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The purpose of this study was to present the new women's studies program for the community college. The study advocated consciousness raising for females at all levels of public instruction, but this paper was limited to the community college. The program outlined would seek to help women to assume a more equal position in American society.

The initial phase of the study sought to prove that women are second class citizens in America. For example: women hold none of the presidencies in the top 100 United States business firms. There are no women governors, nor attorney generals in all the 50 states. In addition, state legislatures across the country comprise approximately 7,000 positions. Only 300 of these positions are held by women. On the federal level, the Senate is an all-male club. In the House of Representatives only Edith Greene of Oregon holds any really important committee power. In the working world, women in

blue collar positions face grave problems of overt discrimination. They are often paid less, denied advancement, refused maternity leaves, and are usually the last hired and the first fired. In the professional world, women have made scant headway in the last 30 years. In medicine, fewer women are accepted now than in the 1920's. In the legal profession, upward mobility is almost nil. Barely one percent of all the nation's judges are women. In education, women are abundant on the teaching staffs in elementary and secondary schools. However, they are rarely promoted to the principal level. Women are also well represented on community college teaching staffs, but almost never rise to upper echelon administrative positions. In higher education, the problem is even more severe. Women encounter blatant discrimination in graduate school, the first pre-requisite to higher education teaching and administration. The number of women holding associate and full professorships in American universities are almost non-existent.

Some of the sociological effects of "keeping women in their place" can be seen in the rising rates of females involved in: child abuse, drug usage, desertion, divorce, and suicide. Another major problem is that the number of families headed by women continues to grow. Many of these families exist in poverty.

The second phase of the study explored the traditional areas of societal leadership, to ascertain what they were doing to alter these

conditions. The groups under investigation were all the major Christian denominations and Judaism. Next studied were labor unions with 30 percent or more female members. Professional and fraternal organizations were also queried. It was concluded that none of these organizations had any structured plan to alter the existing situation for women. The writer then accepted the proposition that the greatest existing societal change agent was the public school system, specifically for this study, the community college.

The final phase of the study concerned a detailed plan for the aforementioned new program. Several existing community college women's programs were profiled. Their relative strengths and weaknesses were explored. The major flaw noted in many of these programs was their insistence upon separatism, a "women only" policy.

The program envisioned in this paper decries the concept of separatism. Its guiding principle is the creation of greater understanding between people. All classes would comprise both male and female students. Women can hope to alter their position in society very little if they exclude men from this kind of program. The latter group needs to gain more sensitivity to the problem, not increased hostility, which would be the result of exclusion.

This new program would be under a Special Programs Director who would also be responsible for courses aimed at others with

societal problems such as: ethnic minorities, the handicapped, and the aged. Interaction of all these groups with each other and the rest of the student body would be stressed. The program would offer women awareness courses, vocational training, job placement, group therapy, community activity, and competent, low cost, child care.

Finally, the study endeavored to prove that the program could be initiated on almost any campus using the existing facilities and, in many cases, existing personnel.

WOMEN'S STUDIES: A NEW PROGRAM
FOR THE COMMUNITY COLLEGE

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Typed by Cheryl E. Curb for Raylene Denise Goltra

DEDICATION

To my Mother, Father and Husband.

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WOMEN'S STUDIES: A NEW PROGRAM FOR
THE COMMUNITY COLLEGE

INTRODUCTION

"Great change may be produced in a society
by the elements of mass education and
right thinking."

Mao Tse-Tung

There were few places in the twentieth century world where women enjoyed as little status as they did in pre-revolutionary China. Women were allowed no education, could be sold as readily as cattle, were the first to be killed in any food shortage, were denied the right of worship, and ultimately committed suicide by the thousands. Jack Belden, the correspondent, made this observation. "In the women of China, the Communists possessed one of the greatest masses of disinherited human beings the world has ever seen" (10, p. 317). In just two decades, the country's leadership has not only pulled women into a full societal partnership, but Chinese women have almost completely erased their centuries-old image. The Chinese achieved this sociological feat through a massive program of re-educating the public. In America, the situation is certainly less severe, but nonetheless painful and inhibiting to many women.

We could alter the situation by instituting special education programs in elementary and secondary schools and community colleges. This study concerns itself with the latter, or community

college plan.

Delineation

This study will attempt to outline the problems facing women in modern American society, with a view to education as the means of alleviating many of these problems.

Delimitation

The study will be limited to two minor or supportive areas, and one major area of investigation.

The minor areas are:

1. The rationale for the study: a discussion of the current problems facing American women.
2. A review of data in the field and an analysis of existing women's studies programs.

The major area of the paper is a proposal for a new community college women's studies program.

Definition

The essence of the study will state the nature of this new women's studies program in detail.

I. RATIONALE FOR THE STUDY:
THE CURRENT PROBLEMS OF AMERICAN WOMEN

"Even though women can vote, hold property,
and own their own bodies, all the social
apparatus of inferiority remains. "

Isaac Asimov

It is beyond the scope of this paper to trace all the reasons why women find themselves in their current predicament. It is the assumption of this study that American women are second-class citizens, and try to postulate a program that will help to erase the situation.

This second-class citizenship manifests itself in many different ways. For the sake of organizational clarity, some of the problems women face were divided into the following categories:

- I. Problems of Women in the Working World
- II. Problems of Women in the Home
- III. Problems of Women in Government.

Problems of Women in the Working World

Women constitute nearly 45 percent of the American labor force, yet they occupy less than two percent of this nation's highest paying jobs (27).

Blue Collar Workers

Women face grave problems of overt discrimination in many Blue Collar jobs. They are often paid less and denied advancement. They are rarely allowed maternity leaves, are subject to verbal abuse by male co-workers and foremen, are denied certain employee benefits (given to their male colleagues), and are the last hired, the first fired (67, 3, 36). These observations were made in visits to the Portland locals of national organizations.

The Bookbinders and Bindry Workers Union

Approximately 60 percent of this organization's membership are women. The union maintains a four-part classification system: Journeyman I, Journeyman II, Class B and Common Laborer. Journeyman I is the top of the pay scale. The tasks include: machine sit-up, moving skids of paper, and cutting paper. There are no women in this classification. The rationale for their exclusion was the heaviness of the paper skids. The skids are enormously heavy, it is true, yet no one moves them manually. An electric, hydraulic truck is used. This writer, a woman of average strength, found no difficulty in moving the skids in the same way a Journeyman I does on the job (58).

Journeyman II is next on the pay scale, performing assembly-line work such as stitching. Class B is analogous to an apprentice.

Most of the women in the organization are in these last two categories.

The last class, common laborer, has about equal male and female representation. The major function of this group is cleaning-up.

The union controlled benefits vary greatly from male to female. Insurance benefits are always less for the women workers who do not qualify as union recognized "Heads of the Family," and since they never advance to Journeyman I, their retirement benefits (based on salary) are always low (58).

There are no special programs now, or in the future, that would alter the situation for women in the Bindry and Bookbinders Union.

The Retail Clerk's Union

This union has over 4,000 members in the Portland urban area. The pay scale is based upon hours of experience and undefined values. These undefined values, never clarified, decide the job category and pay scale. However, these values do seem to belong primarily to the males in the organization, causing them to rate a higher job category (65).

Approximately 95 percent of the women in this union are in the lowest paying categories. The remaining five percent that reach the higher scale are almost all pharmacists (65).

The chances of advancement to a managerial position for a serious woman in this work area is remote. For example, one of the city's largest retail clerks work forces is employed by Fred Meyer. Their male to female management ratio is 30 to 1 (65).

Bakery and Confectionary Workers

Men hold all the high paying positions in this organization. The discrimination rationale is based upon the idea that only men can do the heavy work that is involved in baking. The "heavy work" was finally admitted to be lifting about 35 pounds (56).

The Bakers' contract lists 20 different job classifications with the highest pay for a Journeyman Baker.

Hiring is done by employers, who are also responsible for on-the-job training. However, if a foreman does not wish to train employees to improve their job classification, the Union does not pressure him (56).

All the women in this Union are siphoned off into the low paying categories as demonstrators and cake decorators. There is no special action now, or future plans to advance the position of women in the Bakery and Confectionary Workers Union (56).

Dry Cleaning and Laundry Workers

This union expressed a positive attitude towards the plight of its female workers since they are 95 percent of the union's membership. However, all the top paying jobs are held by the five percent male employees. The union is quite weak and feels that it is the employers who are discriminating. Since pension, medical and life insurance plans are all based upon accrued salary, women again receive proportionately less. The union states that it is pressing for reform, but so far the results are not encouraging (59).

International Association of Machinists and Aerospace Workers

This Portland union, while not reaching nearly the size of its California and Washington counterparts, nevertheless gives one a view of conditions in those areas, too.

Again, almost all the female employees are on the line, in assembly work. No women shop foremen could be found, even though some women had as much as 20 years experience, and were interested in "moving up" (61).

Discussions with the union officials disclosed that they had no current or future plans to open up these advanced positions to their women workers (61).

Women in the Professions

Medicine

The number of women in medical practice in this country continues to hover at approximately eight percent. Women medical students at most universities still complain of discrimination in admittance, grading and placement (36).

The Kaplan Report, a seven year investigation of prejudice towards women medical school applicants conducted under the auspices of the National Institute of Mental Health, found 95 percent of all American and Canadian schools practice overt sexual discrimination (36).

The actual percentage of women accepted in American medical schools was less in 1966 than it was in 1929 (36). However, some schools on the East coast seem to now be modifying some of these policies. For those who finally pass the entrance procedures, and manage to graduate, they will face great difficulty in finding a job, and will generally make less money during their working years than their male colleagues (36).

The American Medical Association has no plans to alleviate this situation, and barely acknowledges its existence.

The Legal Profession

Of the three professions profiled here, the legal profession is considered most progressive in its acceptance and treatment of women. Yet again, they undergo discriminatory acceptance practices, difficulty in finding good positions, and overall, will make significantly less money than males in law (36). A recent study in the Michigan Law Review shows that men increase their income lead over women in this profession to a point of \$18,000 per year (97).

Upward mobility for women in law is almost nil. Barely one percent of all the nation's judges are women. Women with law practices earning over \$20,000 a year comprise almost the same percentage (100).

Education

The teaching profession has massive female representation in its elementary and secondary ranks. Yet, rarely are they able to rise to department chairmanships or become principals. Portland City School District is a good example. There is only one woman administrator in the district office, and 127 schools in the city can boast of only 15 women principals, 13 of which are in elementary schools (64).

Women are generally well represented on community college teaching staffs, but again, seldom advance to division heads, and

almost never to deans or presidents. Again, Oregon is a good example. This state's community college system has only three women in its administrative ranks, while it has over 200 administrators (75).

In higher education, the problem is even more severe. Women generally encounter blatant discrimination in graduate school, which is the first pre-requisite to higher education teaching and administration. They have difficulty gaining admittance to many programs, must "out-perform" their male colleagues, and are the last considered for financial grants (21, 34, 36, 73).

The difficulty increases for them, as they attempt to compete with men in the higher education teaching and administration field. Several excellent studies have been done on the plight of women staff members in the universities of this country:

"Salary Study at Kansas State Teachers College," American Association of University Professors Report 1969-1970

"Discrimination Against Women Teachers at Eastern Illinois University," Women's Equity Action League Report, 1970

"Report of the Subcommittee (U. S. Congress) on the Status of Academic Women on the Berkeley Campus," May, 1970

Report on Women Academics in Oregon's Higher Education System¹(36).

¹The National Organization of Women Oregon Report has not yet been published; however, this writer was allowed to view the staff's raw data.

The major difficulties for women in this area stem from the lack of fairness in hiring, small chance to increase academic rank, and the impossibility of advancing to administrative levels.

Problems of Women in the Home

With the end of World War II, and the return of men to the working world, American women returned to the home. The impetus for equality, so brightly envisioned by the feminist leaders in the 1920's and 1930's, was traded in for the dishpan in the 1940's and 1950's.

The reasons for this retreat are complex, and beyond the scope of this report. However, it is interesting to note in passing, two of the most widely publicized theorists: Betty Friedan, in her pioneer work, The Feminine Mystique, saw this retreat as a kind of tacit conspiracy by the Madison Avenue clique, to make women happy, mindless, home-bound consumers (28).

Carol Andreas in Sex and Caste in America, sees the suppression of women as a basic element in unbridled capitalism.

When the base of a society's economic system is capitalism, and especially when its political base is some form of oligarchy... it is likely to depend on the nuclear family to maintain the concept of property rights and to socialize or train individuals to accept hierarchical relations between people... Thus individuals are motivated to work, consume, accumulate and behave politically in ways that are most likely to maintain a competitive economic system. (3, p. 92-93)

The legions of happy homemakers idealized by Redbook, McCalls, The Ladies Home Journal, and portrayed by Doris Day in the 1950's began to shout for change in the 1960's. The romanticizing of women's homemaking role helped to cover these disturbing realities. Divorce and separation rates are climbing. Sociologist Ruth Winter, in her series "The Marriage Mess," paints the following unromantic portrait.

According to Census Bureau statistics, if you are between the ages of 27 and 31 today, the chances are one in three that by the time you reach 70, you will have been divorced. But divorce is formal separation. What about desertions? Statisticians estimate that in urban areas desertions outnumber divorces. It is known that between the decade 1958 and 1968, the number of children involved in divorce and annulment per 1,000 under 18, increased more than 50 percent. . . One child in eight in America today lives in a one-parent home, or with relatives other than parents. (101, p. 19-24)

In 90 percent of the divorce or separation cases, when a child was left with one parent, it was the woman (27). Hampered by a lack of education, and forced into the lowest working positions, or into the welfare system, American feminine family heads had a median income in 1966 of \$2,150. This figure was for those with no male in the household, and the responsibility of one or two children. Those with three or more children had median incomes of \$2,700 (32, 36). In this country, 61 percent of the poor children live in families headed by women (94). Neither the job or poverty situation has improved;

if anything, it is worse. Elizabeth Koontz, Director of the Women's Bureau in the Labor Department, states that a woman working full time in 1970 earns only 57 percent of a man's income, down from 64 percent in 1955. The median income for women working full time in 1970 was only \$5,082 (47).

There has been a dramatic increase (since 1950) in the number of housewives admitted to mental hospitals, or undergoing treatment on an out-patient basis (7). Police statistics also cite growing drug and alcohol abuse among women in the home (63). Coupled with the above are figures showing a dramatic increase in suicides among homemakers in the 30 to 60 age grouping (27). The numbers of battered children whose antagonist is the mother, is reaching epidemic proportions (2, 6, 31). This writer does not wish to imply that all women who function in the home are miserable, poor and unstable. However, it is important to realize the depth of the problem. Many marriage counselors would go so far as to state that 60 percent of all the married women in this country are unhappy (11, 28, 40).

The reasons for this unhappiness are myriad and deeply ingrained in the American way of life. Most boys are taught from childhood that they are societal leaders and women exist to help, and to share, never to compete as equals (87). Mothers tend to pass on their experience to their children. The boys will be leaders, the girls followers. It is an act largely without malice, but without

understanding that times have changed (23). It is the young man's sexual skills that women depend upon. Few young men (any more than young women) have progressed beyond out-moded Freudian concepts about female sexuality. Therefore, the number of women who experience great pleasure in sex on a regular basis is relatively small (46, 76, 78).

With so little understanding of each other, and seeing only surface, traditional stereotypes, men tend to consider their women as property or fixtures. Conversely, women see men as someone to manipulate, cajole, or deceive. An honest relationship, based upon equality, is impossible under these circumstances.

Finally, it seems that these crises for women in the home are heightened by the population explosion. It is becoming less and less fashionable to have large numbers of children. Also modern science has uncoupled the relationship between sex and childbearing.

Americans, due to limitations in space and increased mobility, began by the 60's to live in smaller homes with only the immediate or nuclear family. The result has been that the woman who functioned as a professional housewife had less and less to contribute that was prized by society. As Issac Asimov sees it, labor has also changed drastically, from "big muscle to little muscle jobs," (4). Thus no labor is really beyond a modern woman's capacity.

If the manner in which an individual found her entire means of expression becomes passe, then she must change too, or be the 21st century equivalent of the Edsel.

Women in Government

Few women have held political power in this country.

In the 51 years since Jeannette Rankin took her seat as the first woman to be elected to the House of Representatives, 67 women have served in Congress, the vast majority of them having been elected to fill unexpired terms of husbands who had died while in office (42).

Only two have risen to any position of importance within Congress. Edith Green from Oregon, and the recently defeated Margaret Chase Smith of Maine. Recently elected Congresswomen complain of unimportant committee assignments, and frequent derision by their male colleagues (16). Shirley Chisholm constantly reminds constituents that she has been more discriminated against as a woman than as a Black American (16). She also complains about the treatment she receives in the House from her male colleagues. At this writing the U.S. Senate is once again an all male club, having lost its lone female senator.

No woman serves as Governor, or even Lieutenant Governor, for any state in the union. No state has a female Attorney General; indeed, there was only one (in Pennsylvania for a short period) in

American history (100). In state legislatures across the country, comprising approximately 7,500 positions, women only hold 300 such jobs (100).

II. THE DESIGN OF THE STUDY

"Before one can produce great change in a society, one must be possessed of a grand design, a workable plan."

Ignatius Loyola

This study was designed to accomplish the following:

- I. To demonstrate from the use of literature in the field that women are second class citizens in modern America. They are second class in:
 - A. Their lack of educational opportunities.
 - B. Their lack of political power.
 - C. Their inability to progress in, or even enter, many fields of work.
 - D. Their own limiting view of themselves.
- II. To gain a practical knowledge of the problems facing women by conducting a set of personal interviews. Those interviewed constitute the functioning core of American society:
 - A. Professional Associations
 - B. Labor Unions
 - C. Major Religious Groups
 - D. Major Fraternal Organizations
 - E. The Educational Establishment
 - F. Political Leaders

- III. It was ascertained from both the literature in the field and through personal interviews that women are objects of discrimination. It was then necessary to see if any of the traditional societal leaders (i. e. , school, churches, unions, etc.) were attempting to alter the situation. Again through the use of literature and interviews, it was decided that a few programs exist, but they are small and reach only a tiny portion of society.
- IV. Since this writer accepts the proposition that the public school system is the greatest change agent in society, it was necessary to study those schools that had begun women's studies programs. The schools chosen had programs that seemed to best represent what was occurring across the nation. One school was urban, with a depressed minority population, one was rural, and three were suburban. The programs moved from the very ambitious to those with only occasional guest lecturers.
- V. Finally, having noted the problems women are facing, and society's general inaction, and studying the college programs in existence for their successes and failures, the plan described in this paper was conceived.

III. A REVIEW OF DATA IN THE FIELD

"Instruction is, after all, an effort to assist or to shape growth... (because) the single most characteristic thing about human beings, is that they learn. "

Jerome S. Bruner

Literature

Government Publications

The singlemost helpful work in this category was the double volume Discrimination Against Women, Hearings of the House Committee on Education and Labor. This publication covered all aspects of discrimination: in the working world, by financial institutions, welfare abuses, and the psychological manifestation of having an inferior status in society.

Other important works were: The Women's Bureau Reports from the U.S. Department of Labor, and the important 1968 Fact Sheet on the American Family in Poverty. This report has a detailed account of the poor families in America that are headed by women. The Department of Health, Education and Welfare has two very special publications for this study: Federal Interagency Child-Care Requirements and The Task Force on Welfare Women and Their Families.

Private Studies and Manuscripts

The Russel Sage Foundation has a most informative work edited by Abbot Ferris: Indicators of Trends in the Status of American Women. This is a gold mine of information about women in difficult areas to research such as: suicide rates, work time lost due to pregnancy and sickness, facts on the number of women who are designated household heads, drug abuse among women, length of education for women and female occupation trends.

The three unpublished manuscripts used were: Barton and Andrew's Community Services to Battered Children, which discusses not only the local problem, but cites the growing trend in abused children across the nation. Another work was a pamphlet from Diablo Valley College outlining the design of a comprehensive women's studies program at the college. It is most interesting as it represents the classic form of a separate program, as opposed to the integrated program espoused in this paper. Finally of great interest was the O. S. P. I. R. G. report on the discrimination against women in the Oregon marketplace.

Articles

This was by far the largest area in the literature section, as women's studies is a new concept and much of the research had to be

current in nature. Brief, but informative, articles on the boom in women's studies courses are discussed in the following: Loucheim's "Men and Women Studying Women" from The Washington Post, Miller's "Newest Course on Campus: Woman's Studies" from The New York Post, Mirow's "Interest Here Grows in Women's Studies" from The Cleveland Plain Dealer, Somerville's "Women's Studies" from Today's Education, and finally White's "Women's Studies Gain a Toehold" from The Christian Science Monitor.

The problems of working women were discussed in the following articles: Lyon's "Statistics Tell the Story" from The Oregonian and Peterson's detailed study on "Working Women" from Daedalus. Both of the articles deal with the difficulties that women face in discriminatory hiring and paying practices. Another important work is the often reprinted study by White on the plight of "lady lawyers," taken here from A Sociology of Women where it was reprinted from the Michigan Law Review. The aforementioned House Hearings have hundreds of pages on the evidence of discrimination against women in the working world.

The negative effects of sexism and discrimination on women's personality structure were catalogued in these articles: Bettelheim's often-quoted essay from Harpers, "Growing Up Female," Eliasberg's "Are You Hurting Your Daughter Without Knowing It?" from The American Sisterhood, Moss' "It Hurts to be Alive and Obsolete,"

from The Sisterhood is Powerful, and Standard's "The Mask of Beauty," from Women in Sexist Society.

New findings in female sexuality, disputing Freudian concepts, are detailed in: Thompson's "Some Effects of the Derogatory Attitude Towards Female Sexuality," from The American Sisterhood, Shulman's "Organs and Orgasms," from Woman in Sexist Society, and Sherkey's "A Theory on Female Sexuality," from The Sisterhood is Powerful.

Discrimination in graduate school and in the higher education teaching fields are discussed in these articles: Bayer and Aster's "Sex Differences in Academic Rank and Salary Among Science Doctorates in Teaching," from the Journal of Human Resources, Graham's "Women in Academe," from Toward a Sociology of Women, and Roby's "Structural and Internalized Barriers to Women in Higher Education," from The Sisterhood is Powerful.

Finally, the two most important essays, for this study, on equality between the sexes were: Asimov's lighthearted, "Uncertain, Coy and Hard to Please" from Fantasy and Science Fiction, and the often reprinted, Rossi's "Equality Between the Sexes: An Immodest Proposal" from Daedalus.

Books

Major works that give the reader a good historical background on women's role in society are: DeBeauvoir's The Second Sex, Friedan's The Feminine Mystique, and Reeve's Womankind.

On the working woman, these books were most frequently consulted: Smuts' Woman and Work in America, and Turner's Women and Work.

The difficulties facing women in political life were described in Lamson's Few Are Chosen, Gruberg's Women in American Politics, along with articles by Shirley Chisholm and Edith Green.

Sociological overviews of woman's status in American society are discussed in Safilios-Rothschild's Toward a Sociology of Women, Reische's Women and Society, and Sullerot's Woman, Society and Change.

The most informative of the anthologies were: Morgan's The Sisterhood is Powerful, Gornich's Woman in Sexist Society and The American Sisterhood.

In developing the structure and philosophy for the new women's studies program, this writer relied upon concepts embodied in: Taba's Curriculum Development Theory and Practice, Bruner's Toward a Theory of Instruction, Becker's Beyond Alienation and what seemed to be the strongest points in the programs of the schools examined.

Correspondence and Interviews

The following people corresponded with suggestions for the program, or for information concerning schools that had pilot programs.

Ms. Carol S. Shapiro, Co-Director, Women's Action Alliance,
New York;

Ruby Sanborn, President, Oregon Chapter of National
Organization of Women;

Ms. Beatrice Cossey, Coordinator, Women's Re-entry
Education Programs - California;

Senator Betty Roberts, Oregon State Senator;

House Representative, Bella Abzug, New York.

The following people were questioned as to the programs at their respective colleges.

Ms. Evelyn Bonder, Director, Project Eve, Cuyahoga
Community College;

Ms' Taines, Brager and Falkes, Coordinators, Diablo
Valley College;

Dr. Leo Marlantes, Dean of Academic Affairs,
Mount Hood Community College;

Mr. David Lonberg, Director of Adult Education,
Johnson County Community College

Ms. Virginia Krebs, Coordinator, Johnson County
Community College, Service Program for Women.

Spokesmen for the following groups were queried as to the special programs they offered for women, and the relative status of their female members (or workers). By special programs, this writer is referring to consciousness raising -- equality producing programs, not simply recreational, charitable or skill improving activities.

A. Religious Groups

The Jehovah's Witnesses

The Roman Catholic Church

The American Lutheran Church

The Episcopalian Church

The Mormon Church

The Methodists

The American Society of Friends

The Unitarian-Universalists

The Christian Science Church

The Presbyterian Church

The American Conservative Baptist Church

Judaism: Orthodox, Conservative and Reform

B. Professional Societies

The American Medical Association

The Bar Association

The American Association of University Professors

The Oregon Educational Association

The American Federation of Teachers

C. Unions (with 30 percent or more female membership)

American Federation of Government Employees

Amalgamated Clothing Workers

Bookbinders and Bindry Workers

Communication Workers

Dry Cleaning and Laundry Workers

Aerospace Workers

Office and Professional Employees

Retail Clerks

Textile Workers

Regional Office of the AFL-CIO

D. Fraternal Organizations

The Eastern Star

The Portland Women's Club

The Hadassah

The Y. W. C. A.

Community College Women's Studies Programs

In addition to examining literature in the field and conducting interviews, five existing community college women's studies programs were carefully studied. These schools seemed to best represent programs in different parts of the country serving rural, suburban, urban and ethnic populations. The programs in these schools, like those across the country, varied from the comprehensive to those with only occasional guest lecturers. The schools studied were:

Cuyahoga Community College in Cleveland, Ohio;

East Los Angeles College, in Los Angeles;

Johnson County Community College in Overland Park, Kansas;

Mount Hood Community College, Gresham, Oregon;

Diablo Valley College in Concord, California.

Cuyahoga Community College

Cuyahoga is a multi-campus, urban college, servicing downtown Cleveland, with an enrollment exceeding 20,000. Its women's program is entitled "Project Eve." The concentration is upon assisting the adult woman in the surrounding community. The main thrust of the program centers on guest lectures on interpersonal relations and vocational counseling. There is no full-time director, but rather a chairperson, with other administrative duties. Each

year the college holds a "Project Eve Fair for Women," during which the school's offerings for women are publicized.

On a year-round basis, the school presents a specialized five-week series with a focus on careers in health, business and human services. Guest experts are called in to speak, and the series climaxes with a review of career materials and a discussion of job hunting techniques.

Another series that is a part of the regular school year is a two-day, each semester, session called "Decisions Toward New Directions." This series concerns itself with mature women who can benefit from small, guided group discussions.

The final aspect of Cuyahoga's program is its Vocational Counseling Service. The school maintains a year-round "Project Eve Counseling Center." There are two professional vocational counselors available by appointment. They also provide Career Institutes, a day-long discussion of the current employment picture, a career information library and a referral service.

East Los Angeles City College

This is one of the major city colleges in urban Los Angeles, with a large enrollment of approximately 15,000. The major ethnic group in the school, which borders the East Los Angeles Barrio, is Mexican-American. The familial traditions of this ethnic group

decry the concept of a liberated woman. Yet even in this Macho environment, women in the community, and in the school, have agitated for some kind of women's studies program.

Albeit a small program, one does exist. Each semester, a three-day "mini-course" is offered for both students and mature women in the community. The course consists of guest speakers presenting various topics of interest to women, and some career advice.

There is no director, but rather a few interested faculty members who put together the program on their own time.

Johnson County Community College

This is a suburban community college with a moderate enrollment of 3,000. The woman's studies program is under the auspices of the Community Services Department, Adult Education Division. The main thrust of the program is in a series of guest lectures called "Views." These are presented each Spring with topics such as: "The Pros and Cons of Open Marriage" and "The World of Women." These courses are described as follows.

The Pros and Cons of Open Marriage

"This course includes an exploration of new concepts of wifely roles, developing and understanding of communication techniques, and

consideration and evaluation of the guidelines as presented in Open Marriage by Nina and George O'Neil (19).

The World of Women

"A series designed to consider the potential of women; the advantages and problems of working; the meaning of being a feminine person; and to recognize and assess cultural influences and changes in our society," (19).

Child care is provided only for those women attending these lectures and participating in the limited vocational guidance program. The vocational program consists of a career conference with one of the regular members of the counseling staff, some interest survey exams, and the distribution of career leaflets.

Mount Hood Community College

Located in suburban Gresham, Oregon, the college also serves the rural communities of Boring, Sandy and Hood River. The enrollment is approximately 5,000.

There is a newly appointed administrative trainee who is overseeing the small program. The major administrator in charge is the Dean of Community Services. Only one real course is offered for three hours of credit entitled Women in Literature, wherein the instructor discusses the unique contributions of women to that genre.

There is a child care program for students and faculty alike, but it is tied to federal subsidies and therefore bound to inhibiting federal regulations (89). These regulations include: a certain number of toilets per child, said toilets must even be "child sized," a limited number of student and community aides, a specific and costly lunch menu, so much space per child, certain types of toys, specific kinds of fencing, to name just a few (89). The end result was that in order to comply with the federal standards, it cost the school an initial outlay of approximately \$30,000. The federal subsidies have failed to come close to that figure. With these expensive facilities, the school was able to serve only 30 children, a mere fraction of those who needed care. Now the federal government has passed even more stringent child care regulations, making federal subsidies even more impossible to obtain (93).

The most successful aspect of Mt. Hood's fledgling women's studies plan is its physical education program. The college has, alone among Oregon's community colleges, pioneered a competitive sports program for women. The school offers competitive activities in: basketball, volleyball, golf, tennis, baseball and track. These teams play other "varsity" feminine teams both in and outside the state. The women's teams have brochures, press coverage, snappy uniforms and all the general "hoopla" that goes so well with college sports.

Diablo Valley College

Of all the schools profiled, Diablo has envisaged the most extensive program. Its large enrollment (nearly 9,000) is diverse in age, ethnic grouping and economic background.

The college played host to a women's studies conference, with educators from all over the state on March 8, 1971. The following manifesto was issued to community college administrators across the state.

Released from ancient oppressive roles and inspired through the minority revolutions by a vision of equal partnership in world affairs, women are determined to assume the status of fully responsible independent citizens. They are flocking to colleges to prepare themselves for the responsibility which their status as the larger half of our country's citizenry demands. Like other disadvantaged groups entering traditional educational institutions in large numbers for the first time, they are calling for appropriate modification and enrichment of customary patterns. . . of the Open Door and Student Centeredness, are indeed sincere guidelines for education at Diablo Valley College, the measures outlined in this proposal must be implemented to allow women students to enter fully into the intellectual, personal and social development promised by our philosophy (102, p. 2).

The first move on the part of the Women's Committee (working in conjunction with the Dean of Instruction) was to initiate the following courses:

Women in Literature

Women in Art

Women in Societies Around the World

Social Psychology of Women

Women in History

All course work is in the form of electives. Men are tolerated, but not encouraged in these classes.

A full service child care program was in the planning stages during the initial interview visit in December of 1972. The Women's Committee hopes to establish this without federal funding. It will be largely subsidized by the college thereby enabling mature women, with responsibilities, to attend school.

A central part of this college's program is its Women's Education Center, which serves the following purposes (102):

1. To serve as a clearinghouse for students, faculty, and the community regarding needs of women, and programs and services of concern to them.
2. To act as liaison with the counseling department in articulating needs and services for women.
3. To encourage the development of women's organizations which can seek solutions to problems so far resistant.
4. To assist faculty in the development of courses and programs of special interest to women.
5. To establish a speakers bureau of faculty and students to explain the development of women's programs to concerned groups.

6. To maintain a supply of appropriate, current literature on women and their needs.

The center was staffed with one full-time secretary, and three female faculty members, who work half-time in the center, half-time in the classroom.

The Women's Committee also demanded that all new instructors be women, until a 50-50 male and female ratio in instruction and administration is reached. In conclusion, a Director of Women's Studies was proposed to be chosen from the ranks of Diablo's tenured female faculty members to act as a coordinator and "overseer" for the program.

Of the schools profiled, these three were visited and the programs observed:

East Los Angeles City College

Mount Hood Community College

Diablo Valley College

These schools, and their programs, were discussed through correspondence with the speakers and campus authorities:

Johnson County Community College

Cuyahoga Community College

Schools Visited and Programs Observed

East Los Angeles City College

In discussions with the students this writer found them to have a receptive attitude toward the program. However, there were these reservations. The faculty members, while devoted and energetic, lacked real understanding of the specific problems facing Mexican-American women. This was especially true of the poorer women from the interior of the Barrio.

Just about everyone felt the program should be enlarged. The lack of child care facilities was a major concern as this is an area where large families prevent many women from being able to take advantage of anything the school offers. It seemed unnecessary to these students to have a complete sports program for women. However, they admitted that their lack of interest in this endeavor was probably culturally induced.

As to specific changes that the students felt the program had made in their lives, the change most often cited was knowledge of legal rights. Many women did not even know that they had legal recourse after being physically abused. Other female students said that what they had learned made them feel more "like people." Two elderly women who could neither read nor write, were helped to find free, special education help. Soon, for the first time in their lives,

they will be able to interpret for themselves, and not be dependent upon others.

The administration was not very receptive to questions about the program. They seemed to view it as a small endeavor by some zealous faculty members, and that it would "fizzle out" soon. They have no plans to enlarge the program and could give me no data on community involvement.

Mount Hood Community College

The most often voiced complaint from interested students at Mount Hood is the paltry offering of women's studies courses and the restrictive child-care program. There is no special vocational guidance for women, or courses on legal rights, sexual knowledge, history, innovations in home management, or anything except "Women in Literature." The complaints about the child care facilities stem from the school's adherence to the new federal guidelines that admit only those children from welfare homes (92). Others must leave their children all day and pay a high fee. The result is only 30 children are in the child care facility which may be abandoned next year.

The most enthusiastic response was from the young women in the sports program. Mount Hood has an excellent overall sports program. It is consistently well run and innovative. Perhaps it is reasonable, therefore, that this aspect of women's studies at the

college should be the most successful.

The girls interviewed in sports commented that the program gave them a chance for self-expression. Some of them even plan professional careers in sports due in no small part to this innovative physical education project.

In discussing the concept of a comprehensive women's studies program at the school, the Dean of Academic Affairs was interviewed. He was very sympathetic to the concept and felt the program would benefit both students and community.

Since that interview in the Spring of 1972, the college has made several innovative steps where women are concerned. All salary differentials between males and females, in all categories, have been abolished. A young, energetic, and very capable, woman has been employed as a "Woman's Programs Coordinator." She has been given the necessary administrative and board support to begin some of the aforementioned much needed programs. The president and the upper echelon administration have also opened the administrative ranks to several women, thereby giving Mt. Hood the largest number of women community college administrators in the state.

Diablo Valley College

Since this school envisages the most ambitious of all the women's studies programs, it has been given the closest scrutiny by the writer,

of all the programs reviewed.

The initial visit to this campus was in December, 1972, when much of the program was still in the formative stages. The final visit was in May, 1973, after the project had been in operation for almost six months.

The position of director failed to materialize. Instead, three female faculty members have volunteered their time to act as cooperators. The various courses offered do not come under their jurisdiction, but rather that of the respective division chairmen. They do, however, wield a great deal of influence as unofficial leaders of the campus Women's Committee. The Committee "keeps tabs" on all women's activities, and serves as a resource body for the school administration.

Female students that were interviewed at Diablo were very enthusiastic about women's studies. They could find nothing in the program to exclude. However, they had the following complaints about parts of the proposed program that did not develop. The child care facilities that were planned never materialized. In lieu of federal funding, the Women's Committee decided to use Student Body funds. However, Student Government officers turned down the project at the last minute. The young men in student government could not identify with the needs of mature women with children. Another complaint expressed, here and elsewhere, was the lack of good

knowledgeable vocational counseling.

The student turn-out in specialized courses, for guest lecturers, and in the Educational Center, has been quite good. Most of those interviewed felt some change had taken place in their lives as a result of the program offerings. For some it was an entirely new concept of self-worth, a new idea of what woman has been and can be. For others it was the chance to meet sympathetic women, and have access to feminist literature and ideas.

In discussing the program with those in the Dean of Instruction's office they assured me that they considered the program a success, and that it would be a stable part of the school's permanent programming. Questions put to the Dean's staff about the inequities in male and female personnel will be largely answered in the staffing of their new addition. Diablo is expanding with a new campus at Pittsburgh which will meet the federal government's Affirmative Action Declaration (66).

The following schools could not be visited due to distance. However, correspondence and telephone interviews gave us a good deal of information on the success of their programs.

Schools Studied by Correspondence

Johnson County Community College

This program is geared to the mature, off-campus woman in a rather affluent suburban community. The coordinator has been careful to devise a program with course titles relating to the woman in a family or social role. Anything that seemed like women's liberation, or consciousness raising, was deemed an anathema in this rather conservative community or so said the school's spokeswoman (62).

The Johnson County Community College program has had an immense appeal to women in the community. The program has included over 300 women this year. The coordinator feels that one reason for the large turn-out was a realistic approach to women's problems of work and self-realization. The theme of interdependent needs for all members of a family (or society itself) are stressed.

Another concept of this program was a part-time work service for women with some college training. The school attempts to educate employees to the talent pool in their midst. The guiding concept is that many women with home responsibilities can expand themselves by working part-time and for some it means "keeping their hands in," and eventually returning to fields they may have previously given up for the home.

Cuyahoga Community College

This college, like Johnson County, is aiming its program towards the mature woman in the community. The classes and guest lectures are all offered on a non-credit basis.

The enrollment hovers at close to 200 and is growing. Its major emphasis is upon counseling to help these women find some worthwhile work in the Cleveland area. Those who cannot be placed are being encouraged by Cuyahoga's program to increase their job skills at the school.

The chairwoman of the "Project Eve" program assured this writer that the program is going to be a permanent part of the school's Community Services Project. She did state that no plans were in order to offer any special courses or programs for younger on-campus students. One pilot program for non-credit had been tried briefly, but student enrollment did not warrant its continuation (57).

IV. A PROPOSAL FOR A NEW WOMEN'S STUDIES PROGRAM

"For those who are conscious of their oppression as men and women---kept in anxiety about their worth and identity as human beings because they must "make it" as a man or a woman member of a sexist society---new possibilities for freedom exist today. Never before, nor anywhere else in the world, have conditions been more ready for insuring the collective health and wealth of people without causing some to suffer for the advancement of others. To fear to take a stand on behalf of human freedom today is to stagnate in the midst of hopeless contradictions while others are daring to create a new and better world."

Carol Andreas

The "new possibilities" that Dr. Andreas speaks of could well be programs that combat sexism in community colleges across the country. These colleges are uniquely situated to assume this educational and community service role. They serve a large economic and ethnic cross-section of society. They are inexpensive, and through a far-sighted "Open Door" admissions policy, they are the most accessible of our educational institutions. Another of the major strengths of the community college is its flexibility to alter curriculum and institute special programs as the societal and industrial needs arise.

Traditional societal institutions such as churches, corporations, unions, professional associations, and fraternal groups, have no special programs to combat sexual discrimination on a widespread

basis². Many universities now have small programs, but these reach only an elite few. The university programs all too often advocate radical-chic rather than meaningful reforms.

The program envisioned here would have as its guiding principle the concept that it has been created to foster greater human understanding between people and to help women achieve an equal position in American society.

The program's description is broken down into the following eight areas.

1. Administrative Structure
2. Instructional Offerings
3. Counseling
4. Child Care
5. Community Services and Involvement
6. Placement
7. Resource Center

²The following churches were interviewed: The Roman Catholic Church, The American Lutheran Church, First Church of The Christian Science, Episcopal Church, The Presbyterian Church, The American Baptist Church, The Latter Day Saints Church, The Methodist Church, Jehova's Witnesses, The Society of Friends, and the Unitarians.

These fraternal groups were visited: The Eatern Star, The B'nai B'rith and the Portland Women's Club. Professional organizations were also queried: The American Medical Association, The Bar Association, American Association of University Professors, and the Oregon Education Association.

8. Implementation

Administrative Structure

The Program is to be administered by a Director of Special Programs (Appendix 1). This person will be responsible for such diverse offerings as: Women's Studies, Ethnic Studies, special programs for the elderly, for the handicapped and for any other justifiable "human need" project.

Following are the duties that would fall under the jurisdiction of the Director of Special Programs:

1. To plan, develop, help administer and evaluate all special programs and services offered by the college.
2. To work with the Dean of Instruction in the selection of empathetic personnel for the special programs' projects.
3. To assist and direct in the recruitment of people from the student body and community, to take part as learners in these programs.
4. To maintain a close liaison between the regional vocational market, and the offerings of the college.
5. To supervise the work being done by the special programs staff, in teaching, job placement, child-care and counseling.
6. To conduct continuous research on the problems of the groups serviced by the program, and issue annual reports to the

college community and state department of education.

7. To set up and maintain an advisory council consisting of students, faculty, and community members, who are representative of the groups serviced by the program.
8. To accept and perform other related assignments and responsibilities as may be delegated by the president and appropriate deans.
9. To provide, on a continuous basis, faculty and administrative workshops to acquaint college personnel with the specific problems of those serviced by special programs.
10. To act as a liaison figure between vocational and academic areas on campus.
11. To work towards actively breaking down old barriers toward women and ethnic minorities in the vocational fields.

The Director's staff would consist of seven full-time people: an Assistant Director, a child-care Supervisor, two Job Placement Specialists, two Counselors, and one Secretary.

The Assistant Director's tasks would be defined by the Director. In essence, this position would be considered as a "back-up" person for the Director. The child-care Supervisor would administer the on-campus child-care facilities. The Job Placement and Counseling teams would work in their respective campus areas, but limit their clients to those serviced under the Special Programs plan.

Part-time personnel would consist of those instructors who are "on loan" to the Special Programs area for one or two classes. Also considered as part of this group would be those work study students who help out in the office and in child care along with the retired workers.

This portion of the study concerns one aspect of the Special Programs operation, that of Women's Studies.

Women's Studies Instructional Offerings

The major intent of these courses is not to foster separation and hostility, but to free both women and men from the narrow and crippling confines of sexual stereotyping.

The instructors chosen to participate in the program would have their regular teaching load reduced according to the number of hours they spend in Special Programs. For example: if an instructor's load is 15 hours on a regular basis, and three hours are spent in Special Programs, the time spent in the division would be reduced to 12 hours. The instructor's work in Special Programs would be supervised by the Director, not by the instructor's division chairperson.

The instructor's tenure in the program would be based upon their continued performance, which is measured by students and administrative evaluations (Appendix 2). Teachers accepted into the program would be given an extra stipend, above salary, of \$300.00

for one class and \$600.00 for two.

Social Sciences

History

The program asks for a new approach to the traditional teaching of community college history in: Western Civilization, World History and the United States survey courses. Through the use of Special Programs Workshops, instructors could be sensitized towards the contributions and tribulations of ethnic minorities, women and the aged. The Special Programs staff would also keep historians notified as to current works of interest in the field, some of which would be on reserve in the library.

When specialized, separate classes are held such as "Women in History," they generally draw only women. Therefore, the chance to really alter the concepts of the male students is lost. There is also no healthy interaction between the students. Many of these classes end up being little more than a catharsis experience, not a step towards positive change.

Psychology and Sociology

Workshops would be held for the faculty, similar to the ones previously described for historians. However, special attention would

be given to the ruinous effects upon women of the Freudian school of thought. The necessity to correct this misinformation for the students would be stressed. In addition to these feminine misconceptions, discriminatory ideas towards various ethnic and elderly groups would also be discussed.

Inter-disciplinary Courses

"Our Changing World" - Nine Hours. This inter-disciplinary social science course would attempt to reach male and female students of all ages. The course would seek to help women and other minorities understand why they are facing current problems of discrimination. What they can do about ill-treatment and attitudinal conflicts would be covered, as would new findings in human sexuality. Another major topic to be considered would be mass media stereotyping. The course would then deal not only with problems in historical perspective, but with the process of self-actualization.

Humanities

Inter-disciplinary Courses

"Women in Literature and Art" - Six Hours. This course would survey the depiction of women in art and literature from the ancient to modern times. Stress would also be placed upon how women saw themselves as writers and artists.

Physical Education

In most community colleges large concentrations of instructor time, buildings, equipment, expenditures for transportation and other facilities, are devoted to men in physical education.

Many women are just as interested as men in developing coordination, physical strength and skill, along with team spirit. These are some of the things that result from participation in athletic activities.

It is true that women cannot indulge in football or other areas that demand great body mass and strength. However, women can excel in sports such as golf, tennis, swimming, archery, volleyball, track and field, gymnastics and for some, even baseball and basketball. The competitive levels and financial outlay should be the same for both male and female students, such as the physical education program previously discussed at Mt. Hood Community College.

Home Economics

Unfortunately, a great deal of federal funding has recently been cut back in Home Economics³ (70). This is especially true in the crucial areas of home and family living. At a time when marriages

³The Vocational Acts of 1963 and 1968 reduced funds in Home Economics.

are breaking up at an accelerated rate and communication between the generations is strained, the government's action seems incredibly short-sighted. If anything, people need double the training in home and family living, not less.

Courses

"Human Relationships" - Three Hours. This course would be devoted to the factors in mate selection. Great emphasis will be placed upon choosing one's partner in a realistic manner, with honest appraisals of lovers as people. Old sexual myths and stereotyping will be covered at length.

"New Concepts in Family Living" - Six Hours. This course would cover the factors embodied in marital life. Emphatically stressed will be the necessity of equality and the rights to alter traditional marriage patterns. New findings in interpersonal relations will be discussed such as Dr. George R. Bach's work, The Intimate Enemy (5), along with recent developments in human sexuality. Traditional family crisis topics will also be examined such as: child rearing, parental authority, divorce, aging, religion, mental health, the generation gap, and death.

"Child Development" - Six Hours. The course would cover the development of the young child from birth to age seven. Traditional developmentalists will be discussed like Piaget and Gessel. But

special attention will be placed upon new theories by people like Edna Le Shan, whose work The Conspiracy Against Childhood stresses the need for all adults to be "every child's parent," (43) and Bruno Bettelheim's classic essay on the tragic results to little girls, of "Growing Up Female," (12).

Another primary area of concentration in this class will be the joint responsibility for a child's development. Both husband and wife should share equally this duty.

"Consumer Affairs" - Six Hours. This course would be divided into two quarters. The first quarter would concern itself with basic "how to" information such as: filling out forms, reading contracts, preparing tax statements, reading labels and making comparisons. The second quarter student would advance to utilizing public agencies, organizing and using pressure groups, filing class action and small claims suits, along with a mini "every day law" series.

Refresher Programs

A plan for those women who have college training or past work experience would be initiated. The central concept would be that of a "refresher" or "confidence builder" plan for women who may have been home-bound for several years. Their skills could be honed, while they took some of the Special Programs courses, and participated in the group counseling sessions. When they felt ready, the Placement

Specialists would assist them in finding work.

Vocational Offerings

The Special Programs concept places great importance on vocational training. The Director would act as a liaison between the academic and vocational areas. All of the courses listed are in the academic area; however, they would be accepted as part of the vocational program. This could easily be accomplished by allowing vocational students to substitute Special Programs courses for the "fillers" now offered. They could also use the courses for electives. Typical examples of "fillers" in Oregon are: "Introduction to Social Science," "Communication Skills," and "Local American Institutions."

By allowing vocational students to use the Special Programs courses, more student interaction would take place. In addition, these courses would be much more interesting and would help to combat a common complaint of vocational students, that their classroom work is boring in relation to their skill area.

Lastly, the Special Programs plan would also work to break down old barriers to women and minority ethnic groups in various vocational fields. The Director and staff members would hold workshop sessions with the vocational instructors, and closely monitor women in non-traditional vocational technical fields. This monitoring would be in the form of "troubleshooting" and smoothing out any

differences that might arise.

Special Programs Counseling

The counseling staff, like the placement specialists, would work in the general counseling area. However, their clients would be limited to those serviced by the program.

One of the counselors should be female, the other male, in order that they relate to most of the groups in the program. If the school's Special Programs are serving a specific group of ethnic students it would be helpful, although not mandatory, that one of the counselors reflect that ethnic derivation.

The counselors must have a liberated view of sexism, some background with the major ethnic group in the program, and experience with the handicapped and aged.

Special workshops would be held each Fall, prior to the opening of school, wherein the counselors would present new state, county, federal and private plans or research that the Special Programs staff might utilize.

Group counseling sessions would be held for those with adjustment problems. Depending upon the nature of the difficulty, some mixed groups could be formed with a cross section of aged, ethnics, women and the handicapped. This type of group counseling sometimes helps to put one's own problem in a social perspective.

Lastly, the counseling team would participate in the monthly meetings described in Community Services and Involvement along with other generalized counseling duties such as career counseling and program planning.

Child Care Facilities

This is a crucial part of the Special Programs -- Women's Studies plan. Without child care facilities, the number of people who could be helped by the school would be severely limited.

If a child is well cared for in pleasant surroundings, with opportunities for learning and play, the parent is not only physically freed, but the mind is also freed to learn. A good child care center creates a hospitable atmosphere for many who would otherwise be unable to attend the college.

The services of the center would match the day class schedule, opening at 7:30 A.M. and closing at 4:00 P.M. Children from the ages of one through six would be accepted. When parent and child "go to school" together, the child does not feel abandoned nor the parent guilty.

The major responsibility for this facility would rest with the aforementioned Child Care Supervisor. The Supervisor would hire personnel on an hourly wage rate schedule. The predominant number of these employees would be from the retired, past 60 age group from

the college community. They would have regular work days each week, but not more than three days a week for any one person. Their wages would correspond to federal minimum wage guidelines. Those without transportation to and from the college would be ferried back and forth by college work study students.

This writer proposed the above plan to senior citizens at the Salem Adult Center, the Gresham Center, and King City Center. The response was so favorable that it was difficult to explain that this was not a recruitment but investigative visit.

In addition to the elderly and the Supervisor, college work study students could be utilized to help the children exercise, wash, dress, and perform any strenuous tasks.

As matters currently stand, the Department of Health, Education and Welfare guidelines for parents are so strict that all but a tiny group of students would be eliminated from a child care program. Eligibility is limited to families with incomes less than federally designated poverty levels. They must also have been on welfare within the last 90 days, or be ready to apply within 120 days. Also eligible are those who are mentally disabled, or legally blind (37, 60, 84).

The concept of a privately financed child care center is advocated here. The center could be financed partially by the school, by donations from the community, and by small fees levied upon those who could afford it.

Community Services and Involvement

Each month during the school year two members of the Special Programs staff would meet with women in the community. These meetings could be handled in several ways: coffee hours in private homes, churches, schools, at union and fraternal group meetings, plus appearances at businesses with numerous female employees.

At these meetings, women would be informed about the diversity of offerings at the college. They would be urged to attend some, or all of the programs and to inform their friends about the school. It would be stressed that there is something for everyone, from consciousness raising to group counseling, to refurbishing old skills and job placement.

The community would be invited to an annual two-day Woman's Fair at the college. Local merchants would be invited to display their products. Women artists and craftspeople from all over the state would be asked to come, display and sell their work. Women gymnasts, musicians, singers and other female entertainers would be performing on a continuous basis. Leading women in local, state and federal affairs would be invited to come and address the crowd.

During the fair a central, extravagantly decorated booth would be occupied by members of the Special Programs staff. They would answer questions and publicize the program while work study students

would be engaged to hand out brochures on the school's programs as they mingle among the crowd.

Students and staff members of the entire college would be asked to distribute brochures in their own immediate neighborhood, and act as a depository, should anyone around them request additional copies.

Community ties would also be strengthened by the Annual Report described in the section on the Director's responsibilities. Each year, under the guidance of the Director, the Special Programs staff would prepare an extensive report on the number of students that participated in the program and how they benefitted. This report will also contain up-to-date information on the current position of the groups serviced by the plan. The information will come not only from the staff's research, but from the Department of Health, Education and Welfare and State Human Resources data. The report would be mailed to anyone requesting it in the community and even mailed state-wide on request.

Finally, the community would be represented on the previously mentioned advisory council which helps to plan the entire Special Programs output.

Placement Services

The Special Programs placement staff would consist of two specialists who, like the counselors, would remain in the school's

general placement office.

The placement specialists would be required to have their Master's degree in counseling and a wide variety of work experience. They should be committed to the idea of career education and be sensitive to the various groups in Special Programs. These specialists would be closer to the concept of vocational guidance experts than are many traditional placement people.

Good placement personnel are crucial to a program such as this. Innovations in course content, making way for women and ethnics in new fields, and the "refresher" plan, are only as good as the jobs they can look forward to obtaining. It would also be a major part of their responsibilities to maintain a constant awareness of the fluctuating labor picture on both the local and national scene. Their observations would be a part of the annual report. Finally, as a part of the Special Programs team, they would meet with women in the monthly community meetings that were previously described.

The Special Programs Resource Center

Housed in an area adjacent to the Special Programs office would be a Resource Center for those involved in the plan and for the use of the entire college and community.

Books, periodicals, Special Program reports, and government publications pertaining to aging, the handicapped, women's liberation,

and ethnic rights would be kept here. All these works would be catalogued by the campus library. The library would, in some cases, have duplicate copies. However, the Resource Center would be the main campus depository for the program. The decision as to what materials to keep in the Center would be made by the entire Special Programs staff.

The Center, complete with library shelves, tables and chairs, would also have tea and coffee, paintings and an inviting atmosphere. It would be a place for the following:

1. A place for students to talk together about school concerns and experiences.
2. A place to meet other women and Special Programs students while sharing questions and advice.
3. A depository of information for the faculty, administration, students and community on the needs of women, and those in Special Programs.
4. A place to assist those who need information to develop organizations which seek solutions to societal problems.
5. A place to assist faculty members in the development of new courses for those in Special Programs.
6. A place to obtain information on careers, equal employment, and community activities.

Implementation Procedures

The Special Programs concept, as it appears in this paper, has been kept purposely lean. The less embellished a new program is with a large administrative staff, physical plant requirements, and extensive personnel, the more difficult it is to enact without federal or private grant financing. These latter sources of revenue are becoming increasingly scarce.

The full-time staff as presented here was limited to seven people. However, this could vary from school to school, depending upon the size of the program. A small plan could be administered with only a director, a counselor, a child care supervisor, and a placement specialist. These four are considered to be essential to the core of the plan.

There should be no difficulty in obtaining students for a Special Programs concept. It would, in fact, be a boon to many schools that are now experiencing a drop in enrollment. This drop is from, for the most part, high school graduates who are deciding not to accept further training. Many schools will continue to lose this type of traditional student as the population decline exacerbates.

No real attempt has been made to reach many people in our society who really have little chance to alter their lives without the help of some outside agency. As we noted earlier in reference to

women, traditional institutions have not inaugurated any widespread programs in education or consciousness raising.

Many Americans still hold misconceptions about women as being so "happily well-off" that they need no special assistance. Yet we have endeavored to show that the number of women who each year mistreat their children, drink, take drugs, commit suicide and suffer in poverty is growing, not diminishing. The schools profiled here that attempted to help women, even with modest programs, have experienced a dramatic response from women in their area.

As shown (in Appendix 1) the Special Programs Director and staff could be added to an existing administrative plan with little difficulty. Community colleges are probably the most flexible of all educational institutions. To initiate the program the following steps would be taken:

1. Gain the approval of the local school board.
2. Set up an advisory council.
3. With the assistance of the council, choose a Director.
4. The Director, working with the council and the academic affairs people, can choose a staff.

The Director would then meet with the staff and advisory council to plan the instructional offerings, counseling services, child care program, placement and community action procedures. When these decisions have been made, and approved by the President and the

board, the next phase of implementation could take place.

The Director would next meet with the department chairpeople in various universities across the state to gain their acceptance of these new courses. The university policies are to accept, from any accredited community college, up to 108 transfer hours. However, it is up to the department chairperson to accept or reject these courses as core elements in their programs. At the very least these courses could be used as electives towards graduation.

The Director would also have to meet with the vocational advisory boards, and gain their approval for the vocational students to be able to substitute Special Programs courses for those previously referred to as "fillers." This writer found little objection to this idea at Mount Hood Community College. However, this may vary from area to area.

With these tasks accomplished the school and Special Programs staff would now begin the task of attracting students to the school.

Using Oregon's figures for reimbursement for F. T. E. 's (full time equivalents), the money would be as follows:

For the first 500 students \$788.00 per person

For the next 400 students \$651.00 per person

All thereafter \$594.00 per person.

The full time staff outlay would be approximately \$100,000.00 with an additional \$3,000.00 in teaching stipends. The stipends are

a necessary means of drawing teachers into a program that would mean extra preparation. The initial outlay for child care facilities would be a one-time expense that could be lowered by using modular buildings and student workers.

The community college with an enrollment of 4,500, servicing a community of 70,000, could easily expect an F.T.E. of 900 in women alone. Using the \$594.00 figure, that would net the school over \$50,000.00 in state funds, not counting revenue gained from tuition and from other groups serviced by the program. In essence, the program could not only pay for itself, but could increase the operating budget for the rest of the college.

V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

" Economic growth, personal security and satisfaction, the vitality of our social fabric and durability of the democratic system--all will depend on the effectiveness of a strong, successful public educational system and most of all, on our own national "courage to change. "

Senator Roman C. Pucinski

As the traditional sources of college students begin to decline, perhaps community colleges can turn their sights to other, less traditional kinds of students. It's true that to a small degree community colleges have always done this, but it was usually on a limited scale. There were always a few older people, some ethnics, women and three or four severely handicapped students. But there was no widespread, all-inclusive program for them.

We have seen, in the last few years, the demise of countless numbers of poverty, ethnic, disability and women's programs at both the state and federal level. These programs folded because of a lack of financing, it is true, but for other reasons, too. They did not, in many instances, accomplish the following:

1. They failed to provide the means whereby one could alter their self-image. The people in the programs did not change their view of themselves or their way of reacting to others in society.
2. They did nothing to alter the group's isolation. Their only contact with others was with the administrators and instructors in the program, and their own peer group.

3. They generally received no substantial career guidance or training.
4. The programs were often rigid and bureaucratically inflexible.
5. The programs were many times far from where people actually lived.
6. Many societal groups benefited very little such as non-welfare women.

The program outlined in this paper devotes itself to helping people gain self-pride and respect for others. It does not depend upon the vagaries of federal funding. Lastly, it decries the concept of separatism. A good example of the separatist concept in Women's Studies can be found at Diablo Valley Community College. Women can hope to alter their position very little by instituting "women only" classes. The very group they want to change is locked out. The same is true in many Black Studies courses where little attempt is made to bring about cross-cultural understanding (13).

Another great problem with the separatist approach is its lack, many times, of justifiable scholarship. There is often a lamentable tendency to "create" heroes (or heroines) and enlarge small deeds and people out of their historical importance (30).

There are, of course, several minor areas when a little uniqueness can be utilized in an open enrollment class. Examples that come to mind are courses like "Women in Art and Literature." This type

of course has enough legitimate material and can help students to understand each other. However, the overriding idea in any special programs concept is that it must be created to help people learn to respect themselves and others.

Another salient point in this program is its flexibility and low cost. The initial monetary outlay for the physical plant is under \$20,000.00. This includes the child care facilities, the Resource Center, and the office equipment for the Director. The instructors, placement specialists, and counselors all work within the school's regular facilities. This not only reduces the cost, but keeps the people who operate and participate in the program mingling with the rest of the student body.

The Special Programs concept is also flexible in that it can be altered from area to area. During the next few years Women's Studies would be included everywhere. However, the possibilities for other "left-out" societal groups is endlessly challenging.

To keep from getting what John Gardner calls "Organizational Dry Rot," a follow-up procedure on each former Special Programs student should be kept. In addition, there would be a constant monitoring of current students. When societal conditions altered--so could the program. The Advisory Council, the Director and the Staff would also review polls from both the students and the community on the program's impact. They could change their plans accordingly.

In conclusion, it may be said that this is a simple program. Its simplicity was purposely conceived so that it could be implemented anywhere. All of our troubled citizens could not, of course, be helped, but a considerable number of people would benefit. Far too often in education we have attempted to correct societal ills with vast, complex, expensive and over-managed programs. They were generally dependent upon massive federal funding or foundation grants. They boasted large scale administrative staffs and elaborate surroundings. Often, too, these programs were set apart from the rest of the school like an appendage. When the funds ran out so did the program. Perhaps now, when grants and federal monies are so scarce, we can realize that a definite amount of good could be accomplished on the local level with the kind of simple program outlined in this paper.

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APPENDICES

APPENDIX 1. ADMINISTRATIVE PLAN

School Board

President

Director of Academic Affairs	Director of Special Programs	Director of Vocational Programs	Director of Business	Director of Student Affairs
Assistant Director	Assistant Director	Assistant Director	Assistant Director	Counselors Placement Staff
Division Chairman	Counselor Placement	Division Chairman	Book Store	Registrar Admissions
Staff	Child Care Staff	Staff	Business Staff	Staff

APPENDIX 2. TEACHER EVALUATION FORM

1. Has your instructor been available to you when needed?
Yes Usually Rarely Never

2. How would you rate your instructor's presentation?
Excellent Above Average Average Poor

3. What three things of importance have you gained from this class?

- _____
- _____

4. Do you think the course should be altered in any way?

- _____
- _____
- _____

5. Would you recommend this class to a friend?
Yes No

This evaluation form would be distributed to the students in the latter part of a three-hour course, or in the final section of a six- or nine-hour series. The forms would be passed out and collected by the Assistant Director of Special Programs and the Secretary.