of meeting the need. Most of the counselors are concentrated in the states containing a vast percentage of the country's children. About half the schools, including the great majority of elementary schools, have no guidance personnel at all. Rural schools, which need vocational counselors most, in order to guide farm youths who will go into urban employment, are the schools least likely to have them. It is also to be noted that the public school systems fail to provide adequately for mentally and physically handicapped children, who make up part of the unemployed. Many slow learners have real artistic or mechanical ability. Many are probably not slow learners at all, though for various reasons they act as if they were.

Probably the main reason for the present concern over the school's role in preparing youth is that outside of the school system there are virtually no facilities for basic preparation. Apprenticeship programs, technical training in junior colleges and institutes, employer on-the-job training programs, even public post-high school and

technical programs afford no opportunity for young people lacking in basic preparation. This is the area most in need of attention.

It is to be noted that apprenticeship programs nowhere near meet the demands for skilled workers. Unions and employers complain that they cannot find enough applicants, that today's youngsters are scared off by the stiff educational requirements, the increasingly technical content and the length of the programs -- as much as five years for plumbers and steamfitters. But apprenticeships are found to be closed to minority groups, even when well prepared.

Although the public employment offices throughout the country offer guidance and placement service, often in cooperation with the schools, this service too, falls short of the needs. It is not available in rural areas. Concentrating on high school seniors, it neglects the youngsters who drop out before the 12th grade. Except for the cooperative arrangement with high schools, few public employment offices have a service specifically designed to counsel and place youngsters. Then again, even the most dedicated employment service cannot place an applicant when jobs are not available, or when the applicant is so lacking in basic skills and attitudes as to be unemployable.

Over the past few years, efforts to solve the problem of unemployed dropouts have been increasing, notably in the public school systems of several of the big cities. Some of these efforts take the form of trying to prevent dropping out, through more challenging school curricula and intensive work with culturally deprived children. Others

concentrate on a variety of vocational programs at various levels, including attempts to train inevitable dropouts in simple but useful skills. There are a number of pilot projects, including work study programs in some school systems, community or private agency youth placement services and special counseling programs.

This describes the who, where, and why's of the dropout; and why high school graduates aren't hired. Some action has been taken in consideration of the problem.

The Committee on Youth, Education and Occupations made a report to the Chicago Commission on Youth Welfare making the following recommendations, April, 1962:<sup>3</sup>

I. Need for a Planning and Coordinating Instrument

The nature of the recommendations was to show how crucial the need for having them carried out, with the proper planning and coordination. The problem was considered complex, crucial, and urgent.

There were standardized two norms of action: that immediate action to be taken "within the existing community structures and financing", and that long-term action "necessitating changes in financing and structures."

II. Guidelines for Immediate Action

1. There was needed a systematic collection and dissemination of data on manpower needs of the community and the educational needs of youngsters. The employment service should be responsible for data on manpower needs, informing education and employment resources of projections and trends of occupations. The school system would be responsible in making available "information essential to the continuing improvement of education programs com-

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<sup>3</sup>Committee on Youth, Education and Occupations, Youth In A Changing Economy, April, 1962, PP. 38-44.



mensurate with the learning potentials of students and society's needs."

2. Special programs should be designed for youth that left school prior to graduation and are unemployed. There should be established programs designed to hold a continuing relationship with young people who leave school until they are 21. If possible, they should be encouraged to re-enter school.

3. With particular emphasis to beginners, under-achievers, students wishing legally to leave school, and top achievers, schools ought to continually develop and improve educational programs. The special programs mentioned should enlist the services of selected welfare agencies.

4. Parents should be involved to a greater degree in the school system, in order to move toward overcoming the problem of poor motivation in children. This could be in the form of parent workshops and/or study groups, by helping parents to better their homemaking, vocational and communications skills. Welfare agencies should contact new families in the area to encourage them to register their children early and encourage them to remain in the respective school district for at least a year. The youth welfare agency should encourage a continuing program of the education and counseling of parents.

5. In order to provide a youth with work experience as a part of education, greater effort should be made to extend the cooperation among representatives of the employment office, school system, community agencies, labor, business, and industry. This should include an exchange of information, an interpretation of the changing labor market for the guidance of youth, a discovering of ways in which community resources can bring forth guidance programs and activities for the youth out of school. The employment agency should acquaint the public with the services now available to youth in need of them.

6. Orientation devices should become a part of school programs to assist students in adjusting to new schools. The coordinated planning should involve various public auspices. Joint action of private groups and social welfare agencies should serve to locate newcomers in the area.

7. School should continue the education on urban living in elementary and secondary schools where needed.

### III. Guidelines for Long-Term Action

1. Certain changes are demanded in order to move towards the maximum development of knowledge and human resources through skills. There should be a continuing

assessment of the effectiveness of programs in fitting the student for work and responsibility as an adult. Education, commerce, labor, and the professions should coordinate systems of action and research.

2. Adequate financing of public education should be provided to secure a quality education for children in an expanding school population. There should be an increase in school system personnel, better methods of appraising the learning experiences of students, and assessment of the best use of personnel and specific training needed.

3. It is important to review the Apprenticeship Act to discover suitable apprenticeable trades of modern trends, better testing, better ways of selecting applicants, and training techniques to meet the needs of our advanced technology.

4. Attention should be given to make sure that legal regulations of work permits for minors are fully complied with by the employer of a minor.

5. It is necessary to eliminate the racial barrier existing that keeps the non-white unemployed from moving close to new plants (factories), that is, general discrimination in housing.

6. The program for building new schools should be hurried.

7. To encourage the collective action of public and private agencies in increasing the work of schools, there should be designated a committee of representatives from various public and private resources designed to encourage educational development among the clientele or members of these public or private resources, to put forth an effort on the development of youth in conjunction and cooperation with the educational boards, to provide for a collaboration among resources of private and public nature concerning the problem of education, including provisions for a unified effort by the community and city as well.

Home Economics Enrollment. The results of a questionnaire published by "Forecast" magazine in March, 1963, showed an increase of 815 home economics students of the college level in 1962. This is not a great number when considered nationwide in comparison to other subjects. Also the majority of private and denominational schools reported a decrease. This may be partially due to college housing and financial

conditions, but the greatest majority of our young people are discouraged from a home economics career long before they enter college. Many people, and students are no exception, have a tendency to make up their minds while they possess only limited knowledge of a subject. Consequently, impressions formed in the junior high school years are significant.

Studies of dropout revealed that seven points of failure, all beginning with the letter "P", were named repeatedly by educators, students, and the public as well. These were:<sup>4</sup>

1. Prestige lack for home economics.
2. Positive attractions to other professions.
3. Poor public relations and communications.
4. Poorly informed junior high school guidance counselors.
5. Public and school officials.
6. Parents.
7. Prosaic teachers and outdated curriculums.

The last category mentioned, prosaic teachers and outdated curriculums, is a general classification for multiple causes and shall be a matter of major concern.

Emphasis now needs to be placed not on these points of failure, but on ways of correcting them.

Prestige usually suffers because the representatives of an organization do not measure up to standards set for them. Students judge their clothing teacher not only by how well she sews, but the way she

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<sup>4</sup>The Teacher, Forecast, March, 1963, pp. 7-10

dressess, the gracefulness of her walk, her conversational ability, and numerous other standards. Certainly the slovenly home economics teacher will not give prestige to the profession. Each of our professions is important, and we should never allow ourselves to think of it as just a job. For example, students should not refer to their mothers as "just a housewife," for being a homemaker is one of the most valuable of all professions.

If other professions look attractive, then we must make ours even more attractive. Pointing out the benefits of dual professions such as home economics and nursing or clothing and retailing may be a positive attraction. Students must be aided in discovering the hundreds of possibilities for careers in the field. Positive attitudes were reflected in a clothing selection class when, in discussing careers all but two chose modeling and fashion designing as their preference.

We are always upset when home economics classes are referred to as "cooking and sewing," but have we done all we can to show the public the advantages of a good home economics training for every potential homemaker? Publicity of unusual accomplishments of the department and inviting the public to visit sharpens awareness of our activities. Offering services to civic groups may improve relations, but we should use caution and not allow our classes to be exploited by requests for waitresses, dishwashers, or hostesses. We must maintain the dignity of the profession.

The home economics teacher should take the responsibility if counselors are misinformed. Do we take time to really promote our profession to the counselors, to point out what we consider necessary courses for the students who are interested in majoring in home economics? Do we familiarize him with the entire scope of our own classes, with their goals and objectives? If the answer to any of these questions is negative, the impressionable junior high school student may be guided not intentionally, but inadvertantly, away from home economics.

With the greater influence on the physical and chemical sciences, administrators often suggest reducing the number of home economics courses, or even home economics requirements, to enable students to take other subjects. This is a challenge to inform the officials of the importance and value of home economics education, and also to update curriculums so that they are even more compelling then the other sciences. We can not remain silent if we wish to prevent gradual extermination.

The parents are the major influence on the student. Communication lines must be kept open if they are to be of greatest usefulness to us. Repeatedly during conferences with parents of students showing inferior achievements, parents say, "I might be partially to blame. I told her how easy it was, how we spent the whole year making fudge, hemming towels, but mostly talking and having a good time." Certainly class should be a pleasant experience, but entertainment should not be our primary objective. How do we inform the parent? Whenever possible,

parents should be invited to the school to observe the pupils in the classroom and to view their accomplishments. San Joaquin Delta College has done this by having open house once a year. If we can inspire our students to the extent that they share learnings with their parents by repeating class projects at home, the students themselves serve as our best communications system.

The value of continued study after the end of formal education is urgently stressed. This is essential in order to keep up with the advancements in home economics. It is said that a text book may be obsolete when it is published. The same may be true of curriculum. Just as new ideas are being incorporated into the curriculum, developments are occurring which will require another revision. Constant evaluation and revision are necessary to keep pace with our rapidly changing world.

Students should be encouraged to express themselves, and whenever possible, basic techniques should be taught in relation to the wishes and interests of the students. In a clothing class, for example, using a garment that is fashionable for the age group at that time capitalizes on the desire to wear the garment and in promoting proper execution of basic techniques.

Students find it very frustrating to have to repeat construction processes over and over in a vain attempt for perfection. Students should not be told that they have to rip out stitching and do it over again, but asked if they would wear it. The personal standards

that the girls develop result in the construction of excellent garments. Continual demands from a teacher to "do over" may result in dampening of initiative and dislike for the class, whereas, achieving a personal goal results in a feeling of accomplishment and pride by the student. Just as capabilities of students vary, so may goals vary. Only when we as teachers realize our inadequacies and strive to overcome them can we possibly give home economics the chance it deserves. Forecast's article shows encouraging signs of this being done when it says of teachers, "Most saw...the need for thorough self-analysis, upgraded academic standards, and a personal involvement in their profession's future."<sup>5</sup> A wornout home economist is not a positive attraction; a cheerful, enthusiastic one is.

The preceding list is far from complete. But there are steps that all home economists must take together. One is to be professional at all times, thus gaining much-needed prestige. Teachers must remember to teach within the capabilities of the age group and to challenge their students. We can all strive to bring continually updated curriculum and accomplishments to the attention and approval of the public school administration, guidance counsellors, and parents. This enables them to realize the broad scope and value of home economics. Each home economist must then live her profession if it is to influence those with whom she comes in contact.

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<sup>5</sup>Ibid. p. 9.

College Dropouts. It's beginning to look as if the current trend in college is to drop out of it. On February 4, 1966 the San Francisco Chronicle stated that one out of four of the Johnnies and Janes who trooped off to universities this fall will be packing their bags permanently by the end of June, according to recent studies from U. S. Office of Education. Only two out of five of these same freshmen will be hanging diplomas in the spring of 1969. The others will be working in flower shops, sunning themselves in South America, or labeling another college their alma mater.<sup>6</sup>

Amazingly enough, a dropout need not be a potential flunkout. Many of those who choose to leave school are academically near the top of their classes. Some have no plans of returning. Some dropouts return to college. Dr. Lawrence Pervin, of the Princeton University Health Service, stated that 97 per cent of Princeton dropouts from the class of 1960 have returned either to Princeton or to another college to wrap up degree requirements. At Illinois 40 per cent of the students who left resumed their studies eventually.<sup>6</sup>

What causes students to leave school? Results show that the dropout is often an introspective individual who decides that he simply is not getting anything out of college, that he is wasting time and money.

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<sup>6</sup>San Francisco Chronicle, February 4, 1966.



Says one boy who quit school to become a dishwasher on a freighter bound for Buenos Aires:<sup>7</sup>

"I felt that there was a vitality in life which couldn't be found in a textbook. I was certain that there was something more exciting to life than attending classes and going to fraternity parties. I wanted to live in the real world, not a vacuum. Education means a combination of formal learning and true-life experience; I was getting plenty of the former and a deficiency of the latter."

Many report a lack of interest in their studies. "I suppose I only came to college because my folks wanted me to and because I wanted a decent job eventually. I got restless: I wanted out. So I took a job as a mechanic for awhile and then went back."

Those who have left and return manage to do significantly better academically than those who tackle their schooling in one long stretch.

Richard Carrol, associate dean of Yale, stated:

"Statistically the students who stay out longer tend to do better when they come back than those whose exile is brief. Most importantly, the students themselves appear to be happier. They have a sense of accomplishment, of greater maturity, a willingness to apply themselves to learning with a broader base of experience."<sup>8</sup>

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<sup>7</sup>Ibid.

<sup>8</sup>Ibid.

"I've switched my major, now I know what I really want to do; I've seen for myself that I need a college degree in order to do it," is a typical comment.

To the reflective collegian, "dropping out" of college is beginning to mean "dropping in" on the world, and educators are being forced to accept this.

Said Dr. Pervin at a recent conference on college dropouts:

"More and more, these students are reporting immediate and long-range positive effects from their actions. Dropping out is potentially a profitable experience in the education of some students." <sup>9</sup>

What do students do with dropout time? Most do not tackle their planned career. Some travel. Some go to Israel and plant trees. Some become clerks, some waiters. Others sell encyclopedias or teach in slum areas. They do whatever seems to make sense to them at the moment. They do something that promises tangible accomplishment. They prove to themselves that they can function in the world.

Those educators who sense the innate value in such experiences are beginning to conceive of ways in which dropping out can become an integral part of the college programs.

Paul Goodman, the educational philosopher who wrote "Growing Up

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<sup>9</sup>Ibid.

Absurd," posed the following:<sup>10</sup>

"Suppose that half a dozen of the most prestigious liberal arts colleges in the United States -- say Amherst, Swarthmore, Wesleyan, Carleton, etc. -- would announce that beginning in 1966 they required for admission a two-year period after high school spent in some maturing activity, e.g. working for a living (that's very maturing); community service, such as the Northern Student Movement or the Peace Corps; work camp; Army; a satisfactory course of travel. The purpose of this would be to get students with enough life experience to be educable at the college level."

"Otherwise," concludes Goodman, "the schooling inevitably becomes spirit-breaking regimentation." In this way college students would be given a slight push in the appropriate direction, and still have the chance to "make it on my own." The stigma of being a "college dropout" would cease making mothers disown sons and cry into their pillows at night.

Low Ability Student Dropout. The low ability student has been defined as:<sup>11</sup>

"The student with low ability is a student (a) scoring at or below a given designated percentile (the fifteenth on national--or upon occasional local--norms is used at some colleges) on an ability or aptitude test such as the School and College Ability Test, and (b) having significantly below average high school grades."

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<sup>10</sup> Paul Goodman, "Growing Up Absurd," San Francisco Chronicle February 4, 1966.

<sup>11</sup> Robert Schenz, "Report on a Recent Study of Junior College Courses and Curriculums," Junior College Journal, Vol. 34, No. 8, May 1964, pp. 22-27.

During the next decade, increasing numbers of applicants with widely varying abilities will be knocking on the doors of junior colleges throughout the United States. If junior colleges accept this array of applicants, they have the problem of providing programs for them. Many students are qualified to pursue transfer programs and others to succeed in part-time programs.

Many junior colleges are working on the problem of how to meet the needs of students with low ability. The Curriculum Commission of the American Association of Junior Colleges has expressed genuine concern about the need for providing courses and curriculums for students with low ability. As a result of its exploratory inquiries, the commission found that practices which junior colleges follow regarding courses and curriculums for students with low ability, and views of administrators regarding what should be done are:<sup>12</sup>

1. Tests; tests and grades; tests, grades, and interview are used by 95 percent of the colleges in the identification of students with low ability.
2. A vast majority (91 percent) of the colleges indicated that the door was "wide open" for all high school graduates and "open" for all those eighteen years of age and over who could profit from the instruction.
3. Of the vast majority of junior colleges admitting students with low ability, only 40 percent admitted them as probationary students.
4. More junior colleges found that a larger and larger proportion of their full-time student body are students with low ability.
5. Recommendations of administrators of public institutions appear to be consistent with the public--educational opportunity for all.

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<sup>12</sup>Ibid., p. 25.

6. Recommendations of administrators of private junior colleges generally support a policy of selective admissions.
7. Junior colleges not only follow varying curriculum practices but also offer recommendations supporting varying practices, in the provision of special courses and curriculums for students with low ability.
8. Even though 91 percent of the junior colleges admit such students, only 20 percent have designed special courses and curriculums for them.
9. Colleges are attempting to meet the needs of students with low ability by making available remedial courses which are provided for all students.

The special counseling services which the junior colleges provide for students with low ability took many forms. In addition to the regular counseling services of the colleges--testing and guidance information--special courses are offered with trained counselors assigned as instructors. These counselors then have the semester-long responsibility of each student registered for the courses.

## CHAPTER III

### CHANGING EMPLOYMENT PROGRAM

Occupational Trend. The changing employment program is a national concern as well as San Joaquin County's. Field and farm employment will not vanish but remains a stable base of the economy.

San Joaquin County is approximately 1400 square miles, surrounded by the Delta Islands, foothills of the Sierra Nevada, and on the south and northwest is the San Joaquin River.

Early changes in employment patterns here were primarily the changes from one type of agricultural use of the land to another - from the predominance of fields of grain or pasture to more intense uses in farms, orchards and vineyards.

Most of the more than 5,000 acres of industrial land is in or near the urbanized tenth of the county. Proof that San Joaquin County is "growing up with the factory" is provided by records of industrial investment for new and expanded facilities. More than \$100,000,000 was so invested in the seven-year period 1956-63, according to the Greater Stockton Chamber of Commerce.<sup>1</sup>

The decline of agricultural employment, automation and the actual disappearance of entire occupations is presenting many problems of employment. Our economy and way of life today is affected by

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<sup>1</sup> Greater Stockton Chamber of Commerce, 1964, pp. 1-2.

machines of every variety which are eliminating human labor. The service industries contributed most of the gains made in employment during this period. The shift from goods-producing to servicing industries has accelerated in San Joaquin County. During the same period the portion of persons employed in production industries decreased from 41.3 percent to 37.7 percent. Those employed in the service industries increased from 58.7 percent to 62.3 percent. Between 1958 and 1964, according to the State Department of Employment, some 2,600 new jobs in trade were created - the largest single contribution to the employed labor force except that in the service industry area. Employment rose from 17,200 in 1958 to 19,800 in 1964, creating an average of 433 new jobs every year for a percentage increase of better than 15 percent over the six-year period.<sup>2</sup>

Retail trade employs better than 75 percent of those engaged in the industry. About 2,225 retail trade workers were added to the labor force between 1958 and 1964 at an average rate of 371 a year, according to state figures. The 16.7 percent growth of retail trade employment was slightly ahead of the non-agricultural employment growth rate, and brought the retail trade sector from 14.8 percent of total employment

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<sup>2</sup>George Ebey Associates, Strengthening Vocational Education in San Joaquin County, 1965, Palo Alto, California, p. 73.

in 1958 to 16.0 percent in 1964.<sup>3</sup>

The U. S. Census of Business for 1963 counts substantially fewer retail trade employees than are listed for that year by the Stockton office of the State Department of Employment. But the Census also provides a more detailed picture of employment in the major types of retail activity. For the sake of this detail, then, Census data is used in the following review of retail trade employment; although gross employment figures are low in comparison with those from the State Department of Employment, relationships, ratios and proportions remain generally true to current and overall employment patterns.<sup>4</sup>

The expansion of retail trade has been stimulated primarily by increasing population coupled with rising income levels. These factors have combined to create buying power which has, in recent years, justified the development of new regional retail centers in the Stockton area. But the power of population gains and rising income as an influence on retail sales is significantly less strong in San Joaquin County than in the State of California generally because of the County's low income status.

Retail trade involves a relatively large quantity of workers employed on a part-time basis. Census of business figures for employment in November 1958 indicate the amount of part-time work in retail

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<sup>3</sup>Ibid. p. 74.

<sup>4</sup>Ibid. p. 89.



trade. In many areas of employment a proportion of part-time workers has increased since 1958. The average pay check for these part-time workers was less than one-half of that paid to the full time worker.

The percentages of part-time employees, and the total weekly payroll they earned, are presented in the following table:<sup>5</sup>

PART-TIME WORKERS - RETAIL TRADE

<u>Employer by Type</u>	<u>Part-Time Workers</u>	<u>For Part-Time Work</u>
Total	15.2%	6.2% Payroll
Lumber, etc.	4.8	2.1
General Merchandise	24.0	10.4
Food Stores	19.9	9.2
Auto Dealer	3.8	1.8
Service Stations	18.5	9.8
Apparel, etc.	18.6	6.4
Furniture	7.9	2.7
Eating and Drinking	15.6	7.7
Drug	26.4	11.7
Other	14.0	4.6
Non-store Retail	8.9	2.5

The increased number of retail trade workers in 1963 were taking home a pay check substantially larger than earned in 1958. In 1958, the typical retail trade worker earned just under \$60 in the November Workweek cited by the Census of Business.<sup>6</sup> In 1963, the average employee was earning \$78.75 for the same period. In the job classification of the Census of Business it was noted that apparel, general merchandising, food and related areas are the largest source of employ-

<sup>5</sup>Ibid. P. 76.

<sup>6</sup>Ibid. P. 77.

ment in retail trade.

Since the number of part-time employed workers has increased by 26.6% from 1958 to 1963, San Joaquin County has experienced an increase in service occupations. Those that have been emphasized in this report are home economics related.

On a national basis, the Occupational Outlook Handbook indicates that total employment in service occupations tripled between 1910 and 1960, and indicated that the trend will continue indefinitely into the future.<sup>7</sup> Because of anticipated population growth and increases in personal income, federal experts believe that these occupations will grow even faster than they have in the past.

Despite high turnover in many of these occupations, particularly those performed primarily by females, the unemployment rates reported in 1960 were not significantly higher than for the total labor force of the country. Male unemployment was 7.7 percent, female 8.6 percent, and overall 8.1 percent.

Between 1950 and 1960, several occupations showed gains greater than for the occupational group in total or for the county work force. These occupations included barbers, beauticians and manicurists, janitors, practical nurses, policemen and guards, and waiters and waitresses. Only two occupations in this group declined; hospital

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<sup>7</sup>United States Department of Labor, Occupational Outlook Handbook: 1962. Superintendent of Documents Bulletin 1375, (Washington: Government Printing Office, 1962).

attendant and private household worker.

Four occupations are listed by the United States Department of Labor as demand occupations. These are: patrolman, airline hostess, licensed vocational nurse, and hospital attendant.<sup>8</sup> In California, the State Department of Employment considers opportunities excellent for hospital attendants, waitresses, and policemen in the Southern California area, and for cosmetologists in the Sacramento, San Joaquin Valleys. The department also indicates good prospects for cooks (particularly first-class chefs) and janitors in the San Francisco Bay Area, and room clerks in the Los Angeles area. On the national level, occupations for which there are good prospects include cosmetologists, barbers, hotel employees, and food service workers.<sup>9</sup>

Among the few service occupations for which there are recognized minimum training requirements are the major ones of licensed vocational nurse, barber, and beautician or cosmetologist. Need of replacements is the primary source of job opportunities in these occupations, as it is in most other service occupations.

The future for service occupations in the county looks bright, and would appear brighter yet if one could assure that the growing number of jobs will be accompanied by better working conditions and

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<sup>8</sup> Ibid. p. 68.

<sup>9</sup> State of California Department of Employment; Employment Service, Youth Employment Programs in California, 1964, pp. 431-433.

higher pay. The training of competitive applicants could be a contributing factor for high pay.

Past growth of the occupational group has been steady, and is expected to continue so into the future. State and national trends for the occupational group are expected to apply to local employment. Because many of San Joaquin County's youth will migrate to other areas of the United States, it is imperative that vocational plans on the junior college level be constantly reevaluated and changes made so that we can satisfy the needs of the individual and demands of society. Home economics offers courses closely related to many of the occupations listed by the United States Department of Labor, and consequently educators should take a good look at their curriculum and endeavor to meet a growing need.

Employer Interview. The results of an open end questionnaire, which was conducted by the writer by means of personal interviews, did not lend themselves to tabulation. The questionnaire used as a guide is included in appendix E.\* Six business employers were interviewed from the following stores in Stockton, California: Penny's Department Store, Macy's Department Store, Singer Sewing Machine Company, Montgomery Ward, and Weinstock-Lubin Department Stores. An advisory committee (Page 65) was selected from these to aid in guidance for expand-

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\*Appendix E.

ing Home Economics at San Joaquin Delta College. The committee indicated the need for a changing employment program and how they believed education could be improved. There was a strongly expressed belief that the schools were not doing an adequate job in teaching basic skills such as reading, handwriting, arithmetic, and spelling. Many of the employers who used pre-employment tests expressed surprise at the number of persons who were unable to pass even simple screening tests.

With very few exceptions, employers are asking for, and getting, employees with more education. A requirement for high school graduation is becoming the accepted pattern. As one personnel manager stated, "We have so many applications that we require a high school diploma in order to screen out about two-thirds of them." Other employers indicated that they were hiring junior college graduates for clerical positions. In some cases this requirement was imposed because they believed that junior college graduates had better skills, and were frequently more mature.

Employers frequently mentioned a need for training in the area of grooming, manners, and attitude. Nearly all of the employers interviewed expressed the belief that young applicants did not know how to apply for a job and that young workers did not know how to act while on a job. One owner of a store stated that young people seemed most interested in how much they can make, not "what they can do for you."

In positions requiring public contact there was frequent mention

of a need for more training in salesmanship, public speaking or customer relations. Many employers indicated that students did not have enough superficial knowledge of basic selling techniques. When questioned about specific skills in home economics one manager said that it would help, another said that it would depend on the nature of the job.

In talking about the schools, some employers expressed strongly held opinions about education in general and vocational education in particular. One employer said, "students were taught on outmoded equipment." He, along with other employers, said that he would like to have teachers, counselors, and students become better acquainted with business problems. When discussing vocational education some employers indicated the need for more and better vocational counseling because of the demands of business. Some felt that students should be taking vocational training instead of preparing for college. Another employer stated that there was a real need for highly specialized vocational training on the junior college level.

Employer Organizations. Major employers in San Joaquin County who may be able to use trained people include Deuel Vocational Institution at Tracy and Stockton State Hospital. Deuel Vocational Institution employs between 485 and 500 persons, and Stockton State Hospital represents a large share of the state services made available here to persons from the surrounding Central California area.

Another agency would be the County of San Joaquin itself. The county lists hundreds of job titles in a variety of ranges. Those

related to Home Economics would be housekeeper, linen supervisor and seamstress.

School district employment involves a large majority of teaching and administrative jobs beyond the range of vocational education or training. But it also includes non-certificated workers whose numbers are growing and will continue to grow. Stockton Unified School District for example, employs 91 in non-certificated positions, most of them in maintenance and repair work.<sup>10</sup>

Summary. The changing occupational trends in San Joaquin County due to technological advances is rapidly changing the employment picture. The shift from goods producing to servicing industries is accelerated. The increased number of retail trade workers and increase in part-time jobs is indicative that a community college is faced with a need to reevaluate its programs.

In the home economics related areas, it was shown that apparel, general merchandising, food and related areas are a large source of employment. The State Department of Employment\* considered opportunities excellent for hospital attendants, waitresses, and cosmetologists. State and national trends are expected to apply to local employment.

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<sup>10</sup>George Ebey Associates, Strengthening Vocational Education in San Joaquin County, 1965, Palo Alto, California, p. 141.

\*Appendix C.

Since San Joaquin Delta College became a county college in 1959, there may be a need for reevaluation of its home economics program so that changes can be made to satisfy individual and community needs. Coordination with other departments for occupational training based on the many occupations listed by the United States Department of Labor\* may serve as a guide along with further research of community needs.

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\*Appendix C.



## CHAPTER IV

### VOCATIONAL EDUCATION PROGRAMS IN SAN JOAQUIN COUNTY

The problem of the junior college curriculum and changing employment is a real challenge in San Joaquin County. To meet this problem effectively it appears that vocational educational programs on the junior college level will be a possible aid to the solution of the problem. It is essential that vocational education be defined and a survey of agencies satisfying this need be included at this time.

Definition. Vocational education, at the high school or junior college level provides skills, understandings, attitudes and abilities necessary for entering occupations.

Agencies. Three primary sources of vocational training in San Joaquin County are the public schools, private schools, and industry and labor. All of the public high schools in the county provide some education which is termed vocational. Some high schools have better developed programs than others. San Joaquin Delta College offers a good selection of vocational courses.

Regarding vocational education provided by industry, management and labor have worked cooperatively with public schools to develop vocational programs which train workers for their industry. In other instances, industry provides its own training.

Stockton Unified School District offers a limited selection of adult courses in business and homemaking. There is little opportunity

for an adult to continue his education, upgrade his skills, or seek retraining in new occupational fields through the San Joaquin County high schools. An experimental program for jobs in facilities for the aged on the high school level trained, is now offered to students.

Schneider Vocational High School, operated by the Stockton Unified School District, provides the only high school program exclusively for part-time students. All classes necessary for graduation are offered, in addition to a wide selection of vocational courses. Flexibility of scheduling is greater than in other high schools. Students may take certain required work at their own speed or enroll for specific vocational classes. The school is open only to residents of the Stockton Unified District. It offers some programs not available in public schools elsewhere in the county, including cosmetology and office machine repair. Courses available at Schneider which are also available in other schools include crafts, metal shop, auto shop, typing, general office practice, wood shop, and homemaking.

San Joaquin Delta College offers classes to high school students in the areas of agriculture and trade and industrial education. Students from the high schools in the Stockton Unified School District may attend classes at Delta College through a plan by which the Stockton District pays a tuition based on the college's ADA costs. The Stockton District, which owns the shop buildings and much of the equipment, leases these to the junior college. Other districts may also send high school students to classes at Delta College by paying a relatively high

tuition.

The San Joaquin Delta College Bulletin includes vocational education in its philosophy,<sup>1</sup>

"From the beginning, San Joaquin Delta College has attempted to meet the needs of its students and its community. Not only has it continued to provide the first two years of standard collegiate education for those who desire to transfer to the upper division of four-year colleges and universities, but it has pioneered in the area of providing vocational type education for those students who are to complete their formal training and education at the end of the sophomore year."

Delta College offers vocational programs which are listed in the current catalogue. These include:

1. Agriculture--including agri-business and management, crop production, livestock production, and mechanics.
2. Commercial Art.
3. Business Education--including data processing, management service training, secretarial training, and selling and merchandising.
4. Engineering Technician--including civil engineering aide, machine design and technical illustration.
5. Home Economics--including dietician's aide, food service worker, seamstress and homemaker, and child development.
6. Registered Nursing.
7. Vocational Nursing.
8. Technical Education--including automotive technology, electrical technology, construction technology, mechanical technology, and printing technology.
9. Police Science.

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<sup>1</sup>San Joaquin Delta College Bulletin, 1965-1966, p. 28.

The Delta College evening program includes a wide selection of vocational courses in business, and limited selections in engineering.

The Technical Center at San Joaquin Delta College offers two types of programs. The day program includes regular two-year courses in such areas as construction technology and electrical technology. These programs require completion of the state requirements, including physical education, and result in the awarding of an Associate in Arts degree.

The evening program of the Technical Center consists of apprenticeship classes and trade extension classes. The former are classes organized for registered apprentices.

Despite the emphasis our society places on a college education, close to half of the high school students in San Joaquin County will never attend college. Some will marry or enter the armed forces shortly after high school graduation; for the majority high school is the only education they will receive as they will seek employment immediately after graduation. According to an interview with Mrs. Naomi Fitch, director of Occupational Services at San Joaquin Delta College, 59 percent of college students went on to college and 41 percent were terminal.

Summary. San Joaquin Delta College, formerly Stockton Junior College, became a county college in 1959. Since this time it has made drastic changes in its curriculum. A Registered Nurses' program, Police Science, and Merchandising program have been established. Agri-

culture has expanded from two teachers to five teachers, which was the result of an agriculturally oriented school board and the fact that the college is situated in a tremendous agricultural area. Home Economics has shown very little increase from one teacher in 1959 to a second teacher employed full time in 1965.

There are limited opportunities for training in Stockton for vocational education. Stockton Unified School district offers a limited selection of adult classes, and Schneider Vocational programs are only available to residents of Stockton Unified School District.

## CHAPTER V

### PROGRAMS FOR HOME ECONOMICS

Impact of Legislation. Failure to expand educational opportunities in line with the increased numbers of people and in response to the increased demand for education on the part of each individual complicates matters. Economic growth, although at a high rate, has not been sufficient to generate jobs as fast as new jobs seekers enter the labor market.

There is good reason to assume that Congress must have been motivated by such problems when the following major pieces of legislation were enacted:<sup>1</sup>

1. National Defense Education Act of 1958
2. Area Redevelopment Act of 1961
3. Manpower Development and Training Act of 1962 and subsequent amendments (Appendix D)
4. Mental Retardation Facilities and Community Mental Health Centers Construction Act of 1963
5. High Education Facilities Act of 1963
6. Vocational Education Act of 1963 (Appendix D)
7. Library Construction Act of 1964
8. Economic Opportunity Act of 1964 (Appendix D)
9. Nurse Training Act of 1964
10. Appalachian Act of 1965
11. Elementary and Secondary Education Act of 1965 (Appendix D)

Reactions of educators and of laymen who support the schools to this massive legislative program and to similar measures at state and

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<sup>1</sup>Mr. Ray Karnes, "Problems and Issues", Contemporary Issues in Home Economics Education (A Conference Report, University of Illinois, May 9-13, 1965), pp. 7-15.

local levels are varied. This legislation represents for some an indictment of the entire educational system, in that many of the educational provisions call for the development of crash programs of a remedial nature. There is special concern expressed in the legislation for the salvaging of people for whom the formal school meant failure and discouragement. This is of concern to educators.

While there is the tendency, in some educational circles, to take the position that the school is quite unable to, and should not attempt to solve such socio-economic problems as school dropouts, unemployment, poverty, and deprivation, there is at the same time the general feeling that the school should be much more responsive to such problems than has been true in the past. Laymen throughout America are raising all sorts of questions about the school and what it has been about while compelling socio-economic problems persisted in haunting a society known for its affluence.

As school administrators learn that recent school dropouts and even high school graduates in large number are currently enrolled in such massive retraining programs as provided under the Manpower Development and Training Act of 1962, questions are raised as to what the regularly constituted school might have done for these young people which would have made remediation and retraining unnecessary at this early stage in their careers.

It is not assumed that education is the solution to all socio-economic problems, perhaps a word of caution should be expressed at this

point. Inadequacy of education and lack of technical competence undoubtedly represent an important barrier to employment for a significant portion of the unemployed, but there are also significant barriers with which the school may be relatively ineffective: discriminatory hiring practices, legal restrictions, restrictions imposed by labor and managerial organizations, insufficient economic growth, the elimination of jobs through applications of advanced technology, and the unprecedented numbers of young people who are entering the labor force in relation to the number of employment opportunities.

Impact of Increased Employment of Women. It was indicated in the Women's Bureau in September 1964 that 37 percent of all women 14 years of age and over were in the labor force. The average age of employed women was 41 years. The major occupational groups in which women were employed (April 1964) were:<sup>2</sup>

- 31 percent clerical
- 15 percent service workers (exclusive of domestic work)
- 15 percent operatives
- 13 percent professional and technical, including 1.5 million teachers (6 percent)
- 10 percent household workers

In 1962 as in 1964, women composed approximately one-third of the national labor force and according to income studies received one-fifth of the total national earnings. The median earnings for all full-time women workers was \$3,446; the median annual wage for full-time private household workers was \$1,107.

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<sup>2</sup>Woman's Bureau, April 1964, p. 66.



Some of the implications from data of these types that might be helpful in making decisions concerning which type of training program should be given first consideration might be:<sup>3</sup>

1. In the immediate future there will be two peaks for the employment of women, between 20 and 24 and between 35 and 64; the age group for which occupations in the employment area are designed should be considered.
2. The rate of increase in employment of women over 65 may be significant to home economists.
3. Household employment offers a low income.
4. What types of occupations are included in the occupational group.
5. What kinds of services do families look for as more homemakers enter wage earning?

There are other implications that may be of help to the person who has to make choices in program development. Probably the greatest usefulness of these data is to illustrate the kinds of information with which the program development will need to be based on when planning for both the present and the future. The following table shows a breakdown of women's ages in the population and in the labor force population in 1962:<sup>4</sup>

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<sup>3</sup>Rua Van Horn, Home Economics Education, Homemaking and Employment at the Post High School Level, Contemporary Issues in Home Economics, 1966, (A Conference Report), pp. 49-50.

<sup>4</sup>United States Bureau of Labor Statistics, Special Labor Force report. (Washington: Government Printing Office, 1960). P. 106.

<u>Age group</u> (years)	<u>Number</u>	<u>Percentage distribution</u>
14-17	6,138,000	9
18-24	8,617,000	15
25-34	11,300,000	17
35-44	12,399,000	19
45-54	10,648,000	12
55-64	8,201,000	12
65 and over	9,207,000	14

Summary. Education for Employment of Post High School Students Through the Home Economics Program is:

1. A clear understanding of the characteristics of the program.
2. Assembling facts to help people understand why programs for occupational training are necessary in our present society and that they are as necessary for women as for men wage earners.
3. Assisting in identifying the programs that use home economics knowledge and skills as the content to training and participate in cooperative planning to decide the extent to which home economics should assume some or all of the responsibility for the training.
4. Approaching program development from the employment area, rather than a school or community area point of view.
5. Study and visualize the kinds of facilities needed for preparing students to be competent to earn a wage.
6. Meeting the challenge to develop programs at the technical level and begin to fill the gap in employment opportunities between the skilled and the professional levels.
7. Acquaint ourselves with different sources of information and thus have a broader and sounder base to see possibilities for program development.
8. Learn how to find teachers who have the required occupational experience as well as the necessary preparation in the subject area.
9. Make use of the resources available to us through organizations and agencies with which we have not previously cooperated.

Program Development In Home Economics. A Home Economics program must be based on an understanding of what it is that one proposes to do and the nature of the situation. The responsibility that has come to home economics is to provide instruction to prepare for wage earning as well as preparation for homemaking. This necessitates orientation to new situations, work with different groups, development of new methods, and acceptance of different kinds of responsibilities.

The Vocational Education Act of 1963\* makes it mandatory that in the future home economics in the vocational program provide for establishing this second type of program, as well as continue the long established program of homemaking education. The program to provide training for occupational competence, is based on the same fundamental building material as programs for homemaking, but it does not begin where the homemaking program begins; it does not have the same objectives; and it does not have the same purpose in society.

Both of these programs are designed to serve people, but in different ways. Homemaking programs aim to help an individual grow in awareness, ability, and perspective for assuming his appropriate role in the family, irrespective of age, sex, or economic status. They aim

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\*Appendix. D.

to help the learner recognize problems and develop some skill in methods of problem solving. They do not aim to teach each technique or skill that may be required for ultimate solution of the problem. They help the learner acquire some basic procedures by which he can move forward in understanding himself and in the management of resources in ways believed useful in achieving the ultimate goals of more satisfying family life.

The program to prepare for occupational competence does not have this broad purpose. It is a good program only when it is narrow in scope, aimed at helping the individual use only a limited amount of home economics subject matter and use it for a different purpose. That purpose is the development of attitudes and skills essential to performance in an occupation, perfecting skills to the point where they have a wage value. This program is not continuous, as is the program for homemaking. It stops and starts at different places and is designed for immediate and specific purposes. Since both programs use home economics knowledge and skills, there is confusion concerning the essential characteristics of each program. The understanding of these differences is important in ensuring the success of each program.

Differences in characteristics common to both home economics for homemaking and home economics for employment have been identified by several people. Mrs. Clio Reinwald has listed differences that are helpful in clarifying some phases of each type of home economics program, (see following diagram).

It is necessary to stress the need for distinguishing the differences between courses for homemaking and for wage earning. There is no way in which one can add on to a home economics course for homemaking and meet the standards required for employment. To some, it may mean adding units directed toward wage earning to a basic home economics course. This could lead to a weakened home economics program for homemaking and an extremely inadequate wage-earning course.

All vocational education is challenged to provide training which is of high quality and is realistic in the real or anticipated opportunities for gainful employment. The fact that home economics employment courses are new in the vocational education picture makes it important for each course to be of high standards and quality for a place in this program. Clio Reinwald's clarification of the differences in two aspects of the Home Economics Program are:<sup>5</sup>

Home Economics for Homemaking	Home Economics for Employment
Total curriculum is broad in scope and content.	Curriculum is based on the job analysis of a specific occupation.
Attitudes and behavioral development necessary to strengthening family well-being are stressed.	Emphasis is placed on the development of attitudes and behavior necessary to secure and hold a job.

<sup>5</sup> Clio Reinwald, Special Labor Force Report, Bureau of Labor Statistics, United States Department of Labor. (Washington: Government Printing Office, 1960), p. 16.

All students are accepted because of the belief they can benefit from the program.

Qualities and aptitudes are the basis for electing enrollees in a specific job-oriented program.

Marriage and maintaining a home are common to practically everyone, so programs are justifiable in all communities.

Programs are established only when evidence shows sufficient job opportunities are available for placement of trainees.

Counseling is more valuable in development of personal and family value.

Vocational counseling service is necessary to help the teacher in determining needs, employment opportunities, and placement of students in the most satisfactory program.

Advisory committees have been "recommended" but not required.

The establishment of a local advisory committee helps to determine work available and to advise and evaluate the specific emphasis of the training program.

Immediate evaluation of programs in home economics is difficult.

Evaluation is in terms of performance and the ability to get and hold jobs.

Home economists have struggled to create an acceptable image of home economics. This image needs to be preserved and strengthened. The accepted characteristics of the homemaking program have developed from critical thinking on the part of home economists and workers in the fields of the physical and social sciences. The essential characteristics of the program to prepare for occupational competence were evolved by home economists, workers in other fields of vocational education and of the social sciences, management (both present and potential employers), and personnel in employment offices.

A group of students enrolled in a graduate home economics

education course at the University of Minnesota during the winter quarter of 1965 and a conference group of supervisors and teacher educators at the University of Nebraska in April 1965 made a careful study of the Vocational Education Act of 1963,\* and of policies previously used as guides in the development of the program of homemaking education, for the purpose of identifying the essential characteristics of a homemaking program and of a program for occupational training.<sup>6</sup> These two groups of approximately fifty persons included people with bachelor's, master's, and Doctor's degrees who listed similar characteristics for the two areas of Home Economics curriculum for employment and homemaking, as did Mrs. Clio Reinwald.

There have been nearly 50 years of experience in the development of programs in homemaking for post high school students. Much has been accomplished. Much remains to be done to achieve programs that have depth and breadth and that are available to more people.

Before a discussion of procedures related to specific characteristics, it will be helpful to consider some of the factors related to general program development. Technology has to a large degree eliminated unskilled work opportunities. Until quite recently unskilled work has been the only kind of work known to many people. Traditionally work has been available if there were

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\*Appendix D.

<sup>6</sup>Reinwald, op. cit., p. 17.

physical strength and willingness to comply with the requirements of the employer. Now the person who needs employment finds it increasingly necessary to have some training if he is to receive an acceptable wage.

Home economics knowledge and skills are basic to training for many occupations. Some of these are at the semiskilled level. These will be the type of work most generally available to high school pupils, who usually begin their work experience in an entry-level type of job. The skilled - and technical - level occupations are in most cases available only to more mature workers.

Home economists have given more thought to program development in homemaking for students at the secondary level than to that for post high school groups. There is danger that this may be true in the wage-earning program also. It needs to be remembered that the Act makes provision for serving all, through providing, in fact making mandatory, that sizable amounts of each state's appropriation be used for the development of area schools. This makes it possible to provide training for all through technical schools, area schools, community or junior colleges, or the use of facilities of a four-year college when the program is terminal in nature. The distribution of such facilities is to make it possible for trainees to have access to training within a reasonable commuting radius.

The area school provision makes it possible to plan for occupational training programs that include trainees from more than a single



school and to deal with an employment area in which jobs are available. Program development for the post high school trainee needs to be viewed in relation to a job opportunity area rather than only in relation to the local community, where job opportunities may be extremely limited.

An increasing number of women will assume the dual role of home-making and wage earning, and that, therefore, an occupational training program is important. It is necessary to identify the many kinds of occupations that require home economics knowledge and skills.

Some feel that training should be limited to the semiskilled or at most to the skilled occupations, but it is also important to provide training for jobs that have status in the minds of both the trainees and the employers. If women need to work for a wage, they should be helped to earn the best living for which they are capable through learning to do work for which they have predetermined potentials. The accomplishments of the programs in training of professional nurses, practical nurses, and most recently of nurses aides is a dramatic illustration of how, through training and resulting good work, a once most menial occupation has moved up to not only respected status but also a good wage. The status of each higher level of work helped set the stage for acceptance of those in the less skilled types of work. A job which is performed in a community setting usually receives more acceptance than one done within the home. This probably indicates that it might be well to begin a program of training with the preparation of hotel and motel housekeeping aides or homemaker assistants for employment rather than

homemaker assistants to work in family households, providing of course that work opportunities have been established.

There are challenging opportunities to establish in the junior college and area schools programs that are skilled and technical in classification. A recent survey made by the U. S. Public Health Service<sup>7</sup> showed that only 42 percent of all licensed hospitals in the United States have an employee without any training in charge of food service. It would appear that hospitals would be eager to cooperate in establishing programs to obtain trained food supervisors for work in such a critical area.

Program development will also include learning to work, at least indirectly, with the state or local employment office personnel. The Vocational Education Act of 1963\* assigns to that office the responsibility to assist in the identification of job opportunities as well as in the placement and follow-up of trainees. Many of the employment offices' schedules for making community surveys of job needs do not identify the kinds of work opportunities for which home economics can provide training. This does not necessarily mean that the jobs are not available, but that up to the present they have not been identified. Most offices are eager to cooperate but they, too, need additional staff. During an interview it was indicated that home econo-

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<sup>7</sup>U. S. Public Health Service, p. 76.

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mists could be of assistance in bringing to light the nature of jobs that require training in home economics as the basis for satisfactory performance. The employment office also gives information about employment trends -- ages of women in demand for employment, wage scales, labor laws, and emerging occupations. A representative of the state employment office recently estimated that there will be a 37 percent increase in new service occupations between 1965 and 1970.\* Some of these will most likely require home economics knowledge and skills as the basis for training programs.

The educational programs organized at secondary and adult levels under the Vocational Education Act of 1963 described the outcome of educational programs as "gainful employment in recognized occupations." Making a home or being a homemaker is not a recognized occupation.\*\* However, the use of home economics subject matter and skill in programs for gainful employment, has brought to attention a need among people which home economics can and should contribute to.

A Survey of Junior College Catalogs indicated several job classifications that utilize home economics programs. These include homemakers assistant, child care assistant, nurse's aid, workers in homes for the aged, commercial clothing services, and various areas of

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\*Department of Employment, State of California.

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food service. This may be accomplished through the Vocational Education Act of 1963\* of which the major objective is to train people to the point of employability in the specific skills of specific jobs in which employment exists.

The school will need to provide facilities as nearly possible the working conditions for particular jobs. It will have to establish a need for training which may be done through an advisory committee, surveys and studies, and identifying specific jobs for training. The school may establish a placement service or make arrangements with the nearest office of the State Department of Employment; a follow-up of trainees is essential to evaluate the program.

The curriculum must be the result of an analysis of a specific job with the cooperation of the employer, individuals, and groups involved with the job. Only the information and skills needed to meet specific jobs should be taught. The length of instruction may be for a semester, a year, or two years, but should be established by what an advisory committee believes the job requires. The skills should be developed in sufficient depth to meet standards of performance in particular jobs. Each trainee must have characteristic trainability for a particular job.

Surely, the school has a major responsibility in connection

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with the first barrier named: inadequacy of education and lack of technical competence.

Summary. Legislation has enacted major laws in education since 1958 to aid in generating jobs in the labor market. The laws were established in order to salvage people who are uneducated or untrained who represent a large population of unemployed. Research indicated that many of those who are or will be seeking jobs are women who are untrained. Some will be seeking part-time jobs as well as full-time jobs.

It has been shown that home economics objectives should provide instruction for wage earning as well as for homemaking. A reorganization of the home economics program may be a means of satisfying this need. Since the objectives for wage earning are not the same as those provided for homemaking, the goals for a vocational program in home economics should be established to meet the needs of the vocationally oriented student. Clarification of the differences between the two aspects for establishing the home economics program has been clearly defined by Mrs. Clio Reinwald, who stated that we cannot add on to Home Economics courses for homemaking and meet the standards for employment.

The area school provision makes it possible to plan for occupational training programs but these must be carefully considered with job opportunities. The local employment office has indicated that it needs a clarification and identification of job opportunities related to home economics.

## CHAPTER VI

### ANALYSIS AND COORDINATION OF RELATED PROGRAMS

College Programs. Doctor Fred Hill, Dean of the Agricultural School at the University of California at Davis, said that the attitude toward education is changing but that these changes were not done by merely adding new courses but by restructuring existing programs.\* Changes in home economics will be viewed differently by various people. At Davis the faculty is reorganized and under their new program there is no separate identity of home economics under the reorganization of the new program. The following are home economics related programs:

Child Development-----now under Agriculture and Education;  
or Psychology and Education.

Consumer Education-----now under Agricultural Economics.

Design-----now under Art

Food and Textiles-----now under Consumer Services

Nutrition-----now under Nutritional Services

The ultimate development will be that of a "Professional School". A major problem will be the transfer of the Home Economics student at lower level from the junior colleges. The distinct feature will be contact with students at the junior year, which will pose another problem for the transfer to Davis as they prefer that all home economics spec-

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\*Fred Hill, notes from lecture, Fresno, California, March 1, 1966.

ialization to be done at the upper level.

Doctor Mary Ann Morris, textiles instructor at Davis, stated that there would be few home economics course equivalents on the junior college level. However, there would be some room for electives for the junior college transfer.\*

During a personal interview, Doctor Lucille S. Hurley, Associate Professor of the Department of Home Economics at the University of California, Davis, reiterated Doctor Morris. Doctor Hurley also suggested that if there were the problem of transfer that the State colleges would be a more suitable school for the junior college transfer.\*\*

Doctor Catherine Starr, Instructor at Sacramento State College, suggested that we review the Master Plan (page 4) for California colleges.\*\*\* Of the three groups of institutions in California, (the State Universities, State Colleges and State Junior Colleges) there are 82 junior colleges. Since the Academic Senate has set up the requirements in the schools, it is necessary that changes within our programs be made. One of the first needs is that of a liberal education where advanced degrees are not required. There are two stages of education-- that of the immediate need for employment after completion of the undergraduate program, and education for immediate or future use (return to

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\*Doctor Mary Ann Morris, Davis Conference, December 4, 1965.

\*\*Doctor Lucille S. Hurley, personal interview, November, 1965.

\*\*\*Doctor Catherine Starr, notes from lecture, February, 1966.

college in later years). Doctor Starr specified that women with families need help in the program. She also reemphasized the fact that departments need to analyze the best potential for their programs. These can be more readily accomplished by considering the following: related departments, facilities, teachers, and money.

Implementation For Change Of Home Economics Curriculum. The previous interviews make it apparent that the junior colleges need to make some changes. The following two steps may be considered in meeting the changing needs of the student: A re-examination of the philosophical basis of home economics education by members of the profession, with the help and guidance of selected leaders in the area of philosophy of education; a redefinition of the content structure of the field, made without disregarding the important work that has been done in identifying the basic concepts and generalizations of the areas of home economics, but utilizing these in the process.

The junior college goal must continue to satisfy the need of the transfer student to state colleges or the state university, but must reorganize to meet the needs of the non-transfer student. At this stage of development, the vista for home economics includes a continuing proliferation of professional services which persons trained in this field will have to provide in the changing industrial and social world. Large movements in advancement depend on a kind of cooperative enterprise for attaining success.

The recent federal legislation which extends grants-in-aid



programs for vocational-technical education suggests new patterns for gainful employment in home and community services. These services are designed to overcome unemployment, to retrain for new opportunities, to assist disadvantaged youth and school dropouts, and to assist deprived individuals in many categories.\*

Clusters of employment outlets have been summarized as: (1) education, (2) social science (service), (3) journalism and communication, and (4) physical sciences (technical and service-oriented). Some of these can originate in one area and find application in another. For example, creativity closely related to art experience can originate in an educative category and find specific application in home decoration in the social science service employment areas. We must look at our programs and be a little daring.

A word of caution and encouragement from Doctor Russell Riese, Associate of Academics and Institutional Studies of California State Colleges, that we would be on dangerous ground if we try to coordinate with some of the other college programs because the various departments may not be interested since they have programs already set up. The programs such as Nursing, Social Welfare, Television may include only one or two courses in home economics. However, when a department has professed an interest, (as is indicated by the following sample courses at San Joaquin Delta College) a collaboration may aid in creating a

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stronger program. Doctor Russell Riese pointed out that a great deal of Vocational Education money is going into industry; that the schools are lagging behind; and that more proposals and ideas should come from education. He referred to the changes discussed previously by Doctor Hill regarding what is academic, and what is not, which may indirectly affect our curriculum.\*

In setting up a program of reorganization for the part-time student, and at the same time qualify for funds available, Mr. L. P. Baldwin, Assistant Chief, Bureau of Business Education, California State Department of Education, stated that we must review those items which are basic for a reimbursable program. Basic provisions are:<sup>1</sup>

1. Students enrolled in the cooperative program must be employed in a distributive occupation.
2. All students in the cooperative program must be enrolled in the control class.
3. Students must be employed a minimum of 15 weeks in a semester (225 hours per semester).
4. All students must be paid for their work.
5. Seventy-five percent of the students in the control class must meet minimum working requirements.
6. The teacher-coordinator must be qualified under the California State Plan for Vocational Education.

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\*Dr. Russell Riese, notes from lecture, Fresno, California, February 28, 1966.

<sup>1</sup>L. P. Baldwin, Assistant Chief, Bureau of Business Education, California State Department of Education.

7. The teacher-coordinator must have sufficient time for coordination of the distributive education program (exclusive from any general work experience program).

Framework for Department Coordination. A survey of California junior college bulletins\* and through interviews and lectures previously discussed, the following tabulation shows the areas of emphasis in home economics and the relationship to other areas, and their relationship to occupational opportunities:

<u>Home Economics</u>	<u>Related Departments</u>	<u>Occupational Needs</u>
Food Service	Business Health education	Hotels, convalescent homes, welfare agencies, cafeterias, hospitals, schools and colleges, industry, government institutions
Nursery School	Business Psychology Sociology Health Education	Welfare agencies
Home Decoration	Business Art Drafting Agriculture	Upholstery, department store sales, decorator, home planning, draperies, florist, landscaping
Clothing	Business Art Sociology Consumer education Drama	Sewing and tailoring, teaching, modeling, designing

Coordination of above programs with the various departments have certain areas in common with each other and the various junior colleges.

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\*Appendix B.

The following summary graph represents the organization, nature of the program, and immediate goals of the vocational opportunity programs established for graduation with the Associates of Arts degree, taken from California Junior College handbooks from 1965-1966.\*

Organization	Nature of Program						Goals				
Reedley Junior College				x	x	x		x		x	x
Los Angeles City College		x	x	x		x		x	x	x	x
Bakersfield	x	x	x						x	x	x
Los Angeles Harbor College			x						x		
American River Junior College				x	x	x		x		x	x
Fullerton			x	x	x			x		x	
San Francisco City College					x	x			x	x	x
Ventura Junior College					x					x	x
Modesto				x	x	x		x	x		
San Jose Junior College		x	x					x	x		
Sacramento City College				x	x				x	x	x
Southwestern			x		x				x	x	
Chula Vista Junior College					x					x	
	Airline Stewardess										
	Home Furnishings										
	Nursery School										
	Homemaking										
	Home Economics in Business										
	Food Service										
	Home Management and Career										
	Home Management										
	Qualify for Airline Stewardess										
	Preparation for Child Care Centers										
	Sales, Purchasing, and Management in Industry										
	Dietician, Cafeteria, and Food Service										

There is a definite trend in California Junior Colleges toward educating for immediate vocational opportunities. San Joaquin Delta College has made a great deal of progress in areas other than home economics. Home Economics Vocational programs are needed at San Joaquin Delta College due to the fact that 80% of its enrollment does not go beyond a Junior College Education.

Sample courses in Fashion Merchandising, Food Service, and Business in Home Economics are currently being submitted. A program in Distributive Education, which includes home economics courses, was established in 1960. A brief summary of each is included in the following:

1. Fashion Merchandising (currently submitted for approval). Mrs. Naomi Fitch, Director of Occupational Services, with the recommendations of the writer, has applied for aid under P. L. 88-210\* for approval of a course in Fashion Merchandising. The course content is based primarily on home economics courses already established at San Joaquin Delta College. (Due to a crowded campus and rented facilities which are temporary headquarters, new courses are being kept to a minimum). In order to meet the requirements established by legislation, an advisory committee was selected and contacted by the writer during the course of interviews, for establishing data for this thesis. The following is organized to meet the requirements established by P. L. 88-210 of 1963.\*

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EXPANDING AND IMPROVING VOCATIONAL HOME ECONOMICS  
IN VOCATIONAL EDUCATION FOR SALES PERSONNEL IN  
FASHION MERCHANDISING

Purpose of the Project:

Train women and girls to perform the duties of sales persons in fashion merchandising (yardage, women's apparel) and lay a background for fashion merchandising.

Competency for Gainful Employment in Dress Shops and Fashion

Departments to:

1. Advise customers on suitability and quality of garment related to the individual.
2. Correct wear for given occasion.
3. Suggest garment alteration for more perfect fitting.
4. Suggest wardrobe correlation--color and styling.
5. Relate customer needs to buyer.
6. Interpret labels and hang tags as related to fibre content, finishes and care.
7. Arrange displays to suggest fashion possibilities.

Total length of time for entering sales work can be completed within a minimum of one year. However, if a girl wishes to prepare herself for an Associate of Arts Degree at San Joaquin Delta College, a program of Junior Executive Training set up by stores is recommended. Four semesters of  $15\frac{1}{2}$  units per semester are recommended and selected courses from business education, English department and Health education would be desirable.

Curriculum:

1. Home Econ. 2 (Clothing Selection) (1 unit)
2. Home Econ. 6 (Textiles) 54 hours (3 units)
3. Home Econ. 3 (Intermediate Clothing) 108 hours (3 units)
4. Home Econ. 8 (Advanced Clothing and Tailoring) (2 units)
5. Home Econ. 7 (Costume Design)
6. Pattern Drafting (Draping) Home Econ. 4
7. Household Arts

Advisory Committee: Eva A. Wasilchen (Collaborator)

1. Penny's - Mr. Bob Murray, Manager
2. Katten & Marengo - Mr. Peter Marengo III, Owner-Manager
3. Singer's - Mr. Bill Burrows, Manager
4. Montgomery Ward - Mr. John Olson, Manager
5. Weinstock-Lubin - Miss Laurie Cole, Personnel Director

Instructor: Mrs. Eva A. Wasilchen

Instructor must meet requirements as specified in P. L. 88-210\* for which the author was selected to teach, because of practical experience in the business world and teaching experience in the profession.

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\*Appendix D-1.

2. Food Service (Proposed). Mrs. Mary Vosburgh\*, instructor of home economics, submitted the following new course in the fall of 1965. This course is not as yet accepted; however, it deserves recognition and consideration because it opens the door to the many occupations referred to previously. The course, Food Service and Supervision, is comprehensive in its scope and should meet the needs previously indicated for the vocationally directed student.

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\*Mrs. Mary Vosburgh, personal interview, November 1965.



PROPOSED ONE YEAR COURSE IN INSTITUTIONAL FOODS  
LEADING TO A CERTIFICATE IN  
FOOD SERVICE SUPERVISION

Course to comprise two semesters of 15 hours of work each semester

**First Semester:**

Business Administration 83	Economics of Business	3
Business Administration 15	Business Communication	3
Home Economics 10	Foods and Nutrition	3
Business Administration 70a	Vocational Accounting	3
Home Economics	Introduction to Quantity Food Management	<u>3</u>
		15 hrs.

**Second Semester:**

Data Processing 40	Computer Programming	2
Business Administration 70b	Vocational Accounting	3
Business Administration 30	Supervisory Training and Human Relations	2
Home Economics	Quantity Cookery	3
Home Economics	Institution Purchasing and Equipment	4
Home Economics 90d	Commercial Food Service - Work Simplification	<u>1</u>
		15 hrs.

**Third Semester:**

Home Economics	Supervised Field Experience	3 hrs.
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Proposed new courses: three in Home Economics

Introduction to Quantity Food Management  
Quantity Cookery  
Institution Purchasing and Equipment

**Catalog Entry:**

Introduction to Quantity Food Management

Prerequisites: Concurrent enrollment in Foods and Nutrition 10

Introduction to the principles of cafeteria management: responsibility for meeting nutritional needs; cycle menu planning in relation to capacity of output; receiving, storage, and refrigeration; work-flow progression; employee scheduling; equipment usage; food cost controls; inventories; use of computers in food service.

Quantity Cookery

Prerequisite: Food and Nutrition 10; Introduction to Quantity Food.

Organization of time and equipment in relation to menus; use of inventories; planning work flow; use of quantity receipes; criteria for quality food; food preparation--bakery unit, salad unit, vegetable unit, entrees; steam table operation; customer service; storage and use of leftovers; use of government surplus offerings.

Institution Purchasing and Equipment

Prerequisite: Introduction to Quantity Food Management

Allocation of space and facilities; amount, type, and construction of equipment for a particular operation; planning major equipment purchases; depreciation; small equipment purchases; food purchases; purchasing specifications; purchase orders; bids; contracts; receiving and inspection practices; storeroom procedures and controls.

Applicable to those persons going into food service in the following:

Schools and colleges

Hospitals

Nursing and boarding homes

Government institutions: Department of Highways  
Job Corps Training Program  
Mental hospitals  
Juvenile halls  
Penal institutions

Commercial cafeterias

Industrial and in-plant feeding

Submitted by: Mary D. Vosburgh  
Home Economics Instructor

3. Business-Home Economics (Proposed). There is a definite need for a Business-related or Drama-directed course in home economics. After the writer consulted with Mr. John Elliott, Jr.,\* Instructor-coordinator in Business education, and Mr. Bernie Rosenblatt,\*\* Drama instructor, both at San Joaquin Delta College, it was agreed that a definite program should be developed. Because of lack of funds and facilities at the present time, it was agreed that the program should be planned around already existing courses. It is designed to meet the needs of the transfer or part-time student. Its dual purpose meets the essential needs of the homemaker who must be a wise consumer and must also master her time intelligently in the business world as well as at home.

The program on the following page may serve as a guide for the part-time student, as well as the Associates of Arts Degree, leading to the following occupations:

1. Homemaker
2. Liberal Arts
3. Sales
4. Teaching in Adult Education Programs
5. Business Management

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\*Mr. John Elliott, Jr., personal interview, March, 1966.

\*\*Mr. Bernie Rosenblatt, personal interview, February, 1966.

## Delta College Recommended Program

Home Economics in Business  
(Coordinated with Business and Drama)

1st Semester		2nd Semester	
	<u>Units</u>		<u>Units</u>
Distributive Work Exp.	2	Distributive Work Exp.	2
Physical Education	$\frac{1}{2}$	Physical Education	$\frac{1}{2}$
Introduction to Bus.	3	Business Arithmetic	3
Clothing Construction	3	Hygiene	2
English	3	Clothing Construction	3
Drama	3	Psychology	2
	<u>14<math>\frac{1}{2}</math></u>	Clothing Selection (H. Ec.)	<u>3</u>
			15 $\frac{1}{2}$
3rd Semester		4th Semester	
	<u>Units</u>		<u>Units</u>
Marketing	3	Retailing	3
Art	3	Arts	3
Textiles	3	Home Furnishing	3
Drama	3	Drama	3
Social Science or History or Political Science	<u>3</u>	Money Management	<u>3</u>
	15		15

Electives - to be planned through Counselor and teacher of Home Economics.

4. Distributive Education (Established 1960). Mr. John Elliott, Jr.,\* coordinator-instructor at San Joaquin Delta College, organized this program which is continuing with high enrollment and placement. Mr. Elliott stated that his greatest problem was in finding part-time jobs for the students so that they would have "on the job" experience. The curriculum established for the Associate of Arts Degree follows this page. In addition to this long term program, Mr. Elliott also conducts a Christmas Clinic of four weeks duration. The students are trained for clerical help during the rush season. This has been received with great enthusiasm by students looking for part-time employment, as well as by employers who need short-time help. Appendix A includes a complete scheduling of the long term program with all the steps involved in setting up such a program followed by an evaluation which is required by legislation. The program includes the following: Business employer survey; Curriculum; Advisory committee; Course survey pertaining to requirements; Application form and class schedule; Weekly job report form; Evaluation and attendance record; Student survey form; Form of work experience record; Letter of appreciation to employer; and Annual report form to administrators of San Joaquin Delta College which includes special problems and future plans.

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\*Mr. John Elliott, Jr., personal interview, March, 1966.

Delta College  
Merchandising Curriculum

1st Semester		2nd Semester	
	Units		Units
Marketing	3	Retailing	3
Distributive Work Exp.	2	Distributive Work Exp.	2
Physical Education	$\frac{1}{2}$	U.S. History	3
Economics of Business		Hygiene	2
or Intro. to Bus.	3	Business Arithmetic	
Vocational Acct.		or Business Math	3
or Princ. of Acct.	3	Psychology	2
English	3	Physical Education	$\frac{1}{2}$
	<u>14<math>\frac{1}{2}</math></u>		<u>15<math>\frac{1}{2}</math></u>

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3rd Semester		4th Semester	
	Units		Units
Salesmanship	3	Advertising	3
Distributive Work Exp.	2	Distributive Work Exp.	2
Speech	3	Physical Education	$\frac{1}{2}$
Physical Education	$\frac{1}{2}$	Supervisory Training	3
Electives	<u>7<math>\frac{1}{2}</math></u>	Electives	<u>6<math>\frac{1}{2}</math></u>
	16		15

Electives

Lettering & Layout  
Textiles  
Fashion & Design  
Business Communications  
Accounting (2nd Semester)

Machine Calculation  
Business Law  
Typing  
Data Processing  
Fundamentals

Sample Courses at Other Junior Colleges.

1. Modesto Junior College recently established a program for nursery school assistants, thereby meeting the requirements of P. L. 88-210. Other project titles of proposed programs are:

- a. Expanding and Improving Vocational Home Economics in Assistant Nursery School Teaching.
- b. Expanding and Improving Vocational Home Economics in Vocational Education for Sales Personnel in Fashion Merchandising.
- c. Expanding and Improving Vocational Home Economics in Food Service Training.

Mrs. Irene Carlson, Division Chairman, said that the real problem was finding a credentialed teacher who met the requirements established by the Vocational Education Act.\* The teacher has the direct responsibility of the nursery school and lecture classes. Mrs. Dorothy Hulst, instructor and Nursery School Coordinator, stated that some of the problems were student rooms for resource material, nursery school facilities, and parent resource materials. She stated that Home Economics majors could sign up for the programs in addition to meeting the needs of the part-time or Associate of Arts student.\*\* Another real problem was that of obtaining a qualified teacher to assist her in the

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\*Mrs. Irene Carlson, personal interview, January 19, 1966.

\*\*Mrs. Dorothy Hulst, personal interview, January 19, 1966.

nursery school proper as the law requires a professionally trained person at all times. Upon completion of the program, the students would be able to find jobs through the Economic Opportunity Act, or through Anti-Poverty programs. She stated that these centers preferred to employ people from their own area.



## CURRICULUM IN CHILD DEVELOPMENT

## MODESTO JUNIOR COLLEGE

The curriculum permits the advisement of students on an individual basis, and with flexibility. The counseling staff assists in evaluating the student's potential and her chances for success taking into consideration the high school record, results of entrance placement tests, and certain personal, family and economic factors. Students are then advised into classes which will permit one of the following:

1. Transfer to a four year college or university with major emphasis in early childhood education.
2. Employment as an assistant in nursery school teaching at the end of two years.
3. Transfer to a four year institution, but with sufficient experience in the nursery school laboratory to permit employment while completing the four year course.

A program for the transfer student might include the following:

English 1A, 1B	Physics 10
Health Education 1 and 8	Biology 11A, or 21, 22
Physical Education 2 years	Art 17, 20, 1A, 3A
Orientation	Music 1, 7, 35A
Speech 2A or 3	Anthropology 2A
History 17A, 17B or History 21, and Political Science 21	Psychology 1A or 41
Home Economics 45 (Child Dev.)	Sociology 1, or 41
Home Economics 46A (Nursery School)	Home Economics 31
Chemistry 3A	Home Economics 19
	Home Economics 10A

If the student is transferring to an institution offering a major in Home Economics with emphasis in Child Development and the Family she will probably take lower division courses in Home Economics, particularly Marriage and the Family, Nutrition, and Food Preparation. If the student is transferring to an institution not offering a major in Home Economics she will plan her program with the transfer requirements of the institution in mind.

The program of the student enrolled in the two year occupational training program will probably include the following: (Final selection will be made on the basis of academic skills, special talents and interests)

English 50A, 50B	Home Economics 45 (Child Dev.)
Health Education 1 and 8	Home Economics 46A (Nursery
Physical Education, 2 years	Home Economics 46B School)
Orientation	Home Economics 31
Speech 3 or 63	Home Economics 10A or 50
History 21 or 54, Political	Home Economics 19 or 51
Science 21 or 53	Home Economics 2, 44
Psychology 41 or 51	Art 17, 20
Sociology 41	Music 1, 7, 35A
Anthropology 2A	Biology 21, 22
Secretarial Training 7	
(Records Management)	

At present we are exploring the development of course offerings which will provide a background for understanding the social and cultural backgrounds of the families which many of the students will be working with in preschool programs. We are also concerned with literature for the young child. We will expand these course offerings using a team teaching approach wherever it can be worked out. We feel the flexibility in our program and the interdepartmental nature of our curriculum enables us to make better use of our staff and facilities, and serve realistically the needs of students and the community.

2. Sacramento City College. Miss Evelene Olson,\* Division Chairman of Home Economics of the Social Science Division at Sacramento City College, has applied for approval of a nursery school program. She hopes to coordinate the program with nursery schools in the district. She felt that there was a real need for expansion of many home economics related programs to vocational opportunities for the non-transfer student. The following program was submitted for state approval by Miss Olson. The Associate of Arts degree graduate will be eligible for the child care permit issued by the California State Department of Education.

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\*Miss Evelene Olson, personal interview, November, 1965.

## SACRAMENTO CITY COLLEGE

## HOME ECONOMICS DEPARTMENT OF THE SOCIAL SCIENCE DIVISION

## NURSERY SCHOOL PROGRAM

The Nursery School Program is designed to prepare the student to become a nursery school assistant who, at the completion of the curriculum, is capable of carrying out the variety of functions required in child care centers, day nurseries, private nursery schools, parent cooperatives, and church sponsored nursery schools.

All applicants must meet the regular requirements for admission to the college. The student who has successfully completed the program will be granted the Associate in Arts degree and will be eligible for the child care permit issued by the California State Department of Education. Application for this permit must be submitted to the State Department of Education by the official of the employing school district and applicant must have a specific position in a child care program before this application can be made.

## SUGGESTED PROGRAM

FRESHMAN YEAR	Units	Units	SOPHOMORE YEAR	Units	Units
P.E.	$\frac{1}{2}$	$\frac{1}{2}$	P.E.	$\frac{1}{2}$	$\frac{1}{2}$
Orientation	0		*Social Science 51 A-B	3	3
Health Education		2	HOME ECONOMICS 52 A-B		
HOME ECONOMICS 21			Nursery School	3	3
Child Development	3		*Home Economics 31-A	3	
H.E. 22 or Sociology 3			*Biology 10	3	
Marriage and Family	3		Music		3
Home Economics 8	2		Electives	<u>4</u>	<u>7</u>
Nutrition				$16\frac{1}{2}$	$16\frac{1}{2}$
*Psychology		3			
HOME ECONOMICS 51		3			
Child Family					
Community					
Art 31 A-B	2	2			
General Crafts					
*English or Speech	3	3			
Electives	<u>3</u>	<u>3</u>			
	$16\frac{1}{2}$	$16\frac{1}{2}$			

## ELECTIVES

Physical Education 15 - Fundamentals of games, rhythm. Sociology 2 A-B  
Anthropology 2B. - Introduction to Cultural Anthropology. Speech 2A  
Art 24 A - Color and Design. Music 20 (chorus); 31-A(Piano)

\*English 51 or 1A

\*History 17 A-B or Political Science 1 and History 27 may be substituted.

\*Psychology 51 or 1A

\*Biology 10 or Chemistry 10

\*Home Economics 10 may be substituted for H.E. 31-A.

NOTE: Students who plan to elect the transfer program select electives for transfer.

BOLD FACE TYPE: Indicates 8 units required by State Department of Education.

Indicates 12 units required by State Department of Social Welfare.

Summary.

Because of reorganization of home economics at Davis (University of California) the junior college transfer student stands to lose many home economics credits and would find that state colleges would be the more logical schools for transfer of courses.

The junior colleges should reorganize their home economics programs so that the individual student may transfer, or is prepared for his life's work if his formal education is terminated at the end of two years.

Coordination with other departments may be a possibility for expanding of home economics departments simultaneously, preparing the two year student with training for a job upon the completion of an Associate of Arts degree.

In establishing new programs in home economics, it is essential that the school consider basic provisions of the Vocational Education Act and Economic Opportunity Act\* to qualify for funds available in establishing vocational programs.

The framework for department coordination shows the possibilities of relating home economics courses to departments and job opportunities.

Sample programs of tentatively planned courses may serve as a guide in reorganizing San Joaquin Delta College Home Economics Depart-

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\*Appendix D.

ment.

John Elliot's sample course, Appendix A, may serve as a guide in meeting the requirements of the Vocational Education Act to qualify for funds, and to meet the needs of the community and the individual in establishing home economics related programs.

## CHAPTER VII

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter includes a summary, together with conclusions drawn from the study, and recommendations for further study.

Summary. The problem of what the home economics curriculum should be at San Joaquin Delta College is based on the "Master Plan" (page 4) for junior colleges. After this study of present programs, literature, interviews, etc. it is the writer's belief that an adequate home economics program for San Joaquin Delta Junior College should:

1. Offer instruction that may lead to transfer to senior colleges.
2. Offer instruction in vocational-technical fields leading to employment and provide a program of general or liberal arts education.
3. Shoulder an increasing responsibility for part-time or for Associate of Arts degree students.

It is the responsibility of the junior college to offer a program which meets the needs of ALL qualified students. In home economics this requires that we offer experiences designed to improve the habits, skills, knowledge, understanding, ideals, and appreciations of the students enrolled.

Conclusions. The two purposes of junior college education which are (1) providing two-year occupational programs leading to employment,



(2) assisting students to find themselves through guidance and counseling, should be of major concern of all junior colleges. Programs should be established in order to meet the need of the majority who will not continue their education beyond the Associate of Arts degree. The junior college would have little reason to exist if the above two functions were neglected as only a small percentage will go on to a four year college. Consequently the junior college must be more concerned about educational opportunities for a rapidly shifting socio-economic picture.

Recommendations. Changes have occurred in a few junior colleges where increasing numbers of persons, men and women, are seeking a practical approach to problems in contemporary home and family life. For those junior college home economics instructors and administrators who are willing and ready to accept the contemporary socio-economic challenges, there are a great many services that the home economics department in the junior college can offer. Preparation for occupations which use home economics subject matter and skills should be explored and coordinated with other departments. New programs should be created by means of investigation and surveys which will include the business man's needs, student needs, and teacher qualifications. Some career areas that need to be explored and coordinated are school lunch management, supervised food

service, child care centers, secretarial training programs related to grooming, clothing selection and personal money management, management of home and personal tasks when the homemaker is working full or part time.

Further Studies Needed. Training of home economic teachers will pose a major problem as they will need the practical experience of the vocational world as well as academic training and experience. Anticipating this problem, administrators will recognize the need for workshops where resource people are available, consultants who are highly specialized in a field and an advisory committee established for guidance and recommendations. Because the teacher will also represent a source for coordinating, organizing, and establishing these programs, time and encouragement are two essential ingredients.

It has been shown that traditional curricula are less and less effective in meeting the needs of a rapidly changing industrial and social world. Thomas Jefferson so aptly said "Laws and institutions must go hand in hand with the progress of the human mind--as new discoveries are made, new truths discovered and manners and opinions change.....Institutions must advance also to keep pace with the times."<sup>1</sup>

The above suggestions are respectfully submitted with the view of improving home economics educational programs at San Joaquin Delta College.

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<sup>1</sup>Eli Ginzberg, Professor of Economics, "Education and the World of Work", Contemporary Issues in American Education, (White House Conference on Education, July 20-21, 1965, Washington, D.C.) pp.7-13.

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## APPENDIX A

### SAMPLE COURSE OF SUCCESSFULLY ADMINISTERED AND ORGANIZED PROGRAM AT SAN JOAQUIN DELTA COLLEGE

#### COURSE TITLE:

Distributive Education at San Joaquin Delta College

#### COORDINATOR - INSTRUCTOR:

Mr. John Elliott, Jr., established a distinct educational program in 1960. The following includes all of the factors involved in setting up such a program; Survey of business students, business requisition by business indicating a need for part-time student employee, bulletin course content, student course content, advisory committee application for credit form, weekly job report form, student work evaluation, employer's work evaluation annual report covering accomplishment of the year and plans for growth and development.

STOCKTON COLLEGE\*

3301 Kensington Way

Telephone HO 6-3911

Stockton, California

93

December 28, 1960

From a survey form you recently filled out in your 9 o'clock business class, I learned of your possible interest in the Stockton College Distributive Education Program (Retailing and Merchandising Work Experience Program).

This program is designed for those with an interest in the area of distribution and marketing. It is a program that incorporates classroom study at Stockton College with actual part-time on-the-job training (for pay, incidentally) in a retail business or any other business connected with the distribution of goods and services. Students also receive college credit (1 to 4 units) for their part-time work off campus. If you have a job in the area of retailing or selling, you probably qualify. If you don't have a job, you can still qualify and you will be given placement assistance by the instructor.

As you register during January for the spring semester, I would be most happy to outline the details of the program and discuss its benefits with you. Please feel free to drop by my office, room 108, Classroom Building, any time any afternoon.

Sincerely yours,

JGE:pb

John G. Elliott, Jr.  
Chairman  
Division of Business Education

\*San Joaquin Delta College (formerly Stockton College)

May 1, 1963

To members of Stockton College Advisory Committee for Distributive Education:

Mr. Mike Lewis, Vice Pres. & Gen. Mgr., H.C. Shaw Co.  
Mr. Max Paulsen, Gen. Mgr., New York Life Ins. Co.  
Mr. Jim Wilkinson, Dist. Mgr. Standard Oil  
Miss Marian Jacobs, Jacobs Advertising Agency  
Mr. Paul Nutter, Executive Secretary, Stockton Merchants Assn.  
Mr. John Damron, General Manager, Montgomery Wards  
Mr. Guido Marengo, General Manager, Katten & Marengo  
Mr. Art Jensen, Dist. Mgr., National Cash Register Co.  
Mr. Tom Murphy, Co-owner, Lincoln Hardware  
Mr. Reed Robbins, Partner, Curtis M. Robbins Realty  
Mr. Jim Williams, Manager, Sears Roebuck & Co.  
Mr. Frank Damgaard, Manager, Weinstock Lubin  
Mr. Roger Davey, Business Education Coordinator, SUSU

Just a reminder of our meeting Tuesday, May 7, at 12 noon - a no host luncheon. Meet in room 143, classroom building (see map), then we'll all go through the cafeteria line together.

Items on which we need advice:

1. What are the entry positions in your business for a two-year college graduate who has majored in marketing or selling?
2. What are the entry qualifications?
3. Is there room in selling, retailing, advertising, etc. for the lower ability student?
4. In what ways can respectability in the minds of the students be given to careers in distribution?
5. Should a work experience program in distributive occupations be started in the three high schools of the Unified School District - so as to act as a feeder program for the Stockton College program: Would local businesses agree to hire high school students for on-the-job training?

See you May 7.

John G. Elliott, Jr., Chairman  
Division of Business

Encl.

## STOCKTON COLLEGE

## REQUISITION FOR DISTRIBUTIVE EDUCATION

## PART-TIME STUDENT-EMPLOYEE

Firm Name \_\_\_\_\_ Person to see \_\_\_\_\_

Address \_\_\_\_\_ Telephone No. \_\_\_\_\_

Number of Students to be Employed \_\_\_\_\_ Date Needed \_\_\_\_\_

## TYPE OF JOB

Male - Female

Special Requirements

Retail Sales . . . . . \_\_\_\_\_

Stock . . . . . \_\_\_\_\_

Credit . . . . . \_\_\_\_\_

Delivery . . . . . \_\_\_\_\_

Maintenance . . . . . \_\_\_\_\_

Cashier . . . . . \_\_\_\_\_

Remarks: \_\_\_\_\_

Counter-Wrapping . . . . . \_\_\_\_\_

Other . . . . . \_\_\_\_\_

Mail to: John Elliott  
Distributive Education  
Stockton College  
3301 Kensington  
Stockton, California

## SAN JOAQUIN DELTA COLLEGE

Distributive Education Work Experience  
DE 86e

Instructor-Coordinator: John G.  
Elliott, Jr.  
Office: Cl 215

1. WHAT THE COURSE IS

It is a special work experience course whereby SJDC gives credit to students for work performed in a distributive occupation outside of school. Certain requirements which are later spelled out in this outline must be met to receive this credit.

2. PURPOSE OF COURSE

- a. To tie together and supplement the theory and "why" taught in the classroom at San Joaquin Delta College with the experience of on-the-job training.
- b. To provide a base for career development.
- c. To develop student progress on-the-job.
- d. To give the student broad knowledge and understanding of the general principles of selling and merchandising.

3. WHO CAN ENROLL

You should have an interest in some phase of marketing or distribution as a career. You need not have a job. Placement assistance will be given by the instructor. If you have a job, it should be in a distributive occupation, i.e., retailing, wholesaling, advertising, selling.

4. HOW MANY UNITS

Bus. 86e is from 1 to 2 units depending on the total number of hours you put in on the job. A student should work approximately 15 hours a week on the average over the semester to earn two units.

5. THE CONTROL CLASS

- a. Meets once a week, Tuesday, at 10 a.m. in Cl. 158 and is required for all students in DE 86e.

- b. Texts: 1. "You and Your Job," by Walter Lowen (new revised ed., 1962)

2. "Distributive Education Training Guide" by Haines & Tedder

These are available at the SJDC Bookstall. See instructor before buying.

- c. Topics covered in class: (These vary from semester to semester because course is repeatable, but generally they include the following:)

How to Get a Job

Job Problems

Basic Job Needs - personality

- arithmetic

- oral and written expression

Job Attitudes and Habits

Human Relations on the Job

The Selling Process; selling techniques

Merchandise Knowledge

Advertising and Sales Promotion

- d. Special Project: The student will be expected, during the semesters to work on an individual project connected with his job.

Examples might be: A Merchandise Manual, A Store Manual, A Report on Retailing Ethics, etc.

- e. Tests and Exams: - several tests during semester

- a final examination

## 6. YOUR GRADE

This is determined by your performance on the job and your participation and effort in the control class. Twice each semester your employer is contacted for an evaluation of your job performance.

## 7. CONCURRENT ENROLLMENT REQUIREMENT

You must be concurrently enrolled in (or have had) courses related to the field of distribution -- i.e.: DE 92 Advertising, DE 85a Salesmanship, DE 85b Retailing, DE 79 Marketing, Home Ed 5 Textiles, Home Ed. 35 Clothing Selection and Design, Art 10a-b Lettering and Layout, Art 35 Showcard Lettering, Art 68 Commercial Display, Art 75 Poster Service. Enrollment in other courses is possible with permission of the program coordinator.

8. TOTAL SEMESTER CLASS LOAD

It cannot exceed 17 units or be below 12 units including DE 86e or you are not eligible for DE 86e.

9. REPEATING DE 86e

It may be repeated up to 4 times for credit with 8 units the maximum credit allowable over 2 years.



## APPLICATION FOR DISTRIBUTIVE EDUCATION CREDIT

## SAN JOAQUIN DELTA COLLEGE

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

Age \_\_\_\_\_ Date of Birth \_\_\_\_\_ Semester in School \_\_\_\_\_

Your occupational goal \_\_\_\_\_

Units now taking exclusive of Distributive Education \_\_\_\_\_

Where working:

Name of Company \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Kind of work \_\_\_\_\_

Name of Supervisor on job \_\_\_\_\_  
(give complete name)

Pay per hour \_\_\_\_\_ or week \_\_\_\_\_ or month \_\_\_\_\_

Time of work:

M.W.F. from \_\_\_\_\_ to \_\_\_\_\_

Tu. Th. from \_\_\_\_\_ to \_\_\_\_\_

Sat. from \_\_\_\_\_ to \_\_\_\_\_

Sun. from \_\_\_\_\_ to \_\_\_\_\_

Average total hours you work each week \_\_\_\_\_

List all business subjects you have had or are now taking

---

---

---

What hobbies do you have?

---



---

In what activities have you participated?

---



---

Your present class schedule:

### CLASS SCHEDULE

	Indicate Course and Room Number				
	Monday	Tuesday	Wednesday	Thursday	Friday
8					
9					
10					
11					
12					
1					
2					
3					
4					

Name \_\_\_\_\_  
Print your name, please

Date \_\_\_\_\_

Major \_\_\_\_\_

Instructor \_\_\_\_\_

WEEKLY JOB REPORT

Distributive Education Work Experience  
San Joaquin Delta College

EMPLOYER

Name of Company \_\_\_\_\_ Supervisor \_\_\_\_\_

Address of Company \_\_\_\_\_

Type of work \_\_\_\_\_

What hours do you work? \_\_\_\_\_ Total hours this week \_\_\_\_\_

REGULAR DUTIES

\_\_\_\_\_  
\_\_\_\_\_

DESCRIBE THE EXPERIENCES YOU HAVE HAD THIS WEEK THAT RELATE TO YOUR  
SCHOOL WORK OR MAJOR FIELD

\_\_\_\_\_  
\_\_\_\_\_

PROBLEMS OR COMMENTS REGARDING YOUR JOB

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signed by \_\_\_\_\_

Address \_\_\_\_\_

Phone \_\_\_\_\_

Distributive Education Work Experience  
Elliott

---

your name

1. How did you get your present job?
2. Give the name(s) of the owners(s) of the business for which you work.
3. How is the business organized? (proprietorship, partnership, corporation, other)
4. When was it founded?
5. What is the annual sales volume of the business?
6. How many employees for the business?
7. Explain why your present place of employment is a good place to work? (from employee's standpoint)
8. Explain why the business you work for is a good business to deal with. (from customer's standpoint)
9. Explain why your place of employment is a poor place to work. (what's bad about your job?)

10. Explain why it is a poor business to deal with.  
(What's bad about it from the customer's viewpoint?)
11. What skills, knowledge, and attitudes will you gain while working in your present job?
12. Describe your boss or supervisor as to the following:
- fairness
  - demand for discipline
  - respect shown by employees
  - degree of supervision
  - help you to do a better job
  - explain things well
13. Is your performance ever reviewed by your supervisor? How often?
14. When is the last time you received a raise?

## DISTRIBUTIVE EDUCATION WORK EXPERIENCE MONTHLY RECORD

104

Date \_\_\_\_\_

Name of Student \_\_\_\_\_

Class \_\_\_\_\_ Firm \_\_\_\_\_

First Week			Third Week		
Date	Work Schedule	Total Hours	Date	Work Schedule	Total Hours
M			M		
T			T		
W			W		
Th			Th		
F			F		
S			S		
Total Hours			Total Hours		
Second Week			Fourth Week		
Date	Work Schedule	Total Hours	Date	Work Schedule	Total Hours
M			M		
T			T		
W			W		
Th			Th		
F			F		
S			S		
Total Hours			Total Hours		

Grand total of hours per period \_\_\_\_\_

Student's Signature \_\_\_\_\_

Employer's Signature \_\_\_\_\_

Date \_\_\_\_\_

Work Assignment: (List work activities)

To be filled in by instructor: Total hours claimed \_\_\_\_\_

Instructor's Signature \_\_\_\_\_

Date \_\_\_\_\_

SAN JOAQUIN DELTA COLLEGE

105

Division of Business  
3301 Kensington Ave.  
Stockton, Calif. 95204

January 13, 1966

Thank you for returning the evaluation form on \_\_\_\_\_.

Our Fall semester is almost over, and it is nearing time to make out grades for Delta College students. The grades of those in our Distributive Education Work Experience course are determined to a large extent by employer evaluation of the student's work.

So that we can make out the final grade for this semester for the Delta College student who works for you, could you please fill out this second and final evaluation for the semester and return it to me in the enclosed envelope by January 21.

Thank you very much for your help.

Very truly yours,

John G. Elliott Jr.  
Coordinator, Distributive Education

JGE:bm  
Enclosure

June 15, 1964

Annual Report  
Distributive Education Program  
1963-1964

Delta College  
Stockton, California

1. School District operating the program: San Joaquin Delta Junior College District

School within the District: San Joaquin Delta College

2. Title of Program: Distributive Education Cooperative Training Program

3. Teacher - Coordinator: John G. Elliott, Jr.

4. Accomplishments of the year:

- a. A Christmas Retail Sales Clinic was held in October. Two sections of the 10-hour clinic were offered with a combined enrollment of approximately 300. Approximately 125 were placed on Christmas jobs and probably many more got jobs on their own.
- b. The Marketing and Salesmanship courses are now offered every semester instead of once a year because of student demand.
- c. The Fall Salesmanship class (35 in number) attended and participated in President's Night of the Central Valley Sales and Marketing Executives when the International President of Sales and Marketing Executives, Mr. Larry Doyle, spoke. The students put on an old-fashioned college demonstration complete with brass band, banners, picket signs, and costumes to drum up interest in the 5th Annual Sales Rally the following week.
- d. The sales and marketing students were admitted free to the Old Fashioned Sales Revival meeting put on by the Central Valley SME. Over 30 attended.
- e. The Stockton Advertising Club and the Delta College DE program continued to work closely together. The Ad Club continued its \$150 scholarship to a promising advertising



student, and marketing students were taken to nearly all of the Ad Club meetings during the year.

- f. The Real Estate Certificate Program is under way now. Three of the five real estate courses needed for the certificate are now being offered and the other two will be offered and the other two will be offered next year. The Real Estate Advisory Committee met twice during the year.
- g. Professional activities of the Teacher-Coordinator during the year were:
  1. Re-appointed Executive Secretary of the Central Valley Sales and Marketing Executives Association.
  2. Re-elected Secretary and to the Board of Directors of the Stockton Advertising Club.
  3. Chaired 5th Annual Sales Rally (A good Old Fashioned Sales Revival Meeting with Herb True and Fred Klemp) for Central Valley SME.
  4. Elected Secretary of the Delta College Real Estate Advisory Committee.
  5. Appointed Education Chairman for both the Stockton Ad Club and the Central Valley SME.
5. Special problems or program needs: none
6. Plans for growth and development
  - a. Work with Stockton Unified School District to get a high school DE program going so the college program will have a feeder program.
  - b. Work closely with counselors to attract better quality students into the program.
  - c. Work with retail concerns that are building in North Stockton's new shopping centers - to get more and better training stations.
  - d. Attempt to secure more scholarships and/or awards for deserving distributive education students from local groups; attempt to secure more donations for marketing books for the library.

## APPENDIX B

### SAMPLING SELECTED FROM CALIFORNIA JUNIOR COLLEGES BECAUSE OF OUTSTANDING PROGRAMS IN OCCUPATIONAL EDUCATION

1. Ventura Junior College
2. American River Junior College
3. Reedley Junior College
4. San Jose Junior College
5. College of Marin
6. Sacramento City College

## APPENDIX B-1

## VENTURA JUNIOR COLLEGE

1964-1966

Major Area	High School Preparation	Major Requirements
HOME ECONOMIC-BUSINESS (2-Year Program)	Homemaking and Business	HE 1, 4, 17, 20, 21 Business Options: A - Sales Merchandising Bus. 6, 35, 36 B - Clerical Bus. 10, 15A-15B, 25A-25B-25C-25D Typing C - Accounting Bus. 3A-3B, 7 Typing
HOME ECONOMICS (For transfer to San Diego State)	College Preparatory	HE 1, 4, 5, 9A, 16A, 22, 23 Ch 1A or Chem 20 Art 4A
INDUSTRIAL ARTS (For transfer to State Colleges)	College Preparatory Industrial Arts Mechanical Drawing	IT 1 Wel 1A MS 1A Eln 1A-1B Me 1A Art 4A-4B Cr 8A Ph 1 Math 5 Engr 2, 3

Recommended Courses: HOME ECONOMIC-BUSINESS, HE 5, 9A, 10 16A  
INDUSTRIAL ARTS, Biol 1A-1C

## APPENDIX B-2

## AMERICAN RIVER JUNIOR COLLEGE

## SEMI-PROFESSIONAL CURRICULUM

1965-66

## 1. MODERN WOMAN

A number of women today have two important jobs to perform, and they need to be efficient in performing each: office work and home management. Before five o'clock, they perform clerical, typing, duplicating, filing and machine calculation work in general offices and banks. After five o'clock, they must manage a home efficiently, economically, and graciously. Such a homemaker should be a master at time management and know home and office skills equally well. The curriculum, MODERN WOMAN is designed to give training in these two areas to women who will be busily engaged in business employment and homemaking.

## Suggested Two-Year Program:

First Year	Units	Second Year	Units
Engl. 50A or 1A	3 -	Home Ec. 34, 43	3 2
Business 57	- 3	Home Ec. 51 or Bus. 55	- 2(3)
Psychology 50 or 1A	2(3) -	Life Science 55 or 5	- 2
Business 20	3 -	Business 3B	3 -
Business 3A	3 -	Business 69	2 -
Business 53	- 3	Business 68	- 3
Psychology 24 or 53	- 2	Business 76	3 -
Home Ec. 21	- 3	Business 61	- 3
Home Ec. 57	2 -	History 57 or 27	2 -
Home Ec. 40, 30	2 3	Pol. Sci. 57 or 27	- 2
Electives	- 1	Business 67	2 -
Physical Education	$\frac{1}{2}$ $\frac{1}{2}$	Electives	- 1
	$15\frac{1}{2}$ $15\frac{1}{2}$	Physical Education	$\frac{1}{2}$ $\frac{1}{2}$
			$15\frac{1}{2}$ $15\frac{1}{2}$

Recommended electives: Art 2, Speech 3, Business 3C, Business 55.

## AMERICAN RIVER JUNIOR COLLEGE

## SEMI-PROFESSIONAL CURRICULUM

1965-66

## 2. DIETICIAN AID

A curriculum designed to meet the needs of students preparing for employment as dietitian aids in hospitals and other institutions. Training includes work in foods and nutrition, as well as business subjects for competency in filing, typing and record keeping. A broad general education background is necessary for development of personality traits suitable for contact with hospital patients; independent judgment and accuracy, and personal cleanliness and neatness. Work as a dietitian aid includes such duties as preparing and calculating special diets such as for diabetics, instructing hospital outpatients in home diets; typing menus, diet lists and dietary reports; and keeping records as necessary in a diet kitchen.

## Suggested Two-Year Program:

First Year	Units	Second Year	Units
English 1A or 50A	3 -	Life Science 55 or 5	2 -
Engl. 1B, 50B or Bus. 57	- 3	Home Economics 11	- 2
Psychology 50 or 1A, 53	2(3) 2	History 57 or 27	2 -
Home Economics 40, 30	2 3	Pol. Sci. 57 or 27	- 2
Home Economics 21, 51	3 2	Home Economics 57, 34	2 3
Business 3A, 3B	3 3	Business 69, 68	2 3
Electives	2 2	Sociology 1A or elective	3 -
Physical Education	$\frac{1}{2}$ $\frac{1}{2}$	Psychology 24	- 2
	15 $\frac{1}{2}$ 15 $\frac{1}{2}$	Speech 3, Business 55	2 3
		Elective	2 -
		Physical Education	$\frac{1}{2}$ $\frac{1}{2}$
			15 $\frac{1}{2}$ 15 $\frac{1}{2}$

## AMERICAN RIVER JUNIOR COLLEGE

## SEMI-PROFESSIONAL CURRICULUM

1965-66

## 3. HOME MANAGEMENT

The homemaker in today's society must be competent in many areas. The home management course of study is designed to prepare the student for managing a home efficiently, economically, and enjoyably. The coordination of the many activities in the modern home is emphasized, along with the basic homemaking techniques and creative skills necessary for the maintenance of a satisfying, personal, home and family life.

## Suggested Two-Year Program:

First Year	Units	Second Year	Units
Art 20, 2	3 2	Business 55	- 3
English 50A or 1A	3 -	History 57 or 27	2 -
Home Ec. 6, 21	3 3	Home Ec. 11	- 2
Home Ec. 40, 30	2 3	Home Ec. 27 or 7	2(3) -
Psychology 24	- 2	Home Ec. 34, 43	3 2
Psychology 50 or 1A	2(3) -	Home Economics 44	- 1
Speech 50 or 1	- 3	Music 27 or Human. 51	- 3
Electives	2(1) 2	Pol.Sci. 57 or 27	- 2
Physical Education	$\frac{1}{2}$ $\frac{1}{2}$	Life Science 55 or 5	2 -
	15 $\frac{1}{2}$ 15 $\frac{1}{2}$	Electives	6(5) 2
		Physical Education	$\frac{1}{2}$ $\frac{1}{2}$
			15 $\frac{1}{2}$ 15 $\frac{1}{2}$

## AMERICAN RIVER JUNIOR COLLEGE

## SEMI-PROFESSIONAL CURRICULUM

1965-66

## 4. RETAIL MERCHANDISING

The retail merchandising curriculum is designed to meet the needs of students who intend to make retailing their career. The training program includes almost every phase of work that the students will encounter in their retail experience: merchandising operation, store organization, salesmanship, buying, advertising and sales promotion, as well as an understanding and appreciation of basic business skills, voice training, and psychology.

## Suggested Two-Year Program:

First Year	Units	Second Year	Units
Engl. 50A or 1A	3 -	Business 70A-70B	3 3
Engl. 50B or 1B	- 3	Business 61, 62	3 3
Business 3A, 53	3 3	Business 34	3 -
Business 20, 32	3 3	Business 30	- 3
Art 2	2 -	History 57 or 27	2 -
Psych. 50 or 1A	2(3) -	Pol. Sci. 57 or 27	- 2
Life Science 55 or 5	- 2	Business 18, 57	3 3
Speech 50 or 1	- 3	Electives	1 1
Electives	2 1	Physical Education	$\frac{1}{2}$ $\frac{1}{2}$
Physical Education	$\frac{1}{2}$ $\frac{1}{2}$		
	$15\frac{1}{2}$ $15\frac{1}{2}$		$15\frac{1}{2}$ $15\frac{1}{2}$

## APPENDIX B-3

## REEDLEY JUNIOR COLLEGE

## HOME ECONOMICS

1965-66

The modern woman may choose to be a homemaker, to have a career, or to combine the two.

Home economics offers many opportunities for both men and women. The health, happiness, and well-being of the family is enhanced through training in this area. Because homemaking has been studied as a science, the chance for a successful marriage is better than average. If a career is desired, there are many opportunities in the fields of foods, home equipment, clothing and textiles for the person with this training.

## TWO YEAR OCCUPATIONAL PROGRAM

Homemaker  
Liberal Arts  
Sales

Restaurant and Cafeteria  
Manager

1. General education requirements for the Associate degree.
2. Twenty units of departmental and related courses and to include:

H. Ec. 12A-12B (Foods)  
H. Ec. 36A-36B  
(Clothing)

H. Ec. 18A (Interior  
Design)  
Health Ed. 45 (Family  
Life)

3. Recommended electives: (To be selected with advisor.)

Art 1  
Hom Ec. 35, 37A-37B, 43

Psychology 1





## Commercial Art

First Year	1st Sem.	2nd Sem.	Second Year	1st Sem.	2nd Sem.
Phys.Ed.-Activities	$\frac{1}{2}$	$\frac{1}{2}$	Phys.Ed.-Activities	$\frac{1}{2}$	$\frac{1}{2}$
Engl.1A-Engl.Comp.	3		Art 133A,133B-Com.Art	3	3
Hist.17A,17B-			Biol.21A,21B-Gen.Biol.	3	3
Hist. of U.S.	3	3	Sp.12A-Pub.Speaking	3	
Art 11A,11B-Color & Design	3	3	Photo.22-Elem.Photog.		3
Art 16A,16B-FHD & Comp.	3	3	Lit.,Philosophy,Art	2	2
Health 11-Health Educ.	2		Art 25A,25B-		
Art 13A-Lettering & Layout		2	Art History	3	3
Psych.10-Gen.Psych.		3		<u>11<math>\frac{1}{2}</math></u>	<u>11<math>\frac{1}{2}</math></u>
Elective		3			
		<u>14<math>\frac{1}{2}</math></u>			
		17 $\frac{1}{2}$			

## HOME ECONOMICS -- A.A. DEGREE AND TRANSFER

First Year	1st Sem.	2nd Sem.	Second Year	1st Sem.	2nd Sem.
Phys.Ed.-Activities	$\frac{1}{2}$	$\frac{1}{2}$	Phys.Ed.-Activities	$\frac{1}{2}$	$\frac{1}{2}$
Engl.1A,1B-Engl.Comp.	3	3	Psych.10-Gen.Psychology	3	
Health 11-Health Educ.		2	Anthro.62A-Intro.to		
Hist.17A,17B--			Anthro. or		3
Hist. of U.S.	3	3	Econ.10A-Prin.of Econ.		(3)
Speech 12A-Public Speaking		3	A.& P.3-Intro.of Anat. & Physio.		4
Chem.30A,30B-Elem.Chem.	3	3	Home Ec.10A-Food Preparation	3	
Home Ec.21A-Clothing	3		Home Ec.70-Child Development		3
Home Ec.22-Textiles	3		Home Ec.24-Apparel Selection & Design	2	
Home Ec.19-Elem. Nutrition		2	Select from Group II	2	3
		<u>15<math>\frac{1}{2}</math></u>	Electives	5	2
		16 $\frac{1}{2}$		<u>15<math>\frac{1}{2}</math></u>	<u>15<math>\frac{1}{2}</math></u>

## APPENDIX B-5

## COLLEGE OF MARIN

1965-66

## HOME ECONOMICS

Nearly every woman needs an education which will prepare her for a two-fold job: earning her living in the business world and establishing a home. The curriculum in Modern Homemaking is designed to satisfy both of these needs. Sufficient business training may be included to qualify a young woman as a receptionist or clerical worker while she is preparing for her lifetime career as a homemaker with courses in Foods, Household Management and Economics, Interior Decoration, Family Relations, Child Care and Community Relations.

## Subject Area - HOME ECONOMICS (One-year)

## Required Courses

H. Ec. 51A, 51B (Foods)  
H. Ec. 52A (Child Care)  
H. Ec. 54 (The Home)  
H. Ec. 56 (Wardrobe Planning)  
or  
H. Ec. (Textiles)  
H. Ec. 7A, 7B (Clothing Construction)  
H. Ec. 10 (Nutrition)  
Psych. 12 (Child Psychology) or  
Art 7A (Interior Decoration)  
H. Ed. 1 (Health Education) or  
H. Ed. 50A, 50B (Human Biology and  
Environment)  
English or Communications

## Subject Area - HOME ECONOMICS (Two Year)

## Required Courses

H. Ec. 51A, 51B (Foods)  
 H. Ec. 7A, 7B (Clothing Construction)  
 H. Ec. 52A (Child Care)  
 H. Ec. 57 (Family Living)  
 H. Ec. 54 (The Home)  
 H. Ec. 10 (Nutrition)

## Recommended Courses

H. Ec. 56 (Wardrobe Planning)  
 H. Ec. 53 (Textiles)  
 H. Ec. 51C, 51D (Modern Hostess)  
 or H. Ec. 8A, 8B (Tailoring)  
 H. Ec. 52B (Observation of  
 Children)  
 Health Education  
 Art 7A, 7B (Interior Decoration)

## Subject Area - OCCUPATIONAL THERAPY (Transfer)

## Required Courses

Art 1A, 1B (History and Apprecia-  
 tion of Art) and  
 Art 1C (History of Modern Art) or  
 Art 8A, 8B (Crafts)  
 Mus. 1A, 1B (Music Appreciation)  
 H. Ed. 1 (Health Education)  
 P. E. 35A (Rhythmic Activities in  
 the Elementary Program)  
 P. E. 35B (Games in Elementary  
 Education)  
 P. E. 45 (First Aid)  
 Biol. 8 (Introductory Physiology)  
 Chem. 1A, 1B (General Chemistry)  
 Socio. 1 (Introductory Sociology)  
 H. Ec. 7A, 7B (Clothing Construc-  
 tion)  
 Psych. 1A (General Psychology)  
 Psych. 33 (Psychology of Adjust-  
 ment)

## Recommended Courses

Biol. 7 (Introduction to Human  
 Anatomy)  
 Psych. 1B (General Psychology)  
 Psych. 20 (Psychology of  
 Personality and Group  
 Process)

## APPENDIX B-6

## SACRAMENTO CITY COLLEGE

1965-66

## 1. BUSINESS-HOME ECONOMICS

This curriculum is designed to give training to women who have two important jobs to perform and need to be proficient in performing each: office work and home management. Before five o'clock, they perform clerical typing, duplication, filing and machine calculation work in general offices and banks. After five o'clock, they must manage a home efficiently, economically and graciously. Such a homemaker should be a master at time management and know home and office skills equally well.

## Required Courses

Business 56 and Business 57  
 16 additional units of Business  
 Psychology 51  
 Home Economics 15, 21, 22, and 31B  
 Either Home Economics 10 or Home Economics 31A  
 Health Education  
 Social Science 51A-51B or History 17A-17B or  
 Political Science 1 and History 27  
 Physical Education - 2 units

## Suggested Program

Freshman Year	Units	Units	Sophomore Year	Units	Units
P. E.	$\frac{1}{2}$	$\frac{1}{2}$	P.E.	$\frac{1}{2}$	$\frac{1}{2}$
Orientation	0		Art 36A-36B	3	3
Business 56-57	3	3	Business 52	3	
Psychology 51	3		Health Education		2
Business 20	3		Business 63A		2
Business 67A	2		Business 79	2	
Business 53		2	Business 71A		3
Home Econ. 22	3		Social Sci. 51A-51B	3	3
Home Econ. 10		3	Home Econ. 31A	3	
Home Econ. 15		2	Home Econ. 31B		3
Home Econ. 21		3	Business 67B	2	
Electives	2	3		<u>16<math>\frac{1}{2}</math></u>	<u>16<math>\frac{1}{2}</math></u>
	<u>16<math>\frac{1}{2}</math></u>	<u>16<math>\frac{1}{2}</math></u>			

## 2. NURSERY SCHOOL ASSISTANT PROGRAM

The Nursery School Assistant Program is designed to prepare the student to become a nursery school assistant who, at the completion of the curriculum, is capable of carrying out the functions required in child care centers, day nurseries, private nursery schools, parent cooperatives, and church sponsored nursery schools.

All applicants must meet the regular requirements for admission to the college. The student who successfully completes the Nursery School Assistant Program will be granted the Associate in Arts Degree and will be eligible for the Child Care Permit issued by the State Department of Education.

### Suggested Program

Freshman Year	Units	Units	Sophomore Year	Units	Units
P. E.	$\frac{1}{2}$	$\frac{1}{2}$	P. E.	$\frac{1}{2}$	$\frac{1}{2}$
Orientation	0		*Social Sci. 51A-B	3	3
English or Speech	3	3	Home Econ. 52A-B	3	3
Health Education		2	**Home Econ. 31A	3	
Home Econ. 21	3		Biology 10	3	
Sociology 3	3		Music		3
Home Econ. 8	2		Electives	4	7
Psychology		3		<u>16<math>\frac{1}{2}</math></u>	<u>16<math>\frac{1}{2}</math></u>
Home Econ. 51		3			
Art 31A-B	2	2			
Electives	3	3			
	<u>16<math>\frac{1}{2}</math></u>	<u>16<math>\frac{1}{2}</math></u>			

#### Electives:

Phys. Ed. 45  
 Anthropology 2B  
 Art 24A

Sociology 2A-2B  
 Speech 2A  
 Music 1, 20, 31

\*History 17A-B or Political Science 1 and History 27 may be substituted for this course.

\*Home Economics 10 may be substituted for this course.

### 3. MERCHANDISING

The merchandising curriculum has been planned for men and women who wish training for a career in buying and selling. Special emphasis is given to courses which will help the student to become employable immediately. Courses in the introduction to business, retail selling, merchandising, business mathematics, and merchandise analysis will give the student information and skills helpful to successful performance on the job. By taking store practice, students have a chance to put their knowledge to work in solving actual on-the-job problems.

#### Suggested Program

Freshman Year	Units	Units	Sophomore Year	Units	Units
P. E.	$\frac{1}{2}$	$\frac{1}{2}$	P. E.	$\frac{1}{2}$	$\frac{1}{2}$
Orientation	0		Social Sci. 51A-51B	3	3
Business 56-57	3	3	Health Education		2
Business 20	3		Business 85	2	
Business 83	3		Business 81		3
Business 89		2	Business 82	3	
Business 80A-80B	3	3	Jurisprudence 54A-54B	3	3
**Store Practice	1-2	1-2	Electives	5	5
Business 53		2		<u>16<math>\frac{1}{2}</math></u>	<u>16<math>\frac{1}{2}</math></u>
*Business 67A		2			
Electives	3-2	3-2			
	<u>16<math>\frac{1}{2}</math></u>	<u>16<math>\frac{1}{2}</math></u>			

\*Business 67A Typing is required for those who cannot type.

#### Recommended Electives:

##### General Education Courses

Art 36A-36B  
Home Economics 5  
Music 9A, 9B, 9C, 9D  
Sociology 3  
Home Economics 15  
Psychology 51

##### Business Courses

Bus. 71A-71B  
Bus. 77  
Bus. 88  
Bus. 86  
Bus. 84  
Bus. 74

\*\*Store Practice--It is strongly recommended that no more than two units be claimed per semester in order to allow more units in general education. See course description for prerequisite.

STATE OF CALIFORNIA  
Edmund G. Brown  
Governor

# BUYER (Retail Trade)

Prepared: Dec 1957  
Revised: Dec 1961

DEPARTMENT  
OF  
EMPLOYMENT

SAN FRANCISCO BAY AREA

122

## JOB TITLE

The BUYER has a key position in any retail operation. It is he who purchases the stock that his firm will sell. His duties, however, are not confined to those suggested by his job title. He must mastermind selling the items he has bought. Likely, he will handle certain administrative chores for his department such as budgeting.

In the Bay Area, the buyer may purchase goods for many stores if he works in the buying office of a West Coast or National chain of stores. He may be one of a staff of 50 or 60 buyers who find proper merchandise for a large department or specialty store and sometimes for its suburban branches. The owner or manager of a small department store or specialty shop may have hired or trained his buyer to buy only the auxiliary lines while the manager himself buys the lead lines for the store.

As he gains experience, the buyer may develop special skills. He may become exceptionally proficient in purchasing certain lines of merchandise as furniture, yardage, or hardware; he may develop a flair for finding attractive, inexpensive merchandise; or he may become expert in guessing what milady will buy for the next fall season irrespective of price.

## JOB DUTIES

New York buying trips! Maybe Paris! These sound enticing to the outsider who looks at the buyer's job. Such travel is prized by the buyer, even though some buying trips may involve long, pressure-filled hours of work. Store policy and the availability of suitable merchandise determine where the buyer finds his wares. The majority of Bay Area buyers travel at least once or twice a year to New York, Chicago, or other concentrated markets. Their trips to Los Angeles may be even more frequent. A few experienced buyers make yearly trips to Europe in search of such goods as fine glassware, linens or perhaps gloves. For some lines, as California sportswear, San Francisco and Los Angeles constitute the best markets. Thus, buyers for such lines need not go far afield. And, of course, much merchandise is purchased from salesmen's samples brought to the store.

Neither crystal ball nor personal taste direct the buyer in his purchases. He must analyze his sales statistics and study his customers. This he must do if he is to buy merchandise with sufficient appeal and in the correct quantity to bring about its rapid and profitable sale. He knows where basic stock can be found and is alert to suppliers who offer better prices or better quality. A constant search for new items to sell is part of his job. He should be acutely sensitive to trends.

No less important than the actual purchasing of stock is the work the buyer does in establishing and following the budget for his department. Indeed, it is the budget that guides him in his purchases, for it tells the buyer how



File under BUYER II (ret. tr.), 0-74.11



## APPENDIX D

### LAWS

1. Public Law 88-210, Vocational Education Act of 1963, pp 124-125.
2. Public Law 88-214, Manpower Development and Training Act of 1962, pp 124-125.
3. Public Law 88-452, Economic Opportunity Act of 1964, pp 126-127.
4. Public Law 89-10, Elementary and Secondary Act of 1965, pp. 126-127.

## GENERAL PROVISIONS OF SOME RECENT LAWS AFFECTING VOCATIONAL EDUCATION

Public Law 88 - 210  
Part A  
Vocational Education Act of 1963

Public Law 88 - 214  
Amended by Public Law 89 - 15  
Manpower Development and Training  
Act

Purpose: To maintain, extend and improve existing Vocational Education programs; to develop new programs; and to provide part-time employment for youth who need it to continue their vocational training on a full-time basis.

Some Provisions

1. All new money from the Act and 10% of money for Home Economics under the Smith-Hughes and George-Barden Acts must be used for occupational training.
2. Funds are appropriated for Vocational Education rather than for specific areas.
3. Persons eligible to receive vocational training are:
  - High school students
  - Persons who have completed or left high school (including those in 13th-14th year program)
  - Persons in labor market who need training or retraining
  - Handicapped persons (academic, socio-economic, or other).
4. The Act provides funds for area school facilities, including construction and equipment.

Purpose: To provide occupational training or retraining to unemployed and underemployed persons.

Major Provisions

1. This is a cooperative program administered jointly by the Employment Service and Vocational Education.
  - Employment Service determines occupational training needed, selects the trainees, takes care of placement and follow-up of trainees, and administers all allowances paid to trainees.
  - Vocational Education is responsible for the training program and assists with the follow-up and evaluation of trainees.
2. Trainees include:
  - a. Adults who are
    - unemployed
    - have been wage earners at least two years
    - are heads of households
  - b. Women who are not heads of households, but are supplementary wage earners
  - c. Single members of family without dependents where head of household is unemployed

Vocational Education Act of 1963  
(cont.)

Manpower Development and Training  
Act (cont.)

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. At least 3% of a state's allotment must be used for ancillary services including:</p> <ul style="list-style-type: none"><li>- Teacher Education, Supervision</li><li>- Vocational Guidance</li><li>- Curriculum Materials</li><li>- State Administration and leadership</li><li>- Program Evaluation</li><li>- Research</li></ul> <p>6. Ten per cent of the Federal funds appropriated are reserved for the United States Commissioner of Education to make special grants for research, experimental and pilot programs.</p> <p>7. The Act provides a work study program for full-time students (15-21) who meet certain requirements, to help them stay in school through part-time employment either by the local educational agency or some other public agency or institution.</p> <p>8. The Act calls for an evaluation of the total vocational program by January 1968 and every five years thereafter.</p> | <p>d. Youth (17-21) if completely separated from the public school and in separate classes from adults. These programs are provided for:</p> <ul style="list-style-type: none"><li>- youth centers in urban areas</li><li>- youth who are socio-economically handicapped.</li></ul> <p>3. Training allowances, administered by the Employment Service, are paid to eligible trainees meeting certain qualifications. If training is away from the place of residence, subsistence and travel allowances are paid in addition to training allowance.</p> <p>4. Costs of these programs are financed with 100% Federal funds through June 30, 1966. After that date, the vocational training phase must be matched - 10% State or local funds (in cash or kind) with 90% Federal funds. Training and subsistence allowances will remain at 100% reimbursement.</p> <p>5. Training program is on a full-time basis for length of time needed, up to 104 weeks.</p> <p>6. This program has been extended to June 30, 1969.</p> |
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## Public Law 88 - 452

## Economic Opportunity Act

## Public Law 89 - 10

Elementary and Secondary Education  
Act - 1965

Purpose: To create new opportunities and expand existing ones for young people to obtain work, education, and training.

Title I YOUTH PROGRAMS

Part A: Job Corps to provide education, work experience, and vocational training in conservation camps and residential training centers for youth (16-21) from low-income families.

Part B: Work-training programs to help youth (16-21) stay in school and gain work experience.

Part C: Work study program to provide employment opportunities to enable low-income youth to enter or continue college-level education.

Title II COMMUNITY ACTION PROGRAMS

Part A: Provides grants for financing anti-poverty programs carried out on a community level.

Part B: Provides grants to states for basic education and literacy training to adults (18 and over).

Purpose: To strengthen and improve educational quality and opportunities in the nation's elementary and secondary schools.

Title I EDUCATION OF CHILDREN OF LOW-INCOME FAMILIES

Provides financial assistance to local educational agencies to provide educational programs for children of low-income families.

Title II SCHOOL LIBRARY TEXTBOOKS, AND OTHER INSTRUCTIONAL MATERIALS

Provides money for such items as books, periodicals, magnetic tapes, records, and other printed and published materials. Each state develops own plans for use of these funds considering state laws and needs of children and teachers for such materials.

Title III SUPPLEMENTARY EDUCATIONAL CENTERS AND SERVICES

This is a five-year program to provide special personnel, equipment, and other costly educational services not normally available, such as guidance and counseling, remedial instruction, school health services, language and science labs, etc.

## Economic Opportunity Act (cont.)

Elementary and Secondary Education  
Act - 1965 (cont.)

Part C: Provides for a clearing house to help place needy children in foster homes.

Title III SPECIAL PROGRAMS TO  
COMBAT POVERTY IN  
RURAL AREAS

Part A: Grants and loans to low-income rural families

Part B: Assistance to migrant workers and families

Part C: None

Part D: Indemnity payments to dairy farmers who have suffered loss in the use of government chemicals

Title IV LOANS TO ASSIST SMALL  
BUSINESSES

Title V WORK EXPERIENCE PROGRAM  
FOR UNEMPLOYED FATHERS

Title VI ADMINISTRATION AND  
COORDINATION

Includes V I S T A program

Administration of Act

Title II, Part B, is administered through the Adult Education Division of the State Department of Education. All other parts of the Act are administered by other agencies or groups.

Title IV EDUCATIONAL RESEARCH AND  
TRAINING

Authorizes the establishment of a series of national and regional educational laboratories, providing support of educational research, development, dissemination and training.

Title V STRENGTHENING STATE  
DEPARTMENTS OF EDUCATION

Provides funds for the development, improvement, or expansion of programs and projects to improve the effectiveness of State departments in such ways as educational planning on a state-wide basis, the identification of educational problems and needs, and the evaluation of educational programs.

APPENDIX E

QUESTIONNAIRE USED DURING

INTERVIEW OF EMPLOYERS

FROM THE FOLLOWING STORES:

Penny's Department Store

Macy's Department Store

Singer Sewing Machine Company

Montgomery Ward

Weinstock-Lubin Department Stores

## OPEN END QUESTIONNAIRE

ESSENTIAL    NON-ESS.    DESIRABLE

_____	_____	_____	Personal appearance (health and grooming)
_____	_____	_____	Business (typing, math, etc.)
_____	_____	_____	English and writing
_____	_____	_____	Apprenticeship or inservice or work experience
_____	_____	_____	Fashion background
_____	_____	_____	Art background
_____	_____	_____	Textiles
_____	_____	_____	Consumer problems (Money Mgmt.)
_____	_____	_____	Personal traits
_____	_____	_____	Poise
_____	_____	_____	Physical Stamina (Health Educ.)
_____	_____	_____	Leadership
_____	_____	_____	Resourcefulness
_____	_____	_____	Special vocabulary
_____	_____	_____	Voice training
_____	_____	_____	Table service
_____	_____	_____	Cooking
_____	_____	_____	Business courses
_____	_____	_____	Business law
_____	_____	_____	Psychology in management
_____	_____	_____	Interior decorating background
_____	_____	_____	Use of business machines
_____	_____	_____	I.B.M.
_____	_____	_____	Cash register
_____	_____	_____	Comptometer
_____	_____	_____	Aid-Burroughs (Automation)
_____	_____	_____	Bookkeeping machines
_____	_____	_____	Adding machines
_____	_____	_____	Use of household equipment
_____	_____	_____	Sewing machine
_____	_____	_____	Electric
_____	_____	_____	Powered
_____	_____	_____	Large and small household equipment
_____	_____	_____	Chemistry
_____	_____	_____	Nutrition
_____	_____	_____	Social Sciences
_____	_____	_____	Marriage and family
_____	_____	_____	Child development