

**SABBATICAL LEAVE REPORT
ACADEMIC YEAR 1989-90**

Submitted by

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At Mt. San Antonio College I teach in three areas: **Fashion** (Fashion Industry, Fashion Merchandising, Professional Job Search, Field Studies in Fashion Merchandising), **Sales** (Professional Selling), and **Life Management** (Life Management, Consumer Economics). My sabbatical proposal (Appendix I, pgs 44-54) included independent study and three projects, including curriculum revision, costume collection management, and networking. Essentially I spent my time doing the many tasks that faculty do outside of the classroom when not on sabbatical. The difference this year was that I had the luxury to do them full-time, and I could wander away from campus during the day, for many days in a row, not having classroom obligations or students' needs to consider.

Statement of Goals:

1. Study independently in the areas of Fashion Merchandising, Sales, Life Management, and student learning styles.
2. Review and revise the Fashion Merchandising program.
3. Attend an executive training program with a major department store.

4. Facilitate the use of a regional costume collection by Mt. SAC students of Fashion and Theater, as well as others interested in costume research within the East San Gabriel Valley and Orange County.
5. Identify and meet with people in the community who can be resources for the Fashion and Life Management programs including providing advice, jobs for students, and financial aid to the department in the form of equipment, scholarships, and the like.

General Benefit to Mt. San Antonio College

I am returning to Mt. SAC a refreshed, relaxed, and motivated instructor with updated knowledge and revised teaching techniques. I have had a year which was more flexible and less stressful than usual because I have been able to frequently work at home, avoiding some rush-hour driving. The knowledge I have gained is already being transferred to students. In some cases it is making them better prepared for the job market and more employable. In other cases it is helping students organize their lives in a more balanced and satisfying way. The networking which was begun on this sabbatical is being continued by myself and other department members.

The Results

1. Study independently in the areas of (a) Fashion Merchandising, (b) Sales, (c) Life Management, and (d) student learning styles. I read the following books and incorporated information from them into curriculum development, course content, and course projects. Although I usually selected a book with a specific course in mind, I found that each book I read was relevant to more than one course. Included here are abstracts of each book and how I am utilizing the new knowledge gained.

A. Fashion Merchandising

Fashion Direction and Coordination, Goschie, Susan. Glencoe Publishing Company. Encino, California. Second Edition, 1986.

This book is the text used in the Mt. SAC Fashion Coordination class. Over the last ten years this class has been taught by an hourly instructor who is or has recently been employed in the Fashion Industry as a Coordinator. I felt I needed to know more about this class, as many of my students in Fashion Merchandising have already had it. Additionally, as a club advisor for Fashion Associates I have been involved in supervising students who planned and created fashion shows and fashion videos. Having read this book, I feel more informed and will be more competent in these situations. I can reinforce what I know students have learned in Fashion Coordination.

From the perspective of teaching about careers, I now understand that a Fashion Director oversees a Fashion Coordinator as well as a Fashion Stylist. Even though these job titles are loosely defined there are definite distinctions that I hadn't understood before. As a result of reading this book I learned about the details of planning a fashion show such as staging, lighting, music and merchandise lineup. This book will be an excellent reference for me as well as the students in Fashion Associates.

The New Complete Book of Fashion Modeling, Lenz, Bernie. Crown Publishers, Inc. New York, 1982.

This has been the text used in two Mt. SAC courses: Modeling, and Advanced Modeling. This text gave me a better understanding of job opportunities in this field, and how fashion modeling such as runway or fashion stage, differ from photographic modeling for magazines or newspapers, and in turn how they differ from television or film modeling. Also included was a discussion of modeling for exhibits and conventions. This is invaluable information for counseling students about careers.

As I mentioned as a club advisor for Fashion Associates I have been involved in supervising student fashion shows and videos. The sections on responsibilities of a model and how to produce a fashion show gave me a greater depth of knowledge on these topics. I will be better prepared to guide students on future endeavors.

Fashion Sales Promotion: The Selling Behind the Selling, Phillips, Pamela; Bloom, Ellye; and Mattingly, John. John Wiley & Sons, New York, 1985.

This book addresses the activities that promote and stimulate the sale of fashion goods primarily from a larger retailer's focus. It approaches this task from the viewpoint of a Buyer, who must not only select merchandise but be a visual interpreter, marketer, and merchandiser. The authors emphasized the *marketing concept*: a sales promotion program driven by the external market rather than by internal performance or resource considerations.

The authors thoroughly explored the field of advertising, types of advertising, and the role of the Buyer in creating and implementing an advertising plan. The costs, advantages, and disadvantages of advertising mediums were explored. Of particular interest to me were the sections on special events and publicity.

The text provided me with a more thorough understanding of the jobs involved in fashion sales promotion, as well as several case studies which can be adapted for the classroom to incorporate collaborative learning into my Fashion Merchandising course.

B. Professional Selling

Winning When It Really Counts: Quick, Easy Strategies for Success in Any Speaking Situation. Lustberg, Arch. Simon and Schuster Inc. New York, 1988.

The information in this gem of a book will be applied in every course I teach! I originally selected it with the Sales and Fashion fields in mind. However, since teachers sell something every day whether it be an idea, a program, or a career, I will be using this information directly in each class. The author advocates creating a personal style and believes that the most important element of that style is the face. He stresses that a person needs an open face, which is characterized by elevated eyebrows and a smile. Although many authors would agree an open face is important, few stress this point as much. Lustberg goes further and says that posture should also be open and that the audience should feel that you are hugging them. Photographs illustrate both the open face and open posture.

After reading this book I really understand for the first time proper breathing techniques and how they affect the sound of a voice. Volume, pitch, and rate of speaking are also discussed. Uniquely, Lustberg stresses that oral communication should be conversational: converse, talk, and confide, rather than preach or orate.

When in a confrontation, he recommends a pause, for thought. This gives time to frame your thoughts, select your words, and puts you back in control. Then, using positive language and maintaining eye contact, you can respond.

The chapter "Winning the Job Interview" was concise, thorough, and put the situation in perspective. Lustberg points out that the interviewer is not intrinsically superior, but only has a particular role. He reminds the reader that interviews are a two-way street. To help gain confidence he recommends that if a person is desperate for a job, that they ought to take whatever job is available to bring in some money, allowing the search to continue for something more desirable and permanent.

I have been practicing the techniques of an open face, and am working on correct breathing. I can use these techniques in all of my classes. I can also teach all my students in Professional Selling, Fashion, Life Management, Consumer Economics, and Professional Job Search how to more effectively present their ideas, negotiate their needs, and win when it really counts.

C. Life Management

A Whack on the Side of the Head: How You Can Be More Creative.
von Oech, Roger. Warner Books, 1990.

In recent years there has been an emphasis in education on critical thinking. Critical thinking needs to be applied in decision making, which is the backbone of many courses I teach. As a result I am fascinated by the process that people use to define problems and identify alternatives. This book focuses on those issues. It emphasizes that creative definitions of problems, and identification of unique and numerous alternatives are essential today. The author believes that the rapid rate of change makes it impossible to solve today's problems with yesterday's solutions. He also thinks that creative thinking is fun!

The book is filled with puzzles, exercises, drawings, quotes, and questions. For example, there is the quote from Picasso: "Every child is an artist. The problem is how to remain an artist after growing up." The concepts are very accessible, and take into consideration different learning/social styles. It is upbeat and positive and stresses self-esteem. I have already selected several drawings and exercises from this book for incorporation into my courses. It also occurs to me that the author

might be an excellent Visiting Professor as he is a consultant and conducts creativity seminars. His doctorate is from Stanford.

Peace in the Family : A Workbook of Ideas & Actions , Dorn,Lois.
Pantheon Books, New York. 1983.

This book is the product of the Nonviolence and Children Programs Parent Support Project. It's purpose is to offer support and ideas to those working with children and young adults, with the intent of enhancing the self-esteem of all parties involved. It begins with a discussion of affirmation: "the open and nonmanipulative expression of appreciation for an individual's intrinsic worth and infinite potential." The art of listening, expressing feelings, setting limits, and saying "no" are explored in light of accepting and affirming other people.

Of special note are the discussions of equal power among family members, of the expression of nonattacking anger, and of negotiating limits. Useful to all readers is the discussion on problem solving and conflict resolution. Throughout the book are interspersed individual or group exercises which make the ideas accessible to the reader. I found several I will use as presented, or adapt for use in my Life Management as well as in the Sales course.

Whole-Brain Thinking: Working from Both Sides of the Brain to Achieve Peak Job Performance. Wonder, Jacquelyn, & Donovan, Priscilla, Ballentine, New York. 1984.

The goal of this book is to help the reader work more effectively and with ease and pleasure by using a more balanced approach to thinking. After a simple introduction of the split-brain theory, the authors present a self-test so a reader can identify their preference for right-brain or left-brain thinking. Next, six techniques are introduced which teach an individual how to shift thinking from one side of the brain to the other. The first technique, internal brainstorming, focused on perception and problem definition. There was much overlap in this chapter with *Whack on the Side of the Head* (see above). I particularly appreciated the suggestion to define a problem four ways, since alternatives flow from the perception of the problem. Cinematics, the second technique, stressed daydreaming, visualization, and getting in touch with the feelings related to an event or situation. The goal is to use this technique to get the most from past experiences, and to be most prepared for future ones. The third technique, inside-

outs, has a similar goal and if applied will expand perceived alternatives. The technique is to do the opposite: reverse the objective, visualize the opposite, anticipate the unexpected. Both techniques two and three encourage access to the right-brain, and alter an individual's perception or interpretation of a situation.

The remaining techniques teach the reader how to move from the left-brain to the right, and back again. I found this section of the book less clear. However, it did present a learning/studying idea I had forgotten: SQ3R: survey, question, read, recite, review. I plan to incorporate this into my classes in a more structured and regular way.

From this point the authors focused on the application of this information to speaking, listening, and memory in the education and business sectors. Included were comments about listening styles, stress, and perfectionism. I was intrigued with a discussion of research which indicated that it took from five to twenty minutes to refocus concentration after an interruption. Included in the book are excellent mini-summaries of ideas that would fit beautifully into a teacher's files or on a one page handout for students. Some topics presented this way were Brainstorming Rules, Social Styles and Listening Preferences, and SQ3R. Certainly these ideas are relevant to Fashion, Sales, and Life Management courses as well as understanding student learning styles.

Mega-Trends 2000: Ten New Directions for the 1990s. Naisbitt, John and Aburdene, Patricia. William Morrow and Company, Inc. New York, 1990.

Having found the first *Mega-Trends* very enlightening, I read the second with much anticipation. Again the authors focus on ten trends which this time are: 1) Booming Global Economy, 2) Renaissance in the Arts, 3) Emergence of Free-Market Socialism, 4) Global Lifestyles and Cultural Nationalism, 5) Privatization of the Welfare State, 6) The Rise of the Pacific Rim, 7) Decade of Women in Leadership, 8) Age of Biology, 9) Religious Revival of the New Millennium, and 10) The Triumph of the Individual.

The list seems overwhelming at first, but is nothing in comparison to the amount of data and information that we hear daily. The list of trends provides another way to interpret that data and make sense of our rapidly changing world. Since a major goal of the Life Management course is to help students make sense of the world and plan for the future, this book proved to be an invaluable resource. Because of the economic focus of the book I will also use this information in

Fashion as well as Sales. Some of the ten trends seem obvious to anyone living in Southern California, particularly the concept of booming global economy, global lifestyles, and rise of the Pacific Rim. However, the specific cases related to these trends still make for interesting reading.

Significantly, facts and examples are presented which give credibility and substance to the selection of each trend. I have selected some of these examples for inclusion in class discussion. For example, one reason that the economy is booming is because of the increased numbers of families with two adults in the workforce. The second paycheck moves families higher on the economic scale, especially in a household with well-educated professionals who are then often lifted upward out of the middle class. Also along economic lines is this statement: "There is growing consensus that the root of poverty is failure to create families. More than one third of the 10.4 million female-headed families are poor. When couples marry, they overwhelmingly tend to escape poverty; about 94 percent of married couples are *not* poor" (pg. 46). Decisions about lifestyles and families are central to course content of Consumer Economics and Life Management.

Regarding a global lifestyle and cultural nationalism the authors say: "The more humanity sees itself as inhabiting a single planet, the greater the need for each culture on that globe to own a unique heritage. It is desirable to taste each other's cuisine, fun to dress in blue denim, to enjoy some of the same entertainment. But if that outer process begins to erode the sphere of deeper cultural values, people will return to stressing their difference, a sort of cultural backlash" (pg. 153).

It seems then that as we move towards creating a global village we must make opportunities to identify our cultural, racial, and religious differences so that we might revel in their uniqueness.

The Second Shift: Working Parents and the Revolution at Home.

Hochschild, Arlie. Viking Penquin, Inc. New York 1989.

Arlie Hochschild conducted a longitudinal study of household management. She studied fifty two-earner couples, each of which had at least one child under the age of six. The results are somewhat startling.

It comes as no surprise to hear that the majority of women today work outside the home. Nor would most of us question the fact that in two-earner

couples women are still responsible for more of the tasks related to household management and children. The shocking part is how much more women do than men. Hochschild discovered that women work a "second shift" each day; the work done to care for family members and household. The amount of work that the average woman contributes totals an extra month a year: thirty twenty-four hour days! Why women permit this to happen, the author feels, is a result of gender ideologies.

A gender ideology is drawn upon beliefs from a person's childhood about their manhood or womanhood. This affects the way they see their role as well as that of their spouse or partner in marriage. Three gender ideologies are described in this book, and then illustrated with descriptions and stories about ten couples. Although the couples portrayed are imaginary, they are composites of couples included in Hochschild's research.

Hochschild concludes that women allow this uneven work load for two basic reasons. First, women have bought into the idea that they are responsible for child care, cooking, cleaning, laundry, and other household tasks. Secondly, many women fear divorce if they cause conflict. Since they know they will experience a decrease in level of living and since women's wages tend to be lower in the first place, they do not feel they can take the risk. Basically many choose between equality and marriage.

As time passes, and /or as another child is added to the household increasing the workload and stress level, many women suppress their resentment. Yet the anger is still apparent and is often indirectly aimed at the husband. As a result, men begin to feel isolated from the family, and the frequency of sexual intimacy lessens.

It is not Hochschild's intent to place the blame for this dilemma at the feet of men. Rather than being a male conspiracy, it is simply a response by men to their own gender ideologies. Hochschild calls for increased awareness of the different gender ideologies. She then seeks recognition that men are also suffering from the "second shift" performed by women. Finally, Hochschild concludes that we are in the middle of a stalled Industrial Revolution.

The Industrial Revolution drew men out of their homes and off their farms to work in factories. The men no longer engaged in non-market home production: milking the cows, animal care, home or furniture construction. That is, they quit doing tasks which produced food, clothing, and shelter for the family. Many of these needs were thereafter purchased with the earnings from the factory work.

Those tasks which remained became "women's work." With men away at factories women provided a support system, managing meals, children, and the home.

Hochschild argues, however that the Industrial Revolution is stalled, that it is only half complete. Now that women are also working outside the home she contends that a more extensive support system needs to be created for single parent and two-earner families. Elements of such a system include: available and affordable child care, parental leaves, flexible working hours, working in home-based offices, and job-sharing, to name a few. She encourages women and men to recognize that benefits will accrue to all family members if changes are made in the workplace.

D. Student Learning Styles

Ambivalent Mind : The Neuropsychology of Left and Right, Corballis, Michael C., and Beale, Ivan L.. Nelson-Hall, Chicago, 1983.

This was a fascinating summary of research regarding the functions and abilities of the left and right hemispheres of the human brain. Included were the results of many studies performed on other animals for comparison. The author's original premise is that the differences perceived by humans between left and right in general require reference to our own bodies. They come to the conclusion that the left-right axis is unique, is difficult for humans to identify as quickly as other axis (up-down, front-back) and is psychological rather than physical. They also believe the problem to be one of labeling ("left" or "right") as opposed to perception. They conclude from the research that humans have learned a left-right equivalence, and that it is a factor of a larger issue: pattern recognition.

The authors state that the mechanism in the brain which stores memory makes a record of both the event and its mirror image. For example if only the right eye viewed something, it would first be recorded in the left hemisphere, and then the mirror image of the event would be transferred for memory storage into the right hemisphere. This transference of mirror images is not made by most animals. The disadvantage to humans is the difficulty in distinguishing mirror images, but the advantage is that it is easier to recognize patterns or events when they reoccur. Such an event might be a lion charging the first time from the right side, and later in life a lion charging from the left side.

The concept of left and right being distinct is at odds with the perceived symmetry of the body. The ability to detect symmetry between the left and right sides of an image eases the burden of perception: one effectively halves the amount of perceptual processing.

The preference of right-handedness appears to be universally human. The authors think the preference developed before the Stone Age and is biological, not cultural. According to this book, right handedness is not completely selected until late in the first year of life and becomes firm by the age of eight or ten. It is connected to maturation and correlated with other asymmetries that are evident at or before birth, including birth position and preferred tilt of head of an infant. The ability to distinguish between left and right seems to come around age five or six. Since reading implicitly includes left-right distinctions, the authors conclude that this is an appropriate time for children to begin to read.

The authors think that left-handers belong to a sub-group of the population whose members lack the predisposition to be lateralized. They conclude that members of this sub-group display degrees of left and right preferences. An example of this mixed pattern of asymmetry would be a preference for using the left hand, but having a dominant right eye. The authors note that a left-hander would have an advantage of surprise in warfare or sports.

In most people the right side of the body is controlled or connected to the left hemisphere of the brain, which is the center for language (speech and writing). This accounts for its more analytical style since language is a symbolic representation of ideas. The left side of the body is controlled by the right hemisphere which is connected to nonverbal, spatial skills; pictures of faces, dots and lines; judging depth and color, and perception while touching. This cerebral lateralization and handedness share a common cause, rather than one caused by the other. They both can be traced to the evolution of an upright stance. The freed forearms and to a lesser extent the mouth and vocal apparatus allowed for manipulation and communication skills.

Regarding dyslexia the authors believe the problem is not perception, but a reluctance to learn a particular (left or right) directional habit. The person has not formed asymmetrical habits. Many dyslexics compensate their problems with reading and spelling by excelling in design, sculpture or acting.

Learning Patterns and Temperament Styles : A Systematic Guide to Maximizing Student Achievement, Galay, Keith. Manas-Systems, Newport Beach, Ca, 1982.

Educators need to understand the differences in what students experience, judge, or interpret. Our goal should be to present a subject or activity in a way that is compatible with each students' beliefs, values, interests, likes and learning patterns. This is a big task! When added to the fact that each personality type tends to expect that what he feels is what others feel and what he sees is what others see, the task of meeting student needs can seem overwhelming. Galey's primary goal is to assist teachers in meeting the needs of the four learning patterns or styles used by students. A secondary goal is to teach educators that all students will not respond equally to content or instructional strategies due to student learning style preferences.

Galey discusses four basic learning styles derived from the Myers Briggs Temperament Assessment developed by Kiersey and Bates. (I am very familiar with this assessment as I administer it in my Life Management class, and have the results interpreted by the Mt. SAC Counseling staff.) Then Galey explores three important forces on students: instructional strategies, curriculum content, and classroom atmosphere. The author notes that by viewing each student as having a particular learning style the teacher no longer expects all students to be equally responsive to the three afore mentioned forces.

Temperament is primary and includes abilities and preferences. It predisposes one to a way of thinking, understanding or conceptualizing, and to having certain wants, motives, and values. Since patterns of emotions and actions are governed by thoughts and motives, they follow suit. That which enhances self-esteem for a particular individual will also be somewhat dependent upon temperament.

The four basic learning styles are labeled Actual Spontaneous Learner (ASL) - 38% of the population; Actual Routine Learner (ARL) - 38%; Conceptual Specific Learner (CSL) - 12%; and Conceptual Global Learner (CGL) - 12% of the population. Notes describing each learning style follow below:

Actual Spontaneous Learner (ASL) - DOING (Overt /behavior)

Learns by doing, learns from experience, and from sensation. Prefers action, adventure, risk and physical involvement. Likes to manipulate materials and tools. Knowledge is only significant to ASL if it has immediate relevance as only the NOW

exists; they feel restricted by planning, and resist structure. They seek feedback on performance and want to know that it was liked and appreciated. ASL often drops out before or at high school.

As students they respond well to fun, competition, games, assignments and projects which are flexible. They prefer leaderless discussions, roleplaying, and dramatization. They will not like and may not do highly structured assignments which require long range goals. They dislike drill, but can tolerate such restrictions if they know they can choose an activity later. If a task captures their imagination they can do it for hours, but if they view it as routine, they will be disinterested.

Actual Routine Learning (ARL) - LIKING (Affective/ attitude)

Wants approval of product. Looks for the mechanics, the practical. Needs consistent, clearly defined procedures, step-by-step. Source of pleasure is approval from others. Focus is on duty and responsibility. ARL want to "do the right" thing.

As a student ARL prefers a sequenced, organized lecture. Likes doing drills especially if praised for performance. If discussion format is used, wants to know ahead of time so he can plan. Not responsive to roleplaying or demands to be inventive or spontaneous.

Conceptual Specific Learner (CSL) - WANTING (Motivational /attitude)

Learns by discovery; very curious and thrives on research, exploration, and logic. They have a compulsion to improve. It is vital that they be provided with material which match their ability, as it varies from one to another. They get bored with repetition and drill. Frequently lack people skills, and so are perceived as cold, arrogant, terse.

They can become isolated as a student. They want feed back on the quality of their work, and want to be competent. They prefer logical, concise lectures, focused on how things are ordered. They respond well to opportunities for questions and answers. They like to develop theory and put it into practice. They like brainstorming, inventing, designing, discovering. They may reject ideas of those students who are not an intellectual equal.

Conceptual Global Learner (CGL) - KNOWING (Cognitive/ behavior)

Reality is subjective; needs to personalize learning. Future oriented, people oriented. Uses hunches and impressions, which may be interesting and vivid, but not detailed or technical. When looking at facts is looking to confirm impressions. Thrives in caring, warm, and personal environment. Withers in hostility, conflict,

sarcasm, and ridicule. Favors social openness and equality. Needs to be seen as unique; acknowledge by first name, or a touch.

To reject this person's work is to reject the person. As a student CGL likes small group discussions, wants to create and speculate. Wants to work independently and personalize own work by making choices about content and process. Prefers to be "moved" by something than to be entertained. Needs repetition since glosses over details.

Styles of Thinking: Strategies for Asking Questions, Making Decisions, and Solving Problems. Harrison, Allen F. and Bramson, Robert M. Anchor Press/ Doubleday. New York 1982.

Our thinking strategy dictates our approach to problem solving. Thinking styles are based upon our values and our assumptions about how the world works, or ought to work. The authors have identified five strategies: Idealist, Pragmatist, Realist, Analyst, and Synthesist. Generally an individual uses one or two styles most of the time.

The goal of this book is to help an individual understand their own style of thinking. A short test is provided for self scoring. Like the Myers Briggs assessment there are no right or wrong answers, just a personal preference. After scoring the evaluation device, a reader can rank their preference for using each style. By knowing our preferred styles we can identify our own blind spots and compensate for them. We will be able to use our strengths more productively, and enhance effective communication. As we develop skills in this area we will also be able to broaden our repertoire of styles. Finally by understanding the possible styles we will be able to identify and understand the styles of others.

The authors' theory and conclusions fit fairly well with the other books I read about learning styles. They summarized some of their thoughts on a chart entitled "Behavioral Clues to Styles of Thinking" (pg. 98 and 99) which I have included here in Table 1.

Conclusions about Learning Styles

After adding all this information to what I had known previously, I created a cross-referenced list of the different learning or social styles (Table 2). Since some

Table 1. Behavioral Clues to Styles of Thinking*

<i>What to look and listen for</i>	<i>Synthesist</i>	<i>Idealist</i>	<i>Pragmatist</i>	<i>Analyst</i>	<i>Realist</i>
Apt to appear:	Challenging, skeptical, amused; or may appear tuned out, but alert when disagrees.	Attentive, receptive; often supportive smile, head nodding, much verbal feedback.	Open, sociable; often a good deal of humor, interplay, quick to agree.	Cool, studious, often hard to read; may be a lack of feedback, as if hearing you out.	Direct, forceful; agreement and disagreement often quickly expressed nonverbally.
Apt to say:	<p>"On the other hand . . ."</p> <p>"No, that's not necessarily so . . ."</p>	<p>"It seems to me . . ."</p> <p>"Don't you think that . . . ?"</p>	<p>"I'll buy that . . ."</p> <p>"That's sure one way to go . . ."</p>	<p>"It stands to reason . . ."</p> <p>"If you look at it logically . . ."</p>	<p>"It's obvious to me . . ."</p> <p>"Everybody knows that . . ."</p>
Apt to express:	Concepts, opposite points of view; speculates, may identify absurdities.	Feelings, ideas about values, what's good for people, concerns about goals.	Non-complex ideas; may tell brief personal anecdotes to explain ideas.	General rules; describes things systematically, offers substantiating data.	Opinions; describes factually, may offer short, pointed anecdotes.
Tone:	Sardonic, probing, skeptical; may sound argumentative.	Inquiring, hopeful; may sound tentative or disappointed and resentful.	Enthusiastic, agreeable; may sound insincere.	Dry, disciplined, careful; may sound set, stubborn.	Forthright, positive; may sound dogmatic or domineering.
Enjoys:	Speculative, philosophical, intellectual argument.	Feeling-level discussions about people and their problems.	Brainstorming around tactical issues; lively give-and-take.	Structured, rational examination of substantive issues.	Short, direct, factual discussions of immediate matters.
Apt to use:	Parenthetical expressions, qualifying adjectives and phrases.	Indirect questions, aids to gain agreement.	Case examples, illustrations, popular opinions.	Long, discursive, well-formulated sentences.	Direct, pithy, descriptive statements.
Dislikes:	Talk that seems simplistic, superficially polite, fact-centered, repetitive, "mundane."	Talk that seems too data-bound, factual, "dehumanizing"; and openly conflictual argument unless about issues of caring or integrity.	Talk that seems dry, dull, humorless; or too conceptual, philosophical, analytical, "nit-picking."	Talk that seems irrational, aimless, or too speculative, "far-out"; and irrelevant humor.	Talk that seems too theoretical, sentimental, subjective, impractical, "long-winded."
Under stress:	Pokes fun.	Looks hurt.	Looks bored.	Withdraws.	Gets agitated.
Stereotype:	"Troublemaker"	"Bleeding Heart"	"Politician"	"Great Stone Face"	"Blockhead"

**Styles of Thinking: Strategies for Asking Questions, Making Decisions, and Solving Problems.* Harrison, Allen F. and Bramson, Robert M. Anchor Press/ Doubleday. New York 1982. pg. 98-99.

Table 2. Cross Reference of Learning/Social Styles.

Pragmatist	Idealist	Analyst	Synthesist	Realist
ASL	CGL	CSL		ARL
SP*	NF	NT		SJ
Right B	Right B	Left B	Left B	Left B
Orange**	Blue	Green		Gold
Driver# Analytical	Amiable		Expressive	
Power Boss##	Affliator	Achiever	Manipulator	Avoider

* Myers-Briggs Temperment Types: Sensing-Perceiving (SP); Intuitive-Feeling; (NF) Intuitive-Thinking (NT); and Sensing Juding (SJ).

**See notes on SOCAP meeting called "True Colors"

#*Personal Styles and Effective Performance*, Merrill, David and Reid, Roger. Tracom Corp. 1981.

##*Increasing Your Sales Potential*, Ades, Leslie J. Harper & Row. New York, 1981.

systems use a total of four styles and others use five, there are some gaps in the table.

I will be using this chart to integrate these ideas into my own mind. I have taught about social styles in both Life Management and Professional Selling. Having adopted a new textbook in Professional Selling this semester I have found that the authors are using a system of analyzing social styles which is different than my previous text. This chart will help me understand the new system, and aid me in adapting my classroom activities accordingly.

The chart also reveals that there are limitations to these systems, and that most of them do not consider an individual's beliefs, ethics, or abilities. Therefore they should not be taken as static. It is important to note that a particular style might be preferred in a work setting, while another used in a home setting. These classification methods are just a short-cut to make a quick assessment and an aid to a better understanding of human behavior.

2. Review and revise the Fashion Merchandising program with the following purposes in mind: to update curriculum, to incorporate computers into coursework, to incorporate use of costume collections as a resource when appropriate, and to expand and include fashion industry contacts.

I visited 16 colleges to research which classes are being offered. I visited classrooms, talked with instructors, and collected course catalogs and program brochures. I explored how computers are being utilized in the classrooms of other campuses. Visitations included:

Fullerton College
Long Beach City College
Los Angeles Trade Tech
Mesa College
Modesto Junior College
Saddleback College
San Joaquin Delta
Fashion Institute of Design and Merchandising

Cal State Los Angeles
Cal State University Long Beach
Cal Poly - San Luis Obispo
Cal State Chico
Oregon State University
University of California - Davis
Western Washington University
Woodbury University

A complete analysis of Fashion Merchandising requirements was made. This report was then mailed to all campuses which were visited. It is found in Appendix II, pgs. 55-83. Already Mt. SAC and other campuses have found that this document is useful for articulation.

Based on research and ideas gleaned from visitations, I concluded that the Fashion Merchandising curriculum was quite well developed and on-target with programs on other campuses. It became apparent that developing an Advanced Visual Merchandising course at this time is inappropriate. Only two other campuses in the state have done this: Modesto Junior College and Los Angeles Trade Tech. I determined that the investment in facilities would not be cost effective. I now recommend that students interested in this area could gain valuable experience by enrolling in a Props and Scenery course in the Drama department. I also explored cooperative use of the East San Gabriel Valley ROP facilities by the ROP students and our Mt. SAC students. At this point faculty teaching in that area are working out the details.

A second course I had planned to develop was Fashion Internship. This class is dependent upon support from the fashion community as it will entail on-the-job work sites, equipment, etc. Our Fashion Advisory Committee has encouraged our department to pursue a course of this nature. A model already exists in our department in the Interiors field. However some members of the fashion faculty are doubtful if our staffing and enrollment could support this requirement. It was determined that this idea be placed on "hold" until I return from sabbatical.

I wanted to improve what I personally taught in a course entitled Fashion Merchandising. This course focuses on merchandising from a buyer's perspective. This is an increasingly centralized task in retailing and so the number of buying positions are not growing. This situation coupled with the variety of other fashion job opportunities means that many of our students will not be buyers, and certainly not right out of Mt. SAC. In recent years I have focused on management skills, since students need these skills as department or regional managers, jobs which are more likely to be in their immediate future.

To get ideas and feedback, I initiated a meeting of Fashion Merchandising instructors from local community colleges. Eight of us brainstormed about course content, textbooks, and student projects in light of the changing marketplace. I concluded that there was a lot that I was doing right! I also discovered that those faculty who were thoroughly and successfully teaching a buying plan had a math prerequisite for their course. This provided something to consider. Although Mt.

SAC student skills in math seem to be a bit higher since the initiation of assessment, students still resist studying math. After teaching this class again in Spring, 1991 with a new text I will have a better idea of the needs of the students, the feelings of our Fashion Merchandising faculty, and the recommendations of our Fashion Merchandising Advisory Committee.

C. Clarified the Life Management curriculum. I reviewed each week's topic, identified the most important concepts, incorporated new facts and theories and examples, and merged this into a more polished form. The result is a notebook of lectures written on the computer which will serve me well, and which can easily be kept current (see Appendix III, pgs. 84-113).

At the same time I analyzed the Life Management course content and created multiple choice test questions for each lecture. Prior to this time I had only used definition/short answer format. This will meet the needs of a larger variety of students. This Fall I have initiated short weekly quizzes and shortened my mid-term and final exam. This evaluation system is based on the recommendation of a Mt. SAC Project: "Student Responsibility for Learning - Collaborative Learning" whose participants indicate that students learn more and remember it better if they are evaluated frequently and on smaller bits of information.

3. I attended the annual "Training of the Trainers" held by Carter, Hawley, Hale (parent company for The Broadway).

My goal was to determine what skills and training are needed by department store managers and executives, including computer skills. A secondary goal was to identify what issues concern the industry. I attended with approximately 80 Managers from across the nation an intensive three day participatory experience at the Carter Hawley Hale corporate offices in Los Angeles. The managers had been selected by their Store Directors to participate in the training so that they might return to their stores and train all store employees. Some participants were in Personnel, while others were Buyers, or Divisional Managers.

We were led by the staff of the Executive Training Center. After experiencing the training as a "student" all of us then spent the next week learning how to teach this material to others. The teaching was supported with participant materials, teaching videos, flipcharts, group projects and the like. Then each participant received an instructors manual to help them replicate the experience at their own

stores. All of these materials were given to me as well. Participants practiced sections of the program and received instant feedback via videotapes.

I had anticipated that the course might focus on sales techniques, or customer service or the like. Imagine my surprise when I discovered that this year's emphasis was self-esteem! Topics ranged from goal-setting and values to motivating self and others, visualizing, and affirming. Participants responded well to both the topics and materials. The staff of the Training Center indicated that sales had increased in stores where this program had been fully implemented. Initially, the stores experience a large turn-over of staff, presumably as a result of individuals clarifying goals and acting upon new decisions. Then, personnel stabilizes and morale rises, as does productivity.

I could see immediate uses of this material in Life Management, Fashion Merchandising, and Sales, as well as in my personal life. Using the experience and materials I was able to revise what had been a two hour lecture in Life Management. It is now a fully-developed, two week unit on Self-Esteem.

It also became clear that our students need hands-on experiences in making visuals and videos. Art media materials, design principles, and the like are thoroughly taught in our Applied Art course. In Fashion Coordination students learn a little about videos, but I can see that we need to increase their opportunities for this, and put cameras into their hands.

Finally I discovered that all managers used computers on their job for inventory control, merchandise ordering, and record analysis. In addition, each manager is connected to a communications network which includes the Central Buying Office, as well as each branch store. Managers "talk" with the Buyer two or three times a day and receive direction regarding shipments, consolidations, and markdowns through this network.

I concluded that the industry is concerned about competition, lack of motivation on the part of personnel, high turnover, and improved customer service. Carter Hawley Hale is solving some of these problems by increasing the self-esteem of its employees, aiding them in goal setting, and increasing their decision-making skills. All of these topics are key components of the Life Management course. The selection of this training program for CHH employees certainly validates the decision by Mt. SAC to include Life Management in the General Education list for Graduation in category "E," Lifelong Learning.

4. Facilitate the use of a regional costume collection by Mt. SAC students of Fashion and Theater, as well as others interested in costume research within the East San Gabriel Valley and Orange County.

Background

Since 1980 I have been an active member of the Fullerton Museum Center (FMC) Textile and Costume Guild (TCG). This is the primary support group for the sole collection of the museum. This collection consists of over 5,000 items of clothing for men, women, and children. The strength of the collection is in 19th and 20th century apparel. It is the only collection that is available in Southern California for hands-on research. All other public collections are for exhibition only. This collection is used both for exhibition and research. The museum has a small, paid staff. The registration, curatorial, and exhibition responsibilities are primarily assumed by volunteers, namely TCG members.

My goal was to make this collection more accessible to students and researchers. I intended to develop policies and procedures for class visitations and for lending items to college instructors for classroom instruction. I also wanted to help the museum refine its retrieval system.

Procedure

I studied for a week at the Henry Art Gallery, University of Washington. I was accompanied in this venture by Doris (Dorrie) Fuqua, Fashion Design instructor at Fullerton College, and also a charter member of TCG. She was funded by a professional development grant from Fullerton College.

The Henry Art Gallery (HAG) has a collection similar to that of FMC, but larger, which is used both for research and exhibition. We were supervised by Judy Sourakli, Curator of Collections. Since we did this work during the quarter break for the University of Washington, we had her full attention. We attended a Museum Management meeting where the 15 staff members discussed upcoming exhibits, publicity campaigns, special educational programs, and budgets. Then we toured the costume storage, registration, and conservation facilities, which also includes a small exhibition space. Next we studied the entire HAG process of and procedures related to acquisition, registration, conservation, storage, and exhibition.

Regarding acquisition, Judy considers if the item is displayable, if it is worthy of display, and if it is something that they do not have represented in the collection. We had hands-on experiences examining possible acquisitions, and evaluating the amount of cleaning and repair necessary to make an item displayable. Judy convinced us of the advantages of flat storage, and showed us how multiple items can be stored in acid-free boxes.

The staff at HAG has developed unique methods of supporting shoes and hats so that they can be stored on open-shelving (enclosed with a dust drapery) rather than in boxes. I tried my hand at creating individualized shoe and hat forms out of acid-free matting cardboard. The advantage of this approach is that the item is gently coaxed into returning to its original, three dimensional state, without creating stress. It can also be photographed, studied, or displayed on its form, decreasing handling of the item.

Particularly intriguing is the registration process used by HAG. It is cross-referenced in six ways: Provenance (country of origin); Date; Function; Technique (i.e., fabric construction or embellishment); Donor; and Miscellaneous (i. e., motifs or materials used for decoration). Since there is great interest in FMC in computerizing the data related to the collection, we collected all the forms and documents related to this system. We found it similar to what we use at FMC, but more detailed. We felt this information could help us clarify what data to collect and how to organize it into fields appropriate for computer retrieval.

Results

As the week progressed Dorrie and I began to realize that our goal of improved storage and accessibility for the FMC collection was highly dependent upon having a trained curator on the museum staff. We concluded that a curator was necessary to supervise acquisition, storage, retrieval, exhibition, research, and loans. Lack of funds has slowed the achievement of goals related to the collection. A curator would also be able to write for grants to help alleviate that deficiency.

We formulated three goals for FMC:

1. hire a trained curator, part-time if necessary due to funding limitations.
2. computerize the documentation of the collection.
3. gradually convert more of the collection to flat storage.

We agreed that the Textile and Costume Guild should continue with their current level of out-reach, regardless of progress made towards the three goals. This would enhance community support for the collection.

We discussed these plans with the TCG Board members, who considered them and then heartily endorsed them. Then we met with FMC Director Joe Felz to discuss our research and recommendations. Joe agreed to pursue obtaining computer hardware, and to continue to look for a larger, more appropriate site for storage of the collection. I agreed to investigate computer software at the national annual meeting of the Costume Society of America to be held in Washington, DC. Joe felt dubious that there would be funding for a curator, but acknowledged the need.

Our proposal (see Appendix IV, pgs. 114-116) will be presented to the FMC Board of Trustees in early Fall, 1990. My investigation of software proved fruitless. None of the major costume collections have computerized at this point, although many are also in the exploratory stage. The TCG has agreed to make a stronger commitment to fund-raising and dedicate the profits to the collection. Members in the Guild have agreed to assist in writing a grant to obtain funding for storage and a curator, as well as to assist in computer in-pur of collection documentation data.

The invitation to college and university professors was considered too premature considering these other goals. We will continue to offer our free slide program, "Museum in a Trunk" which is accompanied by three or four items from the collection. The Guild will continue with out-reach as it plans a major exhibition for Summer, 1991. Flat storage will be emphasized when new items are acquired and processed.

Although I was not able to reach my original goal, I do feel that I am making progress towards its completion. I have supplied the museum with enough information to begin to computerize, which will aid in retrieval. Handling of clothing is detrimental to its preservation. Being able to read about the item and view a picture is often adequate, and will eliminate taking the item out of its storage box to confirm its characteristics. When we have a museum staff person in charge of the collection it will be a simple matter to arrange for visitations.

I also gained some "real world" experience studying behind-the-scenes at HAG and negotiating with FMC. These business-world experiences are valuable as they provide teachers with another perspective and enhance credibility.

5. Identify people within the community who can be resources for the Fashion and Life Management programs including providing advice, jobs for students, and financial aid to the department in the form of equipment, scholarships, and the like. The goal is to strengthen our linkage to the community.

In order to reach this goal I participated in the following activities:

A. Visited with the East San Gabriel Valley ROP - Apparel Merchandising

In December I spent two days at the ESGV ROP Del Norte site in West Covina. This gave me an opportunity to observe some very talented ROP instructors in action. Their goal was to merge four classes of high school students who in turn would create, produce, and star in a holiday fashion show. The results were spectacular!

After talking with several students I must say that I was so impressed with the changes that take place within each student as a result of this program. Many students are attending classes with no encouragement from family or friends, and with the temptations of drugs, alcohol, and the like readily available. Yet they are turning into responsible adults who can satisfactorily support themselves, and in some cases their parents and siblings.

Myrna Craig Evans is the Director of this program which has received state-wide acclaim as a model ROP program. She and I discussed how we could work together more effectively, particularly in sharing resources and facilities. We agreed that in the Fall I would arrange for her students to come to Mt. SAC for a special day, to tour our facilities and meet our staff. Since then we have selected October 12, 1990 for that event. I am also exploring the possibility of her students using Mt. SAC computers for a short period of time. In turn, Mt. SAC could use their auditorium and stage space for courses such as Modeling, Fashion Coordination, and Visual Merchandising Display.

We confirmed our need to articulate ESGV ROP classes with Mt. SAC Fashion classes. We identified Visual Merchandising Display, Fashion Strategies, Fashion Industry, and Modeling as courses which will articulate. We also discussed the strong interest that the Mt. SAC modeling students show in the fashion program. We concluded however, that these students needed more guidance regarding additional coursework. We then created a rough draft of a certificate which we later titled Fashion Media Performance. This is aimed at a

student who is interested in either fashion show and special event production or modeling. Later this was finalized, approved, and is in the Mt. SAC 1990-91 college catalog (Appendix V, pgs. 117-118).

B. Advisory Committees

On February 9th I attended the Consumer and Family Studies Advisory Committee meeting at California State University Los Angeles. At this time the department Chairperson announced the selection of a new department name: Human Environmental Sciences. CSULA faculty identified and described their new core courses and then I met with the Consumer Services faculty to discuss curriculum and articulation.

The Mt. SAC Consumer and Home Economics Advisory Committee met on March 27th to review curriculum and employment trends. At that time I reported on the results of the Life Management curriculum grant.

The Mt. SAC Fashion Merchandising Advisory Committee met on April 4th. It was well attended by industry and faculty from our campus as well as local universities. I distributed copies of my Fashion Merchandising Curriculum study. The committee endorsed the inclusion of both an Internship Program and a Field Studies class in our Fashion Merchandising program. They also praised our new Fashion Media Performance certificate.

I am on the East San Gabriel Valley ROP Advisory Committee and am monitoring a 2+2+2 articulation agreement between this ROP, Los Angeles Trade Tech Fashion Program, and California State University Los Angeles Fashion Merchandising major. My goal is that we will fit into this agreement as soon as possible. In this capacity I attended the ESGV ROP Apparel and Accessories Marketing/ Merchandising Advisory Committee Meeting on June 12th. We reviewed the ROP competencies which emphasize basic skills (writing, verbal communication, math) as well as marketing. We also learned that this ROP has excellent retention: 3% of the students drop out of high school, while 80% go on to college. The program has a record of 100% job placement.

This year I have worked with the Mt. SAC Home Economics department in a similar 2+2+2 agreement with Rowland Heights High School and California State University Long Beach. Each articulation group has worked with the intent of

establishing procedures and models that can be replicated by others. As a result we are now proceeding with the completion of articulation with ESGV ROP.

C. Task Force: The Program Plan for Community College Home Economics

I served on a statewide committee which was charged with revising the Program Plan for Community College Home Economics. The Program Plan is a significant curriculum development and strategic planning tool for the field of Home Economics. This 160 page document was first created in 1984 and delineated Home Economics into five fields: Life Management; Fashion; Interiors; Nutrition and Food; and Child Development, Family, and Gerontology.

The first step of the Task Force was to implement a statewide review of the content of the Plan. Home Economics community college instructors were asked to submit their ideas for revision. Then a team of 45 educators and professionals working in the field met for the purpose of revising the Plan on December 5 and 6, 1989. I helped plan this event and served as the Life Management facilitator during the two day workshop. Our decisions were immediately recorded on Macintosh computers, and then distributed to all Home Economics community college faculty for comment and critique.

The Program Plan Committee met again in February in Sacramento to finalize this document. The name of the Child Development area was changed to Lifespan. All curriculum levels and recommendations were reviewed. Then we created a distribution and marketing plan for our revised document. The Program Plan was published and distributed in April, 1990 to Home Economics instructors, department chairs, and vocational/occupational deans at all California community colleges.

To promote our Plan and answer questions about it, a national teleconference was planned for May 2nd. I was one of six participants in this 50 minute program broadcast from California State University Chico. I described the changes in the Life Management section of the Program Plan, highlighted some specific courses, and identified trends in the field. The video tape was distributed to all California community colleges, as well as those who established a downlink nationally.

Our marketing plan concluded with Home Economics Summer In-service Tours. I was a co-coordinator for the Southern California event which began with a

dinner and panel discussion on "Life Management Across the Lifespan." I was responsible for this panel which focused on job opportunities, responsibilities and necessary training. The speakers included: Carol Heinz-Dooley, Consumer Affairs Specialist, Southern California Edison Company; Monica Gibson, Financial Planner & Educator; Roberto Melendez, Shared Housing Coordinator-County of Orange; and Dan Hirst, Service Chief, Multi-purpose Senior Services Program (MSSP) - County of Orange.

I also arranged for a tour of TRW Credit Data the next morning. Here we learned more about the services of the largest credit data collection corporation in the country, and we previewed three videos on credit management that might be used in the classroom. As a result of our visit, all three videos will be available free to participants.

After TRW we visited the Regional Headquarters of Nordstrom's Visual Merchandising department, dined at Fashion Island and explored up-scale retail shops. The day concluded with a tour of the design and manufacturing facilities of St. John Knits.

The Program Plan Committee also worked on plans for continuing the publication of our state-wide newsletter, *Compendium*. We began to organize Peer Site Reviews which will be held at various Home Economics Departments in California beginning Fall, 1990.

My commitment to the Program Planning Committee also made me a part of the CHE Telecommunications Network Advisory Committee. This committee assisted Sandra Bucknell, Modesto Junior College in initiating a statewide electronic mail and message system for Home Economists. I attended two workshops on Info-Net, the particular network selected. Since the Mt. SAC phone system neither conveniently nor effectively accommodates electronic mail at this time, I have attempted to come on-line at home on behalf of the department.

The Info-Net training was given on an IBM and I own and use a Macintosh. Since no guidelines or direction sheets have been created for those of us using a Macintosh, connecting to Info-Net has been a challenge. I have personally explored the connection of a modem to my personal computer. This has entailed learning more about software, obtaining new and updated programs, and purchasing phone connections. Like many MAC users, I am less interested in this aspect of using computers, and quite ignorant of the electronic aspects of computers and telephones. Each time I thought I was ready to connect I needed something else. At this point, I'm still not connected, but have borrowed a Microsoft

Works guidebook (the necessary new software) so the next step is reading and experimenting.

D. Attended "Networks: Connections That Count." the annual meeting of the Association of College Professors of Textiles and Clothing, in Atlanta in October, 1989.

I was struck by the emphasis on apparel manufacturing. It encouraged me to review our curriculum to see what Mt. SAC offers students interested in this area. Although we don't offer a design or production program we do have over 24 units of relevant coursework. The result is a flyer which gives direction to design students. This flyer has already been distributed in our classes, and at Career Day (Appendix VI, pgs. 119-120).

As with all conferences, this one provided opportunities to meet new faculty and renew acquaintances with others. Research sessions expanded my knowledge of the discipline. Since Atlanta is the fourth largest market for apparel in the United States, a visit to the apparel Mart and its showrooms provided an all-important behind-the-scenes look at the industry. I also participated in a pre-meeting tour of the Milliken Design Center in La Grange, Georgia. We saw the design facilities, sales support areas, CAD and Millitron system of computer controlled carpet dyeing, and product development display.

E. Attended monthly meetings of The Fashion Group

During the year I attended several meetings to up-date my knowledge of the field and do some networking. Unfortunately several conflicted with out-of-town conferences which I attended, so I could not participate as much as I had hoped.

In September, 1989 Frances Lear, Founder and Editor-in-Chief of *LEAR'S* spoke on "Redefining Beauty." She stated that there is a movement away from defining beauty only in terms of looks, appearance, or the body, towards including character in the definition of beauty. She believes that the industry will begin to sell self-esteem as beauty, and noted that aging is not the enemy. The enemy is discrimination against those who are no longer young.

In November I attended "Style and Stylemakers: California into the 90s." Three participants focused on issues in California fashion beginning with Neil Feineman who discussed California lifestyle, athletics and their impact on world-wide fashion. Karen Anderson, former Fashion Editor of the *Herald-Examiner* presented the fashion industry from a financial and global perspective, and Leonora Langely, West Coast Editor of *Elle* magazine described the designs of some of California's newest designers.

I attended the annual holiday party which provided a chance for networking. Then January, 1990 saw the annual members only meeting. The topic "Fast-Forward into the 90s" highlighted Fashion Group plans for a multi-media extravaganza focusing on West Coast/LA fashion. This was eventually titled "Look West 91" and scheduled for September 24, 1990.

"Fashion Means Business in the '90s" was the topic in February. The meeting featured three speakers: Eve Rich, Chairman and CEO, Contempo Casuals; Paul Lafon-Rodier, Owner of Lafon-Radier - a Paris Buying Office; and Tom Tashjian, Vice President, Senior Retail and Consumer Analyst, Seidler Amdec Securities, Inc. The problems of competition and market share were explored as well as marketing and merchandising trends for the 1990s. Tashjian predicted that there would be a general shake-out in retailing, and only those who are constantly changing will survive. He also noted that the smaller companies with only a few locations will find the times particularly difficult since they cannot buy in volume. Their only choice is to distinguish themselves in the type of merchandise they offer and to provide excellent customer service.

As a result of increasing participation by community college faculty more opportunities are being created for our students. For example, students were allowed to attend the dress rehearsal for "Look West 91." I arranged for approximately 65 Mt. SAC students to take a bus to this event at the Embassy Theater in Los Angeles. The rehearsal was preceded by a program planned for students and featuring Jim Waterson, the designer and producer of the show. Activities such as this which interface students with the leaders in the Fashion Industry are invaluable!

F. Presented a paper at "Partnerships: Teaming Up To Succeed."

I attended the Statewide Home Economics and Early Childhood Educators Conference October 18-21, 1989. The focus of the conference was forming

partnerships with business, industry and government. Breakout sessions, special speakers, and industry tours identified ways to initiate and strengthen partnerships. I reported on the results of my VEA Special Projects grant.

That grant titled "Impact Assessment of Life Management Curriculum," sought to determine if the model Life Management Curriculum formulated in Project III-6-987 (California Community Colleges) was meeting intended goals and if male and female students including both Home Economics majors and non-majors, are making progress in achieving career/family balance and increased quality of life. My research also sought to determine which California Community College campuses are teaching Life Management and it intended to stimulate and facilitate articulation amongst two-year and four-year colleges and universities. I completed the research and report just in time for this conference. (The report itself was finished and submitted to the Chancellor's Office in December, 1989.)

My research revealed that both students and faculty judge the Life Management course to be a rousing success. The Life Management Model Curriculum is a success in meeting the varied needs of students of all ages and experiences, particularly women. Instructors who have initiated this class are selling it on the quality of the curriculum. It is comprehensive, flexible, and appropriate to men as well as women, married or single, parent or not. The course prepares students of all majors and backgrounds to meet the demands of multiple roles related to career, family, community and self.

This project has also encouraged sharing of curriculum ideas amongst instructors, has helped facilitate course approval on several campuses, and has stimulated a dialog between faculty of Life Management at two-year and four-year colleges, which will hopefully lead to articulation.

G. Presented a paper at the Western Regional Home Management Family Economics Educators conference "Family Self-Sufficiency: Strategies and Implications"

This annual meeting was held in Seattle in November, 1989. It is attended by college professors and extension agents working in the western half of the United States. The introductory reports were of particular interest to me. They focused on the Family Independence Project (FIP) Washington's Pilot Welfare Reform Program. It sounded highly successful and involved job-training, family counseling, and child care as well as financial support.

I'm pleased to say that I presented a reviewed paper: "Life Management: A Successful Curriculum Suitable For All College Students?" This was based upon the research grant that I described above. In making this report to the Western Region, I hoped to expand articulation and communication beyond the California borders. Based on our success, I urged faculty at universities in the Western Region to offer Life Management at a lower division level and make it available to all students across their respective campuses, retaining their upper division level course for Home Economics majors.

My paper was printed in the conference proceedings: *Papers of the Western Region. Home Management Family Economics Educators, Volume 4, 1989.* (See Appendix VII, pgs. 121-126 for a copy of my research.)

H. Participated in the Society of Consumer Affairs Professionals (SOCAP) as the Co-Chairperson of Education.

I was selected as co-chair of the Education Committee for the 1990 term. In November we began with a two-day retreat of the new and retiring officers in Oxnard. At this time we reviewed the past year, and set goals for 1990. My committee goals are listed in Appendix VIII, pgs. 127-128.

During this term our committee has doubled the size of the Video Library which is utilized by colleges and corporate members. We created a library inventory which was distributed to all SOCAP members, and we tracked the lending history of each video to determine usefulness.

In the Spring we focused on National Consumer Affairs week April 22-28, 1990 by providing coordination of speakers and consumer literature. As a result, Consumer Affairs materials supplied by SOCAP members were distributed at the California State University Long Beach all-campus Open House (Kaleidoscope), as well as one week later at the CSULB student-attended campus Health Fair. The latter was perhaps more important due to its possibilities of recruiting students to the field of Consumer Affairs. At the Mt. San Antonio College Consumer Resource Center there were daily activities, including speakers, videos, and literature distribution. Our fledgling center in downtown Pomona is gradually gaining community awareness. Orange Coast College Consumer Resource Center held four very successful seminars on campus over a two day period. Programs were planned in conjunction with classes in Consumer Affairs and Business Law and

attendance totalled 200. The Consumer Resource Center, California State University Northridge held a Career Panel attended by Consumer Affairs students. The activities drew attention to the newer, more visible location of their campus office. In total, literature was distributed to over 1,000 people.

In June 1990 the Education Committee helped organize a program which was part of a seminar for 250 Head Start pre-school parents from the Los Angeles County Unified School District. Four SOCAP members presented consumer affairs information.

The Education Committee supported a Consumer Affairs Seminar jointly offered by CSULB and CSUN at CSULB on September 8 and October 6, 1990. SOCAP members participated as speakers as well as evaluators of student projects. Video tapes of the SOCAP members' presentations were made and added to the SOCAP library. This was the first such joint class and it had over 30 registrants, one third of whom were already practicing in the field. The seminar focused on how to establish and operate a successful Consumer Affairs Office. The goal of the class was to expand participants' knowledge, assist SOCAP members new to the field, and recruit new members to the field from the student population.

As I complete this report we are in the midst of planning a panel discussion at CSUN focused on "Consumer Trends for the 90s.". This will be held on October 30th and we anticipate an audience of 200 people.

Committee members nominated a fellow educator for the SOCAP Community Service Award and he was selected recipient: On October 18th Dr. William Buckner, Home Economics Department, CSULB will be honored for serving as Director of the Financial Crisis Clinic in Long Beach for the past twenty years. This is a thrill for me, since I studied with Bill when I earned my Masters degree at CSULB and I initiated the nomination.

The Education Committee has also been instrumental in establishing new SOCAP policies. A Student Meeting Attendance Fund was created to facilitate attendance by students at our monthly luncheon meetings which cost \$20. This Fund will be supported by the corporations represented by SOCAP membership. Also as a result of our recommendation, Chapter newsletters are now being mailed to CSUN and to CSULB for distribution to student chapter members.

I served on the Invitation Sub-committee of the SOCAP Annual Awards Dinner Committee. And I attended as many monthly meetings as possible. Through this organization I made invaluable contacts, have an increased

understanding of this employment field, and have grown professionally. As a result of increased participation by community college instructors such as myself in SOCAP, a new category for student scholarships was created for community college students. (Prior to this year scholarships were only given to four year college and university students.) I assisted the Scholarship Committee to draft the new scholarship application and set criteria for selection.

I attended many SOCAP monthly meetings. In August, 1989 I was able to take a Mt. SAC student along to hear a program entitled "Get To Know Our Members." Five SOCAP members participated: Beth Burns, Supervisor Customer Relations, Data Quick; Ruth Collander, Director Public Affairs, KRLA Radio; JoAnn Kney, Consumer Affairs Representative, Pepsi-Cola; Vanessa Orr, Advertising Standards Associate, American Association of Retired Persons; and Greg Price, Manager Member Relations, Kaiser Permanente. Each described their job responsibilities and training.

Arch Lustberg's topic for November, 1989 was "Likeability: The Communicator's Goal." He stressed how to be accepted by your audience and inspired me to include his book in my independent study.

"A Prospectus on Consumer Affairs in the Health Field" was presented at the February meeting. The program focused on changes in this field particularly the impact of multi-cultural diversity, increased concern for ethics, and demand for educational programs.

In March Ron Zemke, author of *The Service Edge*, stressed the need for companies to understand that retaining customers is their goal. This is accomplished by performance, relationships, and results. He stated that a Marketing Department needed to spend half its budget on retention. When problems occur, customers want 1) an apology, 2) a fair fix, 3) to be treated as if someone cares while the problem is being fixed, and 4) a company to keep both the letter and spirit of the promise.

In April Charles Wiley, a member of Accuracy in Media described how the approach to journalism has changed over the last thirty years. He described both advocacy journalism and interpretive reporting. He emphasized how journalists today have the power to set the public agenda.

The June meeting was an all-day professional development seminar on personality style, which fit beautifully with my sabbatical goals. The program was titled "True Colors" and was based on the Myers-Briggs/Kiersey Bates research. Each of the four styles were described and designated by a color. Participants took

a short test to determine their own style or color. We gathered together with others of the same color and discussed our choice of behavior under specific circumstances. Then each group shared the results with everyone else, allowing us to learn about the other three styles. The approach used in the program was fun, yet informative. Each person felt good about their own style, and yet gained insight into the others. Participants learned how to apply this information in a business setting.

This program gave me some ideas on how to expand what I had been doing in my Life Management and Professional Selling classes in regards to personality/social styles.

I. Orange District, California Home Economics Association.

Over the last few years I have not been able to be active in this group since my evening contract teaching conflicts with their evening meetings. The leadership of this professional group includes faculty from both CSULB and CSULA, from business, government, and education.

Because of this sabbatical I was able to attend two long-range planning meetings for Orange District as well as the October members' meeting which was held at Saddleback College.

I planned a program and arranged for the speaker for the November, 1989 meeting. I invited Dr. Leo Estrada, Associate Professor in the Graduate School of Architecture and Urban Planning, UCLA to speak on "Changes in the Southern California Population and Implications for Families."

I also served on the committee which planned "Home Economics: Toward the Year 2000." This regional conference of the California Home Economics Association was held March 16, 1990 and attended by 120 from across the state. I arranged for a panelist, Craig Petersen, Mt. SAC Biology department, who was the hit of the conference. I also solicited and organized corporate booths, and obtained five corporate donations totaling \$500 to help underwrite the cost of the conference. As a result, the event ran in the black and more money was available for scholarships. And finally, I participated in the creation of gift baskets for a scholarship fundraiser.

J. Attended "It's 1990: What's Happening in the Consumer Marketplace."

This two-day conference in March was sponsored by the California Department of Consumer Affairs. Keynote speakers included Delaine Eastin, California Assemblywoman and Chair of the Assembly Governmental Efficiency and Consumer Protection Committee; and Michael Kelley, Director of the California Department of Consumer Affairs. A special guest was Bonnie Gutton, Special Advisor to President Bush and Director of the U.S. Office of Consumer Affairs. Ms. Gutton spoke of consumer concerns related to food labeling, the environment particularly clean air, and product liability. She indicated that a new area for concern is privacy: of consumer credit reports, telephone calls, and personal lifestyle information gleaned by direct mail marketers. She stressed that Consumer Education was of particular need for the elderly, low income, and children.

Sessions I attended focused on finance, energy, insurance, changing demographics, the judicial system, and global economics. I discovered that two-thirds of the savings and loan companies in American are financially healthy. Several people indicated that international investments will move away from America in 1992 to Europe. This could affect the cost and availability of money here.

In the judicial system there is a trend to using mediators. Bill Davis, Director of the Administrative Office of the Courts attributed this to the result of changing roles of men and women. He claims that we are embracing equality and that we are now willing to negotiate (feminine) rather than "duke it out" (masculine). Larry Ray, Executive Director on Dispute Resolution of the American Bar Association noted that if mediation is used there is a 90% resolution rate. He also said that only 3% of all lawsuits in the U.S. actually go to trial; the others are dropped or settled out of court.

Desmond Jolly, Agricultural Economist and expert on global economics admonished our government to quit acting like a poor country. He said that we needed to create a balance of trade, give more support to education, and encourage savings. Dr. Robert Curry, Professor of Economics at California State University, Sacramento indicated that the relative productivity of our resources compared to other countries is quite low. He noted that one reason that Japan does not want to accept our products for trade is due to their low quality. He encouraged a combined private/public sector support for increased productivity by an investment in education and child care.

Dr. David Meany, Superintendent of Schools for Sacramento County and co-author of *Building Effective Schools*, stated that there is a direct relationship between success in school and success in life. He stated that the cost in California to keep a child in school in 1989 was \$4,478. To provide welfare for one adult costs \$9,000, while it costs \$22,000 to keep an adult in jail, or \$30,000 to keep someone in juvenile hall. He noted that in California one out of four children are living in poverty.

Dan Walters, journalist and author, supported the idea of collaboration of business with education. He said that seven and a half million people typically vote in California. About 85% of that population is Anglo, two-thirds have an above-median income, half are over age 50, and only about 20% have children in public schools. His point was that the voting constituency has very little interest in giving more money to education. All the speakers indicated that to motivate children you need to give them successes. The conference was inspiring, and yet left me very worried about the future of young people in our schools.

K. Attended the annual Symposium of the Costume Society of America: "Appearance and Gender Identity" in Washington, D.C.

The 16th annual Symposium was held May 16-19, 1990 at the National Museum of American History - Smithsonian, and co-hosted by the College of Human Ecology, University of Maryland. Portions of the conference were held at Georgetown University. All of the 35 scholarly papers presented focused on the social roles appropriate to men and women at a given time or place in history, and how those roles are expressed or reflected in dress.

The theme allowed for a great diversity of topics and presentation methods. For example "Clothing and Gender Identity in 20th Century Popular Culture" was illustrated with slides made from television re-runs. "Superstars, Superheroes, and the Male Body Image: The Football Uniforms from the Paul 'Bear' Bryant Museum at The University of Alabama" tracked the evolution of the male ideal from a broad-hipped narrow-shouldered silhouette to the inverted pyramid of today. "Women's Scarification: Body Modification and Gender Identity in Africa" reported on-site research into this rapidly disappearing tradition.

There were several highlights of the conference including a behind-the-scenes discussion by Claudia Kidwell, Curator, about the current Smithsonian costume installation: "Men and Women: Dressing the Part." This exhibit was ten

years in the planning and opened in 1990. It suffered from federal budget cuts for the arts during the planning stage, as well as political influences on its content. I discovered that the Smithsonian is in a unique position since it is a national museum: it must reflect the whole nation, and not offend anyone. What a difficult position for art/education!

As part of the conference Erica Batsdorf, a movement theater artist, presented "Movement, Gender Differentiation, and Costume." This young actress has created a seven minute movement piece which combines various sitting, walking, and standing styles of men and women. She repeated the piece with exactly the same movements three times, each time in different clothes: first in a skirt, blouse, and high heels; next in sweats with her hair slicked back like a young boy; and finally looking like a young business man in a dark suit, white shirt and tie. The fascinating part was to monitor how the audience felt about each individual body movement as the wardrobe changed!

The Symposium gave me an idea for a different way to teach students about the social, political, economic and technological influences on fashion. I have since created that assignment in a collaborative learning style and have introduced it this fall in Fashion Industry. In the future I would like to experiment taking photos from the television screen as was done by one speaker. Content from these research papers is already finding its way into the stories I tell in my fashion classes. And information that I gleaned on collections management and use of computers in costume museums is being put to use at the Fullerton Museum Center.

As part of the conference I also saw *The Merry Wives of Windsor* at the Folger Shakespeare Theatre. The male role was played by Pat Campbell, a woman, so this was a fascinating addition to a conference focusing on gender.

It is always difficult to get away from the classroom for this annual conference, since it is in May and so close to the end of the year. Because of this sabbatical I was free to travel the distance to the East Coast, and go a day ahead of the conference. I thoroughly enjoyed visiting the Museum of African Art and the Sackler Gallery on the Mall. Due to their relative newness I had not been in either one before. Both featured special exhibits on ethnic costume and since studying and collecting in this field are both a vocation and avocation of mine, I was in heaven. I also enjoyed the special Impressionist and Post-Impressionist exhibits in both East and West Wings of the National Gallery of Art. Its always a thrill to be in these wonderful national museums!

L. Expanded knowledge of DECA,

There is an active Distributive Education organization at the high school level in our surrounding districts. I served as a DECA judge and found this event very impressive. At this point efforts to establish a liaison with local chapters have been minimal. A Mt. SAC DECA chapter in the Business department did not materialize in 1989-90 as hoped for. However, plans have been made for the Fall to hold joint meetings of Fashion Associates with other campus clubs.

M. Attended "Overcoming the Superwoman Syndrome."

Because of my sabbatical I was able to attend all of this terrific conference held at Mt. SAC on September 29, 1989. As a faculty member I often have to miss opportunities right on our campus because I am teaching a class which does not directly pertain to the guest speaker's topic.

I have heard Marjorie Shaevitz, the featured speaker, twice before and have read her book *The Superwoman Syndrome*. The morning teleconference transmitted from Grossmont College began with an interview with Shaevitz. The interview was followed by interactive questions and answers from the audience. Following the teleconference a four person Mt. SAC panel explored the content of Shaevitz's talk, as well as discussed if and how her suggestions could be implemented. I particularly appreciated this dose of reality.

During the breakout session I chose a workshop led by Sandra Klasky who explored myths about gender roles. Her outline was drawn from Gender Roles and Power by Jean Bloomfield. There were some new ideas here for me, such as the fact that men are often perceived as doing "the real work." Klasky reported on studies that indicate that in mixed groups men interrupt more. Also, that if women haven't talked in a class by the third class meeting, they probably won't the rest of the semester. A final thought was that women will have "arrived" when mediocre women are in top positions, as is the case with some men now.

At lunch our speaker was Arlie Hochschild, author of *The Second Shift: Working Parents and the Revolution at Home*. I was so inspired by her research that I later read her book (as reported above). Since multiple roles is a major topic in my Life Management course, this conference was an excellent up-date.

"Media and Public Perception" was presented by Cathleen Rodman. She presented a historical perspective of how women have been portrayed in print and

film. Then she reviewed the various images of women in the media today. She spoke to the fact that these images then influence how women view themselves. This fit beautifully with the opening remarks of Arlie Hochschild, who described today's Superwoman as "the woman with the flying hair." I will utilize Rodman's handouts in both the Life Management and Consumer Economics courses.

This was an excellent conference, filled with fresh information on a topic that will be as important in the 1990s as it was in the 1980s.

N. Additional meetings.

"Issues Affecting Women." St. Jude Hospital and Rehabilitation Center, January 3, 1990. Jasvinder Wadhwa, M. D. and Allison Nathan, Ph. D. explained that women need special guidance managing their roles and responsibilities today. The roles required of women in the past were confining and perhaps repressive, but they were specific and clear. Today the newer roles are less specific and have increased in quantity. This can result in feelings of anxiety, guilt and repression. Women (and men) are faced with the difficulty of integrating a career and the personality traits required for success in the world of work with the personality traits required for nurturing a personal relationship such as a family.

Ways to be more successful at integrating career and relationships were presented. Burnout was defined, the stages of burnout were identified, and then a "cure" for each stage was recommended. The cures included: pace yourself, delegate, share feelings, listen to others, and change your lifestyle.

"Laugh for the Health of It! - Therapeutic Use of Laughter and Play for Health and Wellness." Orange County Nutrition Council, January 17, 1990.

Andrea Hannon, R.N., M.S. N. focused on the physiological effects of laughter and play. She described how the use of humor and play can alter lifestyles that are detrimental to health and wellness. Then she demonstrated the relationship between laughter, play, and the endorphin system. She defined play as the experience of having fun, or the feeling of joy. She said that playing increases vital energy, creative thinking, and the desire to live. She reminded us that "your day goes the way the corners of your mouth go."

"Symbols of the Ancient World: Symbols of Design." The Costume Council of the Los Angeles County Museum of Art presented designer Mary McFadden on January 22, 1990. McFadden is internationally known for her expensive and exquisite fashions. She spoke about the source of her design ideas, showed slides of those sources, and the creations that resulted. She also spoke about the joys of being a designer, as well as identified the required training.

"Faculty Showcase: The New Professionalism." Mt. SAC, March 6, 1990. Sponsored by The Consortium. This workshop sought to assist faculty to prepare for the changing educational environment of the 1990s. The Keynote address was "How Faculty Can Respond to the Demographics of Southern California Education." Dr. Harold Hodgkinson was the most amusing demographer I have ever heard. He was able to make all of these statistics meaningful and interesting.

I attended the session entitled "The Faculty's Role in Using Marketing to Recruit and Retain Students." And then I was a panelist in a roundtable discussion: "How to Publish." I reported on my experiences writing consumer economics textbooks, including the difficulties dealing with publishers.

"Student Responsibility for Learning." Mt. SAC, May 8, 1990. I learned about the variety of collaborative techniques that faculty from many disciplines on campus have implemented this year. Attendees experimented with a collaborative exercise, and then talked with others in our discipline. We were told that students learn better when they are in a collaborative situation. We were encouraged to create such experiences, particularly in lieu of quizzes or tests.

As a result of this meeting, and my attendance at the Costume Society of America, I created "Who Wore What When" (Appendix IX, pgs. 129-142). It includes a class handout which focuses on costume history of the 1920s-60s and is used in conjunction with the text book. Students work collaboratively to research a decade, record their information on a matrix, and then report to the class. Additionally, each student contributes pictures to a class time line. Each student must have two pictures of historic costume (one portraying a man and one a woman) and one picture identifying an influence on fashion.

I feel I still need more guidance creating such experiences, so I am hoping for another workshop on campus this year on implementing collaborative learning techniques.

San Jose Historical Museum - Kelly Park, San Jose California.

While in Northern California visiting colleges and universities to compare Fashion Merchandising opportunities I also researched the San Jose Historical Museum in Kelly Park. I met with Curator Nancy Valby who characterized this museum complex as a "Little Williamsburg." I was drawn to this facility because of their costume and textiles collection. I had seen a fashion show, "Vintage Reflections," of reproduction period clothing from the San Jose Historical Museum, and I was interested in learning more.

The museum is actually a historic park with several historic buildings including a blacksmith's shop, a hotel with a turn-of-the-century soda fountain, and a functioning trolley car. The most impressive part for me was discovering the amount of financial support the city provided. I also found the fact that the museum had 450 volunteers equally as astounding. There was much food for thought here, although I could see it required a staff member to coordinate all these volunteers.

Overall Results of Networking

As a result of all of these meetings and seminars I have expanded the numbers of people that I know working in the Fashion Industry, Sales, Consumer Affairs, Life Management, and Education fields. This has given me a fresher outlook on the world of work. It has dramatically increased my understanding of specific job responsibilities, as well as training and experience necessary for those jobs.

I will maintain these contacts by continued membership in SOCAP, The Fashion Group, and all the Advisory Committees. Members of the two former groups have or will be invited to serve on our Mt. SAC departmental Advisory Committees. I will also be using these individuals as guest speakers and as resources for field trip sites. As we strive to establish an Internship program in Fashion these contacts will be invaluable to supply work sites for students.

The SOCAP Community College scholarship will be offered again. I will retain my membership on both the Scholarship Committee and the Education Committee of SOCAP in order to keep involved. I have ordered some of the SOCAP videos for classroom use, free of charge. I have also ordered the three free videos on credit from TRW.

As a result of my contacts in SOCAP I am beginning exploratory work with Southern California Edison with the intent of making the Mt. SAC Consumer

Resource Center a pilot site for an Edison Energy Management School. This would be a one-day educational program on money management and energy conservation and would be offered in our Community Services program. It would be available to new customers in lieu of a connection deposit, or for people who wish to re-connect after losing service for non-payment. It would follow a model established by San Diego Gas and Electric as a joint partnership between business and education.

Through SOCAP I met Linda Gaston-Smith, Senior Consumer Affairs Representative of Southern California Gas Company. She has asked me to serve on a state-wide Task Force to establish a California Coalition for Consumer Education. The first meeting in November 8, 1990. This will allow me to continue networking with an even broader range of people.

I will follow up on my idea for inviting Roger von Oech, author of *A Whack on the Side of the Head*, to come to Mt. SAC. I have briefly discussed this with the SOCAP Vice President for Programs, in hopes that there could be some joint activities with and cost sharing between SOCAP and MT. SAC.

As a result of attending the Costume Society Symposium, I am working with that organization to offer a workshop on costume exhibitions. This would include information on planning, preparation of costumes, and installation.

I am closer to linking up with Info-Net, and look forward to the opportunity to use a statewide bulletin board to correspond with other educators.

Summary

It was a very busy year for me and I accomplished many of my goals. I was truly able to take advantage of the flexibility that a sabbatical offers. The independent study was very successful and I am already using this information in the classroom. The review of the Fashion Merchandising program has led to the creation of recruitment tools, a new certificate, and articulation with local high schools and colleges. Participation in the executive training program gave me insight into the connection that classroom learning has to the "real world." As I teach this semester I am refining my Life Management lecture packet, an easy job now that my notes are on computer and not just stuck in a file folder.

All of these activities directly benefit students. Because I have a better understanding of learning styles the students in my classroom are learning more effectively. The course material is better organized and so it is easier for students

to learn. The students are feeling more successful and retention has increased. This is of value to both the students and to the college.

Although I am disappointed in not reaching my goal to increase the accessibility of the Fullerton Museum Center costume collection, I found my efforts a valuable learning experience. I will continue with this project as time allows. Despite this disappointment, my sabbatical activities has initiated inter-departmental communication with the Drama department, which I hope will enhance both our programs.

Perhaps the best part of having this sabbatical was networking with so many people in the business community. As I talked to and became acquainted with each individual I represented Mt. SAC specifically and California Community Colleges in general. I was able to educate others about the excellent preparation for jobs that students are receiving at community colleges and how many of them are using their education to transfer to four year colleges and universities. I was able to tell people how important education is and how terrific our community colleges are. It is always valuable for a college to expand its reputation for quality, and important that more citizens understand the contribution that communitiy colleges make to the economic health of our state. Now more people are aware of the quality education available at Mt. San Antonio College and how our college contributes to our community.

I was also able to share with others the five Home Economics programs: Fashion, Life Management, Interiors, Nutrition and Food, and Life Span. And I could emphasize how knowledge from these programs offered at Mt. SAC is helping individuals create career opportunities and family units stay healthier and happier while increasing the quality of their lives.

APPENDIX I
Sabbatical Leave Proposal

SABBATICAL LEAVE PROPOSAL

JOANN DRIGGERS

I am applying for a one year sabbatical leave. At Mt. San Antonio College I teach in three areas: **Fashion** (Fashion Industry, Fashion Merchandising, Professional Job Search, Field Studies in Fashion Merchandising), **Sales** (Professional Selling), and **Life Management** (Life Management, Consumer Economics). My proposal includes independent study and three projects, including curriculum revision, costume collection management, and networking.

Statement of Goals:

1. Study independently in the areas of Fashion Merchandising, Sales, Life Management, and student learning styles.
2. Review and revise the Fashion Merchandising program.
3. Attend an executive training program with a major department store.
4. Facilitate the use of a regional costume collection by MSAC students of Fashion and Theater, as well as others interested in costume research within the East San Gabriel Valley and Orange County.
5. Identify and meet with people in the community who can be resources for the Fashion and Life Management programs including providing advice, jobs for students, and financial aid to the department in the form of equipment, scholarships, and the like.

Rationale

The Fashion program has existed for more than 15 years. It has gradually evolved, but has never been reviewed for effectiveness or thoroughness. In the last few years three developments have challenged this program. First, the apparel industry has grown 12 percent annually in Los Angeles, while it has only grown 4 percent nationally. (Four percent is the average growth of all industries nationally, as well.) Along with the retailing growth and development in our district, this provides unprecedented job opportunities for students, if only the business world knew about us! Secondly, East San

Gabriel Valley ROP - Fashion Merchandising has become a model program for the state. Mt. San Antonio College needs to sharpen its program in order to attract these students which number over 200 each year, and provide them with a more advanced curriculum than ROP. Thirdly, the private, proprietary schools have become increasingly aggressive and well-funded. This competition is not welcomed by us, since these schools employ full-time recruiters, and full-time liaisons to the business community. This sabbatical would allow our community college to have a person who can concentrate on curriculum, recruitment, and networking, if only for a year.

General Benefit to Mt. San Antonio College

I will return to MSAC a refreshed, relaxed, and motivated instructor with updated knowledge and revised teaching techniques. This will make me more effective in the classroom, providing a better education for students and enhancing student retention. The knowledge gained will be transferred to students, making them better prepared for the job market, more employable, with specific job leads. The networking which is begun on this sabbatical can be continued by myself and other department members. My sabbatical will therefore benefit the department and the campus as I can share my experiences within and without the department.

My Proposal

1. Study independently in the areas of (a) Fashion Merchandising, (b) Sales, (c) Life Management, and (d) student learning styles. I will read the following books and incorporate this information into curriculum development, course content, and course projects.

- A. *Fashion Direction and Coordination*, Susan Goschie.
Fashion Modeling, Bernie Lenz.
Fashion Sales Promotion: The Selling Behind the Selling, Pamela Phillips, et. al.
- B. *Conceptual Selling*, Robert B. Miller and Stephen E. Heiman.
Marketing Decision Making: Analytic Framework and Cases, O'Dell, et. al.
What They Don't Teach You At Harvard Business School, Mark H. McCormack.
- C. *Economics in Perspective*, John Kenneth Galbraith.
The New Management, Robert M. Fulmer.

Peace in the Family, Lois Dorn.
Reinventing the Corporation, Tom Peters.
The Renewal Factor, Robert H. Waterman, Jr.

- D. *Ambivalent Mind*, Michael Corballis and Ivan Beale
- Cognitive Styles*, Kenneth Goldstein and Sheldon Blackman
- Writing To Learn*, William Zinsser

2. Review and revise the Fashion Merchandising program with the following purposes in mind: to update curriculum, to incorporate computers into coursework, to incorporate use of costume collections as a resource when appropriate, and to expand and include fashion industry contacts.

A. Visit other community and four year colleges to research what classes are being offered. I will visit classrooms, talk with instructors, and collect course catalogs and program brochures. I also want to know how these classes are being marketed to the community, and articulated with high schools and ROPs. Finally, I want to explore how computers are being utilized in the classrooms of other campuses. Visitations will include, but not be limited to:

- 1. Local - two year
 - Brooks College - private, Long Beach
 - Long Beach City College
 - Los Angeles Trade Tech
 - Saddleback College
 - Fashion Institute of Design and Merchandising - private
- 2. Local - four year
 - Cal State Los Angeles
 - Cal State University Long Beach
 - Woodbury University
- 3. Distant - two year
 - Mesa College
 - Modesto Junior College
 - San Joaquin Delta

4. Distant - four year

Cal Poly - San Luis Obispo
Cal State Chico
Oregon State University
University of California - Davis
Western Washington University

B. Based on research and ideas gleaned from visitations, I will revise the Fashion Curriculum.

1. I can anticipate creating at least two classes including Advanced Visual Merchandising, and Fashion Internship. Both classes are dependent upon support from the community, as they will entail on-the-job work sites, equipment, etc. The Internship class must be worked out in detail, including creation of liaisons within the industry, selection of job sites, clarification of student responsibilities, and creation of student evaluation devices.

2. I will revise the Fashion Merchandising course in detail. I want to incorporate use of computers in this class.

3. All revisions will be accomplished in time for submission to the Curriculum Committee in December, 1989. Until my search is completed, I will not know what else needs to be done.

3. Attend an executive training program with a major department store. I have arranged with Sharon Enis, Director of Executive Training for Carter, Hawley, Hale (parent company for The Broadway) to attend an executive training program that will be a minimum of two weeks in length. This will not only teach me what is desired of executives in the workforce, but will also give me course content ideas for classes that I teach. I will know more about the specific computer skills required on the job and so will be better able to select software for my program.

4. Facilitate the use of a regional costume collection by MSAC students of Fashion and Theater, as well as others interested in costume research within the East San Gabriel Valley and Orange County.

Background

Since 1980 I have been an active member of the Fullerton Museum Textile and Costume Guild. This is the primary support group for the sole

collection of the museum. This collection consists of over 5,000 items of clothing for men, women, and children. The strength of the collection is in 19th and 20th century apparel. It is the only collection that is available in Southern California for hands-on research. All other public collections are for exhibition only. This collection is used both for exhibition and research. The museum has a small, paid staff. The registration, curatorial, and exhibition responsibilities are usually assumed by volunteers, primarily Guild members.

I want to work with the museum to make this collection more accessible to students and researchers. My goal is to develop policies and procedures for class visitations and for lending items to college instructors for classroom instruction. I would also like to help the museum refine its retrieval system.

Procedure

A. Study for two weeks at the Henry Art Gallery, University of Washington. This museum has a similar, but larger collection, which is used both for research and exhibition. I have talked with Judy Sourakli, Curator of Collections, and she is pleased with this plan. I will volunteer my time in exchange for working with her in registration, conservation, and exhibition. My own knowledge, coupled with this experience will allow me to reach my goal of making the Fullerton Museum Collection more accessible to college students and researchers.

B. Write policies and procedures for classroom visitations to the Fullerton Museum Collection.

C. Write policies and procedures for checking out costumes for use in college classrooms.

D. Refine costume retrieval system.

E. Inform local colleges and universities of this opportunity.

5. Identify people within the community who can be resources for the Fashion and Life Management programs including providing advice, jobs for students, and financial aid to the department in the form of equipment, scholarships, and the like. The goal is to strengthen our linkage to the community. In order to reach this goal I will:

A. Attend the annual meeting of the Association of College Professors of Textiles and Clothing, in Atlanta in October, 1989. Gather curriculum ideas and expand knowledge of the discipline.

B. Visit with the East San Gabriel ROP - Fashion Merchandising instructors and observe their classes. Cooperatively identify how we can work together more effectively, particularly in sharing resources and facilities. I am currently on their advisory committee and am creating and implementing an articulation agreement with East San Gabriel ROP. The initial agreement will be for one course.

C. After revising our Fashion curriculum I will visit with other local ROP programs. My visitation experiences with other colleges will guide me in articulation and recruitment with local ROPs.

D. Expand knowledge of DECA, an active Distributive Education organization at the high school level. Identify active local chapters, and create a liaison between those groups and Mt. San Antonio College.

E. Select major fashion employers and identify the appropriate recruiting/training personnel. Companies would include, but not be limited to, The Broadway, Millers', Susie's, Circuit City, Penneys. I will meet with company representatives to explain what our Fashion students have to offer them, and identify ways they can help us. Special emphasis will be placed on internships and jobs for students. I will also explore contract teaching.

F. Attend as many Fashion Group meetings as possible during the year. The group meets 12-15 times each year.

G. Attend the Western Region-Home Management Family Economics Educators conference in Seattle in November, 1989. Gather curriculum ideas and expand knowledge of the discipline.

H. Participate in the Society of Consumer Affairs Professionals by being the Education Chairperson. This might entail planning educational meetings for the general public in Southern California at several locations. Attend monthly meetings.

I. Participate in the planning of the Mt. San Antonio Great Teachers Seminar, and attend as a leader in Spring, 1990. This will allow me to give back to the school, at the same time that I will be forging stronger ties and liaisons with others on campus. Since the classes I teach are of an interdisciplinary nature, this will be useful to all of us.

Calendar**September**

Make appointments for visitations

Visit local schools

Brooks College - private, Long Beach
Long Beach City College
Los Angeles Trade Tech
Saddleback College
Fashion Institute of Design and Merchandising - private
Cal State Los Angeles
Cal State University Long Beach
Woodbury University
Mesa College (San Diego area)

October

Visit distant schools

Modesto Junior College
San Joaquin Delta
Cal Poly - San Luis Obispo
Cal State Chico
University of California - Davis

Attend Conference of Association of College Professors of Textiles and
Clothing in Atlanta, Georgia

Visit East San Gabriel Valley ROP

Begin to compile results of curriculum study

Participate in planning MSAC Great Teachers Seminar

Attend Fashion Group and SOCAP meetings

November

Attend Western Region - Home Management Family Economics Educators conference in Seattle, Washington.

Visit colleges

Oregon State University
Western Washington University

Revise Fashion curriculum based on visitations and research

Develop new Fashion curriculum based on visitations and research

Submit curriculum to department members for review

Submit curriculum to MSAC Curriculum Committee

Participate in planning MSAC Great Teachers Seminar

Attend Fashion Group and SOCAP meetings

December

Visit local ROPs

Explore DECA and begin liaisons

Create "Fashion Merchandising" assignments based on visitations

Create "Internship" evaluation devices

Participate in planning MSAC Great Teachers Seminar

Attend Fashion Group and SOCAP meetings

January

Select major fashion employers/identify recruiting personnel

Plan presentation to recruiters and develop a marketing strategy

Participate in Executive Training Program at The Broadway

Participate in planning MSAC Great Teachers Seminar

Attend Fashion Group meetings

Begin tenure as Educational Chair for SOCAP

February

Visitations to Recruiters - minimum of 5

Independent study: research and reading (see previous listing)

Participate in planning MSAC Great Teachers Seminar

Attend Fashion Group meetings

Participate as Educational Chair for SOCAP

March

Independent study: research and reading (see previous listing)

Participate in MSAC Great Teachers Seminar as a leader

Attend Fashion Group meetings

Participate as Educational Chair for SOCAP

April

Study for two weeks: Henry Art Gallery, University of Washington

Write policies and procedures for classroom visitations to the
Fullerton Museum Collection

Write policies and procedures for checking out costumes for use in
college classrooms

Refine costume retrieval system

Inform local colleges and universities of this opportunity

Attend Fashion Group meetings

Participate as Educational Chair for SOCAP

May

Independent study: research and reading (see previous listing)

Incorporate research into classes which I teach: revise projects,
assignments, and tests

Attend Fashion Group meetings

Participate as Educational Chair for SOCAP

June

Independent study: research and reading (see previous listing)

Incorporate research into classes which I teach: revise projects,
assignments, and tests

Organize names and addresses which I have gathered as a result of
networking so that they can be utilized by others

Attend Fashion Group meetings

Participate as Educational Chair for SOCAP

Write Sabbatical Leave report

APPENDIX I I

Survey and Comparison of

Fashion Merchandising Programs

MT. SAN ANTONIO

COMMUNITY COLLEGE DISTRICT

1100 NORTH GRAND AVENUE • WALNUT, CALIFORNIA 91789
(714) 594-5611



March 26, 1990

Dear Fashion Merchandising Colleague,

One of the joys of a sabbatical is setting your own deadlines. So, here it is almost April, and I am finally sending the comparison of your Fashion Merchandising program to the one we have at Mt. San Antonio College. The study includes eight California Community Colleges, six California State Universities, and the only University of California campus which has relevant courses (Davis). In addition I visited a private two-year fashion college (FIDM), a private university (Woodbury), as well as two out-of-state universities. I also researched the catalog from FIT in New York and included it here.

My goal was to identify courses that are common to our programs, and to spot any trend, or new course, that might be missing from the Mt. SAC curriculum. I soon realized that many community colleges can only offer an AA degree, limiting a major to 18-20 units. The solution for many campuses is to urge students to simultaneously earn a certificate. Some certificate programs, therefore provide a Fashion Merchandising major with 40+ units of coursework. The type of degree and certificate (indicated in small letters) requirements can be found on line 3.

The spread sheet allows you to do a quick comparison of courses. In most cases I have listed only those classes which seem to articulate and are lower division. **I know that I may have made a mistake on some, so don't take my list as gospel.** I also recognize that some universities will allow the student to "count" some community college courses even if their version is upper division.

A more detailed list of requirements can be found on the individual college grids. All universities mentioned that students should, and in some cases, must complete the General Education requirements before transferring.

Enclosed is a list of participants so that you can inquire about courses, send for catalogs, etc. I really appreciated the time that each of you put into this project, and I hope it proves to be as useful to you as it is to me.

Cordially,


Joann Driggers

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	A	B	C	D	E
1	Course	CAN	MT. SAC	Fullerton	LA Trade Tech
2					
3	Degree		AS30/fm,fc	AA/fm32fc19	AS36/fm,fp
4	Advanced Clothing Construction		FASH 12		
5	Advanced Visual Merchandising				
6	Clothing Construction	HEc 10	FASH 10 + 11	FDC 101*	
7	Computer Use in Fash Industries				
8	Design Principles	HEc 4	HMEC 5	HM141*	
9	Fashion Advertising				
10	Fashion Buying/Management		FASH 62		F&VM10* + 40**
11	Fashion Consulting		FASH 69		F&VM27
12	Fashion Field Studies: New York		FASH 90 + 91		FD144
13	Fashion Field Studies: California		FASH 95	FM145*	
14	Fashion Field Studies: Europe				FD242+Art17
15	Fashion History/Trends		FASH 61	FD242*	FD116,127,128
16	Fashion Journalism				F&VM20
17	Fashion Marketing				F&VD 30
18	Fashion Promotion/Coordination		FASH 63	FM250	F&VM35
19	Fashion Selection	HEc 20	FASH 15	FM 107	F&VM5
20	Internship/Wrk Exper		HMEC 91-94		F&VM937
21	Introduction to Fashion	HEc 22	FASH 60	FM181	
22	Modeling		FASH 65		
23	Professional Practices in Fashion				
24	Ready-to-Wear Apparel Evaluation		FASH 67	FM252	
25	Tailoring				
26	Textiles	HEc 6	HMEC 17	FDC 206	FD114,125
27	Visual Merchandising		FASH 66	BUS102*	F&VM101y+ 101z
28	Intro to Life Management	HEc 16	HMEC 41		
29	Fashion Writing		FASH 64		
30	Color Theory		HMEC 6		
31	Professional Job Search		HMEC 57		
32	Professional Protocol		HMEC 58		
33	Professional Image		HMEC 59	FM60	
34					
35	General Computers - Micros		CIS 12	BCIS102*	COSci 1
36	Intro /Principles of Business		BUSM 20		
37	Marketing		BUSS 36		
38	Merchandising/Retailing		BUSS 50		
39	Salesmanship		BUSS 35		Mark 1

	F	G	H	I	J
1	Long BeachCC	Modesto JC	Palomar	Saddleback	SanDiegoMesa
2					
3	AA/fm43	AA/AS34fm,vm,m	AA fm40	AS30fm,fc,vm,m,fj	AS29 fm29cons26
4					
5		FASMR 259			
6				CT110 or CT100	
7					
8				CT270	
9					
10	FD 220 C	FARMR 262	FASH 28	CT143	FASH 110fm
11	FD 32			CT201 or 202	FASH 127 c
12		FASMR364*	FASH 25*		FASH 155
13		FASMR368&369*	FASH 24	CT 254	FASH 155
14			FASH 25*		FASH 155
15		FASMR 204	FASH 30	CT144	
16				CT 255(fj)	
17					
18	FD 241AD	FASMR 363	FASH 38	CT 147	FASH 112 fm&c
19	FD 9	FASMR 202	FASH 22	CT 140	FASH 125 fm&c
20	FD70AD+CoOpEd	FASMR 264B,C,D	Co-op ED	CT160,145+CWE168	FASH 270fm&c
21	FD 220 A	FASMR 254	FASH 21	CT 142	FASH 105 all
22	FD 242 AD	FASMR 367*		CT 256 A,B	FASH 180 c
23				CT270	
24		FASMR 256-1		CT150	
25					
26	FD 10	FASMR 200	FASH 23	CT 31	ConSt140 fm&c
27	ID 208 AB	FASMR 258	FASH 27	CT 147	FASH 115 fm
28			FCS 1		
29					
30	yes			ART 42	
31					
32					
33					
34					
35	COMIS 1 A-C		CIS 15		
36					BUS100 fm&c
37			BUS 65		MRKT 110 fm
38	MKTG 42		BUS 63		MRKT 105 fm
39	MKTG 40				MRKT 130 fm

	K	L	M	N	O	P
1	San Joaquin Delta	FIDM	FIT	Cal Poly SLO	CSU Chico	CSULB
2						
3	AA/fm31	AA/fm, vm	lower div.	lower div	lower div	lower div
4						
5						
6	HEc 6A			HE 131		
7						
8				HE 122		HEC 141
9						
10		MMKT 190 + 210*	FM 021+121&122			
11						
12	HEc 18 A*	MMKT 292*				
13	HEc 18 A*				HE 137	
14		MMKT 291*				
15	HEc 35 B*				HE 132	
16			AC221*			
17			FM 118			
18	HEc 45 A		FM273*			
19	HEc 35 A			HE 237	HE 032	HEC 251
20	HEc 48	MMKT220 &299				
21	HEc 40	MMKT110+120	FM 031 +113		HE 134	HEC 255
22						
23						
24	HEc 41				HE 036	HEC 252
25						
26	HEc 5		TS 111	HE 220	HE 035	HEC 253
27	HEc 45 B				HE 037	
28					HE 110	HEC 321
29						
30						HEC 143
31		MMKT 205				
32						
33	HEc 80 A*					
34						
35		BUAD 130				MIS 240
36						
37		MMKT 130 +170				MKT 300
38		MMKT 215* + 250*				
39	BUS 22	BUAD 105				
40						

	Q	R	S	T	U	Y	W
1	CSULA	SDiegoSU	SanFronStU	UCDavis	WoodburyU	OSU	WesternWashUn
2							
3	lower div	lower div	lower div	lower div	lower div	lower div	lower div
4							
5							
6	FSCS 201		CFS 160	take		AIHM 225	
7							
8			CFS 240				
9							
10	FM 206				FM 125		
11							
12							
13							
14							
15		FSCS 222			FD 261		
16							
17							
18					FM 220		
19		FSCS 217	CFS 161		FM 230		
20	FSCS 302						
21		FSCS 260		T&C 8	FM 110		
22							
23							
24	FM 208					AIHM 226	
25							
26	FSCS 205	FSCS 219		T&C 6	FD 130		HEc 175
27		FSCS 265			FM 240		
28	FSCS 282	FSCS 151					
29							
30	ART 333						
31							
32							
33							
34							
35	BIS 294			take	CIS 120		
36							
37					MRKT 101		
38							
39					FM 225		
40							

	A	B	C	D
1	Course	CAN	MT. SAC	FULLERTON
2				
3	Degree		AS30/fm,fc	AA/fm32fc19
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	FDC 101*
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	HM141*
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	
11	Fashion Consulting		FASH 69	
12	Fashion Field Studies: New York		FASH 90 + 91	
13	Fashion Field Studies: California		FASH 95	FM145*
14	Fashion Field Studies: Europe			
15	Fashion History/Trends		FASH 61	FD242*
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	FM250
19	Fashion Selection	HEc 20	FASH 15	FM 107
20	Internship/Wrk Exper		HMEC 91-94	
21	Introduction to Fashion	HEc 22	FASH 60	FM181
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	FM252
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	FDC 206
27	Visual Merchandising		FASH 66	BUS102*
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	FM60
34				
35	General Computers - Micros		CIS 12	BCIS102*
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				
41	Fash &Marketing(formerFash & Consumer)			FM283**
42	Hvman Relations in Business			BUS266*
43				
44	*Choose 2 units from the group			
45	**Consumer Behavior			

	A	B	C	D
1	Course	CAN	MT. SAC	LA Trade Tech
2				
3	Degree		AS30/fm,fc	AS36/fm,fp
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	F&VM10* + 40**
11	Fashion Consulting		FASH 69	F&VM27
12	Field Studies: New York		FASH 90 + 91	FD144
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			FD242+Art17
15	Fashion History/Trends		FASH 61	FD116,127,128
16	Fashion Journalism			F&VM20
17	Fashion Marketing			F&VD 30
18	Fashion Promotion/Coordination		FASH 63	F&VM35
19	Fashion Selection	HEc 20	FASH 15	F&VM5
20	Internship/Wrk Exper		HMEC 91-94	F&VM937
21	Introduction to Fashion	HEc 22	FASH 60	
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	FD114,125
27	Visual Merchandising		FASH 66	F&VM101y+101z
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	COSci 1
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	Mark 1
40				
41	Fashion Show Production			F&VM 1
42	Elements of Supervision			SUPV 1
43	Fashion Field Studies: Orient			FD 135
44	*Fashion Algebra pre-req.			
45	**Two classes, probably more depth			

	A	B	C	D
1	Course	CAN	MT. SAC	Long BeachCC
2				
3	Degree		AS30/fm,fc	AA/fm43
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	FD 220 C
11	Fashion Consulting		FASH 69	FD 32
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	FD 241AD
19	Fashion Selection	HEc 20	FASH 15	FD 9
20	Internship/Work Exper.		HMEC91-94	FD70AD+CoOpEd
21	Introduction to Fashion	HEc 22	FASH 60	FD 220 A
22	Modeling		FASH 65	FD 242 AD
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	FD 10
27	Visual Merchandising		FASH 66	ID 208 AB
28	Fashion Writing		FASH 64	
29	Life Management	HEc 16	HMEC 41	yes
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	COMIS 1 A-C
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	MKTG 42
39	Salesmanship		BUSS 35	MKTG 40
40				
41	Intro to Careers in Design and Merch			
42	Intro to Manufac. In Design and Merch			
43	Fashion Sketching (Illustration 2 units)			
44	Fashion Quick Sketch (1/2 unit)			
45	Intro to Fash Merch (Retail Math)			FD 220 B
46	Advertising			MRKT 41
47				

	A	B	C	D
1	Course	CAN	MT. SAC	Modesto JC
2				
3	Degree		AS30/fm,fc	AA/AS34fm,vm,m
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			FASMR 259
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	FARMR 262
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	FASMR364*
13	Field Studies: California		FASH 95	FASMR368&369*
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	FASMR 204
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	FASMR 363
19	Fashion Selection	HEc 20	FASH 15	FASMR 202
20	Internship/Work Exper.		HMEC91-94	FASMR 264B,C,D
21	Introduction to Fashion	HEc 22	FASH 60	FASMR 254
22	Modeling		FASH 65	FASMR 367*
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	FASMR 256-1
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	FASMR 200
27	Visual Merchandising		FASH 66	FASMR 258
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				
41	Product Knowledge -II			FASMR 254*
42	Workshop in Visual Merchandising			FASMR 361*

Palomar

	A	B	C	D
1	Course	CAN	MT. SAC	Palomar
2				
3	Degree		AS30/fm,fc	AA fm40
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	FASH 28
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	FASH 25*
13	Field Studies: California		FASH 95	FASH 24
14	Field Studies: Europe			FASH 25*
15	Fashion History/Trends		FASH 61	FASH 30
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	FASH 38
19	Fashion Selection	HEc 20	FASH 15	FASH 22
20	Internship/Work Exper.		HMEC91-94	Co-op ED
21	Introduction to Fashion	HEc 22	FASH 60	FASH 21
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	FASH 23
27	Visual Merchandising		FASH 66	FASH 27
28	Life Management	HEc 16	HMEC 41	FCS 1
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	CIS 15
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	BUS 65
38	Merchandising/Retailing		BUSS 50	BUS 63
39	Salesmanship		BUSS 35	
40				
41	Directed Study in Fashion			FASH 26*
42	Fashion Entrepreneurship			FASH ??*

	A	B	C	D
1	Course	CAN	MT. SAC	Saddleback
2				
3	Degree		AS30/fm,fc	AS30fm,fc,vm,m,fj
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	CT110 or CT100
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	CT270
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	CT143
11	Fashion Consulting		FASH 69	CT201 or 202
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	CT 254
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	CT144
16	Fashion Journalism			CT 255(fj)
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	CT 147
19	Fashion Selection	HEc 20	FASH 15	CT 140
20	Internship/Wrk Exper.		HMEC 91-94	CT160,145+CWE168
21	Introduction to Fashion	HEc 22	FASH 60	CT 142
22	Modeling		FASH 65	CT 256 A
23	Professional Practices in Fashion			CT270
24	Ready-to-Wear Apparel Evaluation		FASH 67	CT150
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	CT 31
27	Visual Merchandising		FASH 66	CT 147
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	ART 42
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				
41	Interior Design 130(Prod. & Materials)			ID130
42				
43	*Fashion Reporting req in FR certificate			

	A	B	C	D
1	Course	CAN	MT. SAC	SanDiegoMesa
2				
3	Degree		AS30/fm,fc	AS29 fm29cons26
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	FASH 110fm
11	Fashion Consulting		FASH 69	FASH 127 c
12	Field Studies: New York		FASH 90 + 91	FASH 155
13	Field Studies: California		FASH 95	FASH 155
14	Field Studies: Europe			FASH 155
15	Fashion History/Trends		FASH 61	
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	FASH 112 fm&c
19	Fashion Selection	HEc 20	FASH 15	FASH 125 fm&c
20	Internship/Work Exper.		HMEC91-94	FASH 270fm&c
21	Introduction to Fashion	HEc 22	FASH 60	FASH 105 all
22	Modeling		FASH 65	FASH 180 c
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	ConSt140 fm&c
27	Visual Merchandising		FASH 66	FASH 115 fm
28	Fashion Writing		FASH 64	
29	Life Management	HEc 16	HMEC 41	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	
36	Introduction to/Principles of Business		BUSM 20	BUS100 fm&c
37	Marketing		BUSS 36	MRKT 110 fm
38	Merchandising/Retailing		BUSS 50	MRKT 105 fm
39	Salesmanship		BUSS 35	MRKT 130 fm
40				
41	Business Math			BUS 101 fm&c
42	Entrepreneurship			FASH 190 c

	A	B	C	D
1	Course	CAN	MT. SAC	San JoaquinDelta
2				
3	Degree		AS30/fm,fc	AA/fm31
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	HEc 6A
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	HEc 18 A*
13	Field Studies: California		FASH 95	HEc 18 A*
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	HEc 35 B*
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	HEc 45 A
19	Fashion Selection	HEc 20	FASH 15	HEc 35 A
20	Internship/Work Exper.		HMEC91-94	HEc 48
21	Introduction to Fashion	HEc 22	FASH 60	HEc 40
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	HEc 41
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	HEc 5
27	Visual Merchandising		FASH 66	HEc 45 B
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	HEc 80 A*
34				
35	General Computers - Micros		CIS 12	
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	BUS 22
40				
41	Business Math or any transfer Math			BUS 82 A
42	Advertising			BUS 23*
43	Small Business Management			BUS 60*

	A	B	C	D
1	Course	CAN	MT. SAC	FIDM
2				
3	Degree		AS30/fm,fc	AA/fm, vm
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	MMKT 190 + 210*
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	
19	Fashion Selection	HEc 20	FASH 15	
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	MMKT110+120
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	
27	Visual Merchandising		FASH 66	
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	MMKT 205
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	BUAD 130
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	.MMKT 130+170
38	Merchandising/Retailing		BUSS 50	MMKT 215* + 250*
39	Salesmanship		BUSS 35	BUAD 105
40				
41	Intro to Manufacturing			MFTG 100
42	Merchandise Presentation			MMKT 175
43	Applied Textiles (Consumer Tex)			TEXT 200
44	Principles of Management			BUAD 250
45	Merchandise Math			MMKT 180
46	Entrepreneurship			BUAD 285
47	Applied Management			MMKT 270
48	Marketing Workshop			MMKT 280

	A	B	C	D
1	Course	CAN	MT. SAC	FIT
2				
3	Degree		AS30/fm,fc	lower div
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	FM 021+121&122
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	
16	Fashion Journalism			AC221*
17	Fashion Marketing			FM 118
18	Fashion Promotion/Coordination		FASH 63	FM273*
19	Fashion Selection	HEc 20	FASH 15	
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	FM 031 + 113
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	TS 111
27	Visual Merchandising		FASH 66	
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	BT 052
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	FM 242*, 231*, 251*
39	Salesmanship		BUSS 35	
40				
41	Advertsing			AC 111
42	Fashion Art & Design			AR 101
43	Product Know: Accessories & Home Fur			IS 231
44	Apparel Design for non-majors			AP 101
45	Apparel Production Analysis			MG 102
46	Prin of Supervision			FM211

	A	B	C	D
1	Course	CAN	MT. SAC	CalPolySLO
2				
3	Degree		AS30/fm,fc	lower div
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	HE 131
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	HE 122
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	
19	Fashion Selection	HEc 20	FASH 15	HE 237
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	HE 220
27	Visual Merchandising		FASH 66	
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	MRKT204
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				
41	Creative Textiles			HE 224
42	Flat Pattern			HE 241
43				

	A	B	C	D
1	Course	CAN	MT. SAC	CSUChico
2				
3	Degree		AS30/fm,fc	
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	HE 137
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	HE 132
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	
19	Fashion Selection	HEc 20	FASH 15	HE 032
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	HE 134
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	HE 036
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	HE 035
27	Visual Merchandising		FASH 66	HE 037
28	Intro to Life Management	HEc 16		
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				

	A	B	C	D
1	Course	CAN	MT. SAC	CSULB
2				
3	Degree		AS30/fm,fc	
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	HEC 141
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	HEC 455
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	HEC 456
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	
19	Fashion Selection	HEc 20	FASH 15	HEC 251
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	HEC 255
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	HEC 252
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	HEC 253
27	Visual Merchandising		FASH 66	
28	Life Management	HEc 16	HMEC 41	HEC 321
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	HEC 143
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	MIS 240
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	MKT 300
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				
41	Accounting			ACCT 201

	A	B	C	D
1	Course	CAN	MT. SAC	CalStateLA
2				
3	Degree		AS30/fm,fc	lower div
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	FSCS 201
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	FM 206
11	Fashion Consulting		FASH 69	
12	Fashion Field Studies: New York		FASH 90 + 91	
13	Fashion Field Studies: California		FASH 95	
14	Fashion Field Studies: Europe			
15	Fashion History/Trends		FASH 61	
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	
19	Intern/Field Experience		HMEC 91-94	
20	Fashion Selection	HEc 20	FASH 15	FSCS 302
21	Introduction to Fashion	HEc 22	FASH 60	
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	FM 208
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	FSCS 205
27	Visual Merchandising		FASH 66	
28	Life Management	HEc 16	HMEC 41	FSCS 282
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	ART 333
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	BIS 294
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				

	A	B	C	D
1	Course	CAN	MT. SAC	SanDiegoSU
2				
3	Degree		AS30/fm,fc	lower div
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	FSCS 222
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	
19	Fashion Selection	HEc 20	FASH 15	FSCS 217
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	FSCS 260
22	Modeling		FASH 65	
23	Professional Practices in Fashion			SanDiegoSU
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	FSCS 219
27	Visual Merchandising		FASH 66	FSCS 265
28	Life Management	HEc 16	HMEC 41	FSCS 151
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				
41	Family Income Management			FSCS 240

	A	B	C	D
1	Course	CAN	MT. SAC	SanFranStateU
2				
3	Degree		AS30/fm,fc	lower div
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	CFS 160
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	CFS 240
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	
19	Fashion Selection	HEc 20	FASH 15	CFS 161
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	
27	Visual Merchandising		FASH 66	
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				

	A	B	C	D
1	Course	CAN	MT. SAC	UCDavis
2				
3	Degree		AS30/fm,fc	
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	take
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	
19	Fashion Selection	HEc 20	FASH 15	
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	T&C 8
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	T&C 6
27	Visual Merchandising		FASH 66	
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	take
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	

Woodbury

	A	B	C	D
1	Course	CAN	MT. SAC	WoodburyUnivers
2				
3	Degree		AS30/fm,fc	lower div
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	FM 125
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	FD 261
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	FM 220
19	Fashion Selection	HEc 20	FASH 15	FM 230
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	FM 110
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	FD 130
27	Visual Merchandising		FASH 66	FM 240
28	Fashion Writing		FASH 64	
29	Life Management	HEc 16	HMEC 41	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	CIS 120
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	MRKT 101
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	FM 225
40				
41	Intro to Accounting			ACCT 120
42	Intro to Account II			ACCT 121

	A	B	C	D
1	Course	CAN	MT. SAC	OSU
2				
3	Degree		AS30/fm,fc	
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	AIHM 225
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	
19	Fashion Selection	HEc 20	FASH 15	
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	AIHM 226
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	
27	Visual Merchandising		FASH 66	
28	Life Management	HEc 16	HMEC 41	
29	Fashion Writing		FASH 64	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	yes
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	BA 390
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				
41	Intro to Interiors OR Fash Illus.			AIHM 240/AIHM 321
42	Textiles: 5 units lec/lab			AIHM 250
43	Contemporary Costume			AIHM 360
44	Historic Costume			AIHM 460

	A	B	C	D
1	Course	CAN	MT. SAC	WesternWashUn
2				
3	Degree		AS30/fm,fc	lower div
4	Advanced Clothing Construction		FASH 12	
5	Advanced Visual Merchandising			
6	Clothing Construction	HEc 10	FASH 10 + 11	
7	Computer Use in Fashion Industries			
8	Design Principles	HEc 4	HMEC 5	
9	Fashion Advertising			
10	Fashion Buying/Management		FASH 62	
11	Fashion Consulting		FASH 69	
12	Field Studies: New York		FASH 90 + 91	
13	Field Studies: California		FASH 95	
14	Field Studies: Europe			
15	Fashion History/Trends		FASH 61	
16	Fashion Journalism			
17	Fashion Marketing			
18	Fashion Promotion/Coordination		FASH 63	
19	Fashion Selection	HEc 20	FASH 15	
20	Internship/Work Exper.		HMEC91-94	
21	Introduction to Fashion	HEc 22	FASH 60	
22	Modeling		FASH 65	
23	Professional Practices in Fashion			
24	Ready-to-Wear Apparel Evaluation		FASH 67	
25	Tailoring			
26	Textiles	HEc 6	HMEC 17	HEc 175
27	Visual Merchandising		FASH 66	
28	Fashion Writing		FASH 64	
29	Life Management	HEc 16	HMEC 41	
30	Color Theory		HMEC 6	
31	Professional Job Search		HMEC 57	
32	Professional Protocol		HMEC 58	
33	Professional Image		HMEC 59	
34				
35	General Computers - Micros		CIS 12	
36	Introduction to/Principles of Business		BUSM 20	
37	Marketing		BUSS 36	
38	Merchandising/Retailing		BUSS 50	
39	Salesmanship		BUSS 35	
40				
41	Child and Family Studies			HEc 122
42	Human Nutrition			HEc 250
43	Personal and Environmental Design			HEc 175
44	Principles of Econ-Micro			ECON 203
45	Principles of Econ-Macro			ECON 204

APPENDIX III

Life Management Lecture Notes

INTRO LECTURE

You see things, and you say "WHY?" But I dream of things that never were, and say WHY NOT?" - George Bernard Shaw

Identify class: Home Economics....

What will this class do for you?

You will be able to choose the direction you want your life to go, the lifestyle that you want, and learn how to reach your goals.

How many of you made New Years Resolutions?

How are you doing with them?.....I will show you how to motivate yourself to act on those resolutions.

Introduce self...education, job experience, author

Pass out syllabus: identify text

Life Management: a system which uses your values, goals and standards to direct your resources, through decisions and actions, to improve the quality of life for you....

The systems philosophy implies and accepts that there is an interdependence of organisms and their environment....basis of ecology, which has been also utilized in the computer and management fields.

BRIEFLY REVIEW TOPICS

How will you learn all of this?

Text readings,

Class activities and discussions...films, games, activities

Projects

Quality of life....result of past and current decisions; implies quality and quantity of the physical, social, psychological environment.....so, for the individual it includes possessions, residence, health, feelings of happiness or satisfaction.

Review notations in Chapter 1, Rice & Tucker: 4,13,22,23,24,26,31.

COAT OF ARMS ASSIGNMENT

NOTES FROM RICE AND TUCKER...CHAPTER 3

Motivations for Management: Values, Needs, Goals

Values - can only be determined by patterns of choices

Value clarification - identifying, prioritizing and confirming your values leads to increased satisfaction and increased consistency

need to be consciously aware of your values

crystalize the importance of each one

Values and needs are more general and less obvious forms of motivation than goals

Need - basic condition of deficiency that obligates people to act to improve their lives

Maslow's Heirarchy

Physical

Safety

Social

Esteem

Self-Actualization

Self actualization: realization of human potential, unity of personality, openness to new experiences

Value Clarification

Steps in the process

PRIZING - identification

prizing and cherishing
public affirming when appropriate

CHOOSING - prioritizing

Choosing from alternatives
Choosing after consideration of consequences
Choosing freely

ACTING - confirming

acting
acting with a consistent pattern

BOOK OF QUESTIONS

Handout: "Can Values Change? Yes; No"

Week #3
Family Resource Management
Chapter 2--Rice and Tucker

Families, Change, and Culture

Family - unit of intimate, interdependent people;
 share some goals and values and responsibility for decisions and
 resources
 committed to each other over time

Household- all persons who occupy a housing unit such as a house, apt, etc.

All families are households....all households are not families

Functions of family (Table 2.1 pg 48-49)

Expressive- or Interpersonal
 nurture----love and respect
 values---provide meaning for life
 socialization - --appropriate behavior, manners, attitudes
 rest---haven, rejuvenation

Instrumental- or Functional
 goals
 resources - economic, time, skills, habits, benefits of household
 production, economy of scale
 political-legal----responsibility towards laws, contracts
 religious--selected system of beliefs...which often fit society

Forms of family.....students brainstorm...and then evaluate by definition

**Quality of performing family functions is more important than
 form of family**

Change

Origin of change

Internal - as result of purposeful decisions

divorce, quit smoking, have a baby, choose a career, relocate

External - comes from outside of us

others choose: divorce, quit smoking, have a baby, choose a career, relocate

new technology, new health care, war, economy,

Response to change

Positive - the glass is half full; Chinese symbol for danger is also opportunity.

**Negative - fear...need to separate the realistic from unrealistic
if people are happy and comfortable they are less likely to
accept external change**

(Figure 2.2 pg 62 identifies some factors which make change possible.)

Locus of control - a personality characteristic---generalized belief that outcomes are more under internal (personal) control or external control, such as luck, fates, or the power of others.

WHICH DO YOU MOST OFTEN THINK?

**WHICH STYLE WOULD BE MORE LIKELY TO LEAD YOU TO SUCCESS AND
ACHIEVEMENT OF GOALS?**

Is it possible to control the way you think?

Systems for Processing Change

Source of system : family, society, early experiences (religious, community)

Can place systems on a continuum.

Traditional or closed - fixed space, regular time, regular energy

Accommodative / opened - movable space, variable time, flexible energy

Innovative/random - dispersed space, irregular time, fluctuating energy

Knowledge of change helps

Rate of change...slightly higher in women

Life changes...men have more control

Life cycle

Family life cycle

Zones of stability - discussed by Toffler in Third Wave...find a familiar object or relationship that will not change

Explains nostalgia, retro clothes and other fashions

CHANGING HABITS AND ATTITUDES

Habit - routine pattern in the use of resources..time, energy, equipment

Attitude - predisposed viewpoint or feeling, strongly held; affects our response to a situation or stimulus and influences our actions...subconscious habit

Habits...examples: breathing, digestion,.....driving

start out on a conscious, deliberate thought level.

become automatic through practice and repetition

habits allow us to do several things at the same time

So, as long as everything stays the same...habits are good

When change occurs....new rules, new job, new boss, habits may not work....they become obsolete.....but old habits die hard.

Attitude .. is the direction in which you lean

Lean towards = positive

Lean away = negative

Your subconscious takes over, and kicks into action habits....

If you lean toward

successful activities that help you achieve, that help you to lean towards the person or situation

If you lean away

you try to get away, avoid, procrastinate

Where do habits and attitudes come from?

Others? Yes, and no

Yourself!

Solution to change....Visualize

Simulator..

Week #4 - Management and Resources

"It is not always what a person has but what that person does with what they have that really counts"

Life Management: a system which uses your values, goals and standards to direct your resources, through decisions and actions, to improve the quality of life for you....

The systems philosophy implies and accepts that there is an interdependence of organisms and their environment....basis of ecology, which has been also utilized in the computer and management fields.

In a system, change is a given

How have you changed in the last 48 hours?

Management can help you deal with change...and direct your life, and enhance its quality.

Systems Approach: interdependence of organism and the environment

Givens: Change is constant

Scarce resources....restraints...even for the rich

Increasing complexity....global society

System has three parts

Members

Environment

Organization - procedures, routines, norms, boundaries

System examples

Family: mother of one year old in "typical" family returns to work full time.....child care, money, time, household chores.

Business world: Big 3 in the land of Detroit....introduce smaller imports from Japan....lay-offs, call for quotas, increase auto price, "Buy American", joint venture plants, increasing quality in Amer cars.

World Politics: Berlin wall comes down....trade with E Ger & W Ger, other countries try it too, leaders removed from position, increased trade, increased goodwill.

Management can help you anticipate change...and direct your life, and enhance its quality.

Management is

planned activity directed towards the realization of values, satisfaction of needs, and accomplishment of goals

Purposeful use of resources to achieve valued goals.

Input: stimulus from the environment...change in demands, additional member, change in organization

Throughput: reactions by the system

Output: the new order, quality of life, life style

Feedback: ability to monitor progress towards the goal and to motivate the system to adjust

INPUT

Demands:

Needs, Values
Goals

Resources:
Economic,
Human,
Environmental

THROUGHPUT

Planning: Implementing

Prioritizing, sequencing
Set standards

Activate
Control
checking,
adjusting

OUTPUT

Meeting demands:

Use resources

Quality of life

FEEDBACK

**Resources: assets; something that can be used to accomplish goals
a means for meeting demands**

**the goal: to use resources as effectively as possible to enhance
quality of life**

We will examine

**categories of resources
characteristics of resources
managing resources: input to through put
factors affecting resource management**

Our mix of culture, religion, etc. allows us to "see" resources and demand others.

Resource stock: entire supply of resources (from all categories) at any given time.

Category Classification Pg 110 - to increase awareness of amounts and types available to you to meet your goals (demands)

Can be measured on a continuum or with a balance sheet

Economics - Physical capital

**Income
Wealth - assets
Employee benefits
Credit**

Human resources - Human capital= personal characteristics, capabilities, talents, skills, traits, and physical appearance

**Cognitive - mental, knowledge
Affective - related to emotions and feelings
Psychomotor - application of knowledge..combines muscular activity with mental process resulting in skills...easiest to measure & observe
Temporal - perception of time passage, circadian rhythm.**

Environmental

**Physical - natural...macro
non-tangible
immediate surroundings...micro**

Social - societal

**Family, community
Business community - for profit
Political institutions - gov'n't
community support systems - non-profit**

Characteristics

**Utility - worth, value, usability at a given point in time
time - at the time needed
place - where needed
form - of the shape and size needed
diminishing utility - decreased utility due to repeated usage
(holiday decor...lights on houses; fruit "out-of-season")**

**Transferability - give away - one way distribution
money, possessions
services....parenting
knowledge and attitudes**

**Interchangeability and substitution = select one or a mix of
resources to meet a goal..barter, exchange, creation**

Alternate Uses

**increase utility by realizing alternate uses
consciously choose the most effective resource**

**Manageability - conscious choice of resource utilization to achieve
goals; resources can be developed, consumed, saved, invested,**

**Managing Resources: Moving from Input to Throughput
Guidelines for using resources**

1. Consider opportunity cost= what was given up in order to reach the goal and tradeoffs =use of one resource over another. As a resource is called into use, its future or alternate use is affected

Examples: money, time, spray for medflies now....health risks later? Don't spray now, loss of crops, increase in food costs, greater need to spray later.....

2. Use ONLY enough resources to accomplish goals without wasting

Examples: too many people on a committee, too high a temp. in the room....wear a sweater, sensors to turn lights and temp. on and off, water the plants..not the sidewalk, etc. etc.

2. Conserve your scarcest resources.....substitutue an abundant resource

for a scarce one. Examples: multi-purpose rooms in homes, dovetailing (working intermittently on two activities) to save time; hire help...gardener, housekeeping, convenience foods...

3. Utilize latent resources (interchangeability; substitute; alternate

use); Human - senior citizens, children; Environmental - solar, railroad tracks left from Red Car and Santa Fe RR use for light trolleys; recycle

4. Protect resources on hand- think in the long term: don't dump

chemicals, nuclear waste, and pesticides into the system....the expense to clean up is extraordinary; recycle...cancelling environmental protection and family planning is false economy.

5. Balance choices - between Human, Economic, and Natural

Do a cost benefit analysis including all three areas of life. When this has been done in the past the Natural resources have often been ignored....they don't have voices and it has been difficult to quantify the effects of deforestation, smog, chemical dumping, nuclear power waste.

6. If current mix of resources is inadequate, adjust

produce more...second job, grow food,

convert..recycle ..decrease military spending and increase social

invest...in human capital, or physical capital, or environmental

(education, equipment, plant trees)

Factors Affecting Resource Management - positively or negatively

Values, Goals, Standards

Resourcefulness - ability to manage creatively...possibility thinking

Decision-making Style....pg 128....some people go to books for answers,

others to people; some people want to know all the data, all the

facts...others choose intuitively.....

Stock and Flow of resources - quantity and quality over time

ebb and flow...necessitates **tradeoffs** (use of one resource over another...)

Opportunity cost = what was given up in order to reach the goal)

Family heritage...culture

Individual and family life cycle

Family roles and responsibilities

Labor force participation

Media

Ultimately....our self-image and our attitude toward life

This is why your authors spent so much time on commitment....they want you to be committed to **Effective Management**

Commitment - emotional and intellectual pledge to some course of action....a highly motivating human resource...belief in a religion, a cause, a standard, a goal

**Week 6
ThroughPut
Chapter 5**

Review Project #1

Overall comments: check spelling and correct typos! (get "white-out")

Goals: - needs to be measureable; needs a timeframe

Happiness is not a goal; its a value

Consider goals that depend upon others -

"happy marriage" "successful children"

what if these things don't happen?

Hint: when stating goals: use positive language....don't use "TRY"

Categories: my observations

very little leisure or community

"exercise in Personal rather than Leisure

"have children" - why is this Personal and not Family?

Timeframe - there is a hazard with "on-going"

pick deadlines whenever possible

be clear about standards used to judge completion

Analysis - most of you are aware of the goal conflicts in your lives and the resource trade-offs ...and many are convinced that time management will solve these conflicts...well time management won't, but the management process will help since it includes management of all resoucrs, goal setting, delegation, etc.

SO LETS USE TWO POPULAR GOALS AND APPLY INFO FROM CHAPTER 5

Learn how to make things happen...how to reach your goals.

Figure 5.1 Components of management...pg 151Rice & Tucker

We will focus on the ThroughPut (Transformation) stage of management.

Introduction

Throughput - Transformation of resources

- Two components - Planning and Implementing

Exchange - alter mix of resources

Decrease resources - **consume**, **protect** (install locks), **transfer**(gift)

Increase = **produce**(addition of worth), **save**(postpone use), **invest**

Selected Human Resources used throughout Management

Evaluation - judgements based on criteria - values, goals, standards

Decisionmaking skills - choosing a course of action - detailed in Chap 6

Communication skills - detailed in Chap 7

Self Discipline -

Supervisory skills - delegating, motivating

Planning

Defined: devising a proposal to reach goals

Approaches

Prospective - how it ought to be - implies change - start from scratch

Projective - emphasizes the way it is - more of the same

Components - prioritize goals, set standards, sequence activities

Goals - we did this

Standards

Procedural...implementation - how a goal will be reached...which resources, who will do it...

Performance - focuses on the results - quality, quantity data needed to clarify precise behavior (changes) and to identify when goals have been attained

Examples: wt. loss, get out of debt, manage time better

Sequence activities - ordering of tasks

overlap - concurrent attention to two or more tasks...talk on phone and cook dinner and wash dishes

dovetail - intermittent attention - errands on way home from work

Qualities of Plans - read on your own

Complexity - number of people and goals involved in the plan

clarity - specific standards and sequences of activities: written or mental

flexibility - ranges of acceptable performance standards and sequences

reality - feasibility ...consider demands: other goals, events, resources

NOW Those Two Popular Goals - The Planning Process

Goal: Get Married - no prospect in sight!

Planning

Pre- planning thinking - decisionmaking

Approach - prospective or projective?
Complexity?

Clarify goal - get married to the person of my dreams with ? years

Standards -

Procedural - how will goal be reached?
I'll wait for him to come to me
I'll consider each person who asks me out
etc.

Performance

Age, Appearance, Interests, Income, Education, Beliefs
Time Frame

Sequence activities - in relation to school

Overlap - I'll flirt with the guy in chemistry
I'll check out all the guys at the spa

Dovetail - I'll go to my favorite club this weekend

Implementation - self discipline, motivation

Controlling - use feedback for evaluation

Checking

clarity - specific standards and sequences of activities
flexibility - standards and sequences
reality - consider demands: other goals, events, resources

Communication - verbal, non-verbal etc.

Adjusting

Clarity - is you plan working? Is he interested in you? in marriage? on your time schedule?

Flexibility - must really be physically as you described?

Reality - what if you haven't met any one yet?

Second Goal: Get closer to God

Clarify Goal - note that you have more control over this goal

Standards - according to your beliefs - measurable

Sequence activities - students supply ideas - need to mesh with the routine of daily lives - deadlines and timeframes

Another goal: Money management -----

Goal: get out of debt within a year

**Standards: Pay off everything?
Easily meet minimum payments on charge cards?
Pay cash for everything?
Have a set amount of savings?**

**Sequence: Answer the questions above
Set standards and time frame**

Pay off all charge cards and have \$200 in the bank in a year.

Total all bills	\$877
Add \$200 to total	200
	<hr/>
	\$1077
Divide by 12	\$89.75

Note: To do this you begin with the Date of completion and work backward, right?

This is true for any sequencing with a firm completion date....sequencing activities that will allow for a vacation, planning a party, or creating a program plan for graduating from college.

Decision Making & Problem Solving

Activity

Film: Abilene Paradox.....inability to identify and manage agreement

Wanda: do in class

Give Handouts:

Define

Decisionmaking: action taken to select from various courses of action

Problem solving: making and implementing decisions

Problem: discrepancy between what IS and what is Preferred

I Components of Decisionmaking: pg 168-169 Rice & Tucker

Note: it is not necessary and often not desirable to follow a decisionmaking model sequentially.

**Its important to DEFINE THE PROBLEM.....How you do that is called
FRAMING.**

Also need to distinguish between a symptom and a problem(pg 181).

II Inputs Affecting Decisionmaking

A Types of problems/decisions

Social

Economic

Technological

B The Individual's Characteristics

1. Ability to process information

perception vs. reality - selective processing (bolstering) -
ignoring what you don't like

variety of strategies available to the individual

physical and mental abilities and style...memory, tolerance for
ambiguity, need for closure, openness, logic vs. intuition,
attitude toward risk..."comfort zone"

2. Motivation to seek solution

how desperate are you? how uncomfortable? do you trust and
believe in the person who will make the decision?

3. Individual's level of self-esteem

Positive, view self as capable and in control?
See "SelfTalk" handout

C. Strategies you select (pg 172-73 and 182-83)

Pros and cons

Economizing

Optimum decisionmaking (Optimizing) - greatest return at the
lowest cost; requires complete info

Satisficing - satisfying and sacrificing - meeting a minimum goal

Decision rules - fixed pattern; automatic "always buy the best"

Preference ranking

Communication and conflict

Communication - process of human interaction that involves generating, organizing, sending, and receiving ideas from one or more persons

Purpose - to assign comparable meanings to messages in order to meet common goals

Process

Noise - Interference

Sender - encode-----decode - Receiver

Feedback

Questions:

**Subjective perceptions: values, standards, experience, attitudes
Why is this message being sent? What does the sender want?**

Channels

Verbal

Language - words

Speed - we can think at least 3 times faster than we can talk

Tone, pitch etc.

Nonverbal

Body language

Gestures - Action

Hand symbols - hand shakes, V for Victory

Rituals - repeated patterns which are symbolic

Objects - clothes, possessions, office, etc.

Space

Time

Conflict - struggle between at least two interdependent parties who perceive incompatible goals

Note - conflict is normal

Solutions

are dependent upon clear, honest communication

are dependent on respect for others

are enhanced by empathy and self-disclosure

are enhanced is communication guidelines (pg 215-16) are followed

1. Agree on :

definition of situation

purpose of conversation

time and location of meeting - so that all are comfortable and awake

this supports conflict guidelines.....(pg 218)...you find areas of agreement

2. Speakers take turns

3. Turn passes at a natural pause, or at end of sentence

4. Q & A: answer follows question quickly, and relates to questions.

Attack the problem not the people(218)

Include feelings and "I" statements

5. Attentive listener

PROCRASTINATION/MOTIVATION

Time: let's control it intelligently for our benefit, profit, and to enhance our lives

Goal: to work our schedules so that there is a balance: time for our goals, time for friends, time for leisure

PROCRASTINATION

DEFINED: strategy of delay, often until its a crisis
 a signal of a conflict about something
 used by individuals as well as organizations

RESULT: last minute rush, affects quality of work and decisions, as well as self-image; real drain of energy and waste of time worrying; can negatively affect career and private life

FIVE REASONS WHY USED: Source psychologists Jane Burka and Lenora Yuen, U of Cal, Berkeley. Procrastination: Why You Do It; What to Do About it.

Fear failure:

perfectionism; standards too high; equate self-worth with performance...failure at anything makes you feel worthless.

...If you are late you can blame failure on lateness rather than on performance. If you are successful its brinkmanship, if you fail you are just lazy, but not stupid. Q? Why are you lazy in just this area of your life?

legitimate lack of skills or self-discipline.....want it all to be simple and easy; not willing to stretch (John Boyd..former of U of Virginia psychology prof...specializes in procrastination.)

Fear success: avoid responsibility ...others (coworkers...men that you date) won't like you; you may have to continue to perform at this level
 seek negative recognition - often make fun of being late....more exciting and dramatic

Fear loss of control: over individuality; fear of aubiguity;
 Passive rebellion: power, revenge, control, resist authority

Fear closeness: of feelings (joy, confidence, peace) and of commitment; fear of rejection; don't get involved, no follow-up on relationships

Dissatisfaction: with the task, the employer, the salary...may be connected to feelings other than fear...Solution: look for ways to change this

THE REAL PROBLEM IS FEAR:

A MENTAL BLOCK TO ACHIEVING THE LIFE WE WANT

Solution: to understand the psychological roots of your behavior
What exactly frightens you about this situation?
Is the fear real or exaggerated?... "Ballooning" or awfulizing
What is the worst that could happen? Could I live with it?

What are your procrastination patterns?

Tasks: writing reports? business phone calls? Asking for favors?
Making decisions?

Time: beginning of a project?...just get started
middle?...take a break...plan a reward

end?...be sure you've planned plenty of time, plus a reward.

Behavior: eat? drink? sleep? TV?

Recognize that procrastination is a habit...and so takes time to reduce...you may not totally eliminate it but it can be controlled

Clarify Values, Establish Goals

Change Attitudes and Behavior

Attitudes

Perfectionism: an unreasonably high standard; doing a %100. A characteristic often found in successful people. A horror of being average. The 3 Ps: Perfectionism, which leads to Porcrastination, which leads to Paralysis

How to recognize: When that level is reached, often the standard of real success is raised a notch....Tendency to over-prepare and worry in the process...each event, presentation, or exam becomes the crucial "test"...The Imposter Phenomenon...fear of being discovered a fake...feel all success has been a result of luck, fate, etc. What they do well are things that come naturally, are expected,,and don't count...what does count is the thing that the person perceives they do less well.

Solution: really listen to compliments, and ask what people specifically like or feel you did well; recognize that one person cannot know it all, or do everything well. Learn when it is important to do your best and when it's all right to just be OK.

Guilt: feeling of responsibility and shame for some real or imagined offense (Random House Dictionary)...don't deserve the success, the leisure, the good life...connected to low self-esteem

Solution: build self-esteem; need to reprogram our thinking and give ourselves permission...it is important to use prime time for recreation as well as work

Low Self-esteem: causes you to judge yourself negatively...worthless deficient, unlovable. It connected to Guilt and Perfectionism above. Only you can give yourself self-esteem. Building self-esteem is an active, continual, life-long process

Motivation: the drive to succeed - to make progress towards an end result. an attitude which directly affects behavior

Two types (sources) of motivation:

intrinsic: based on personal values(Why?) and goals (What?)
work perceived as interesting or challenging, opportunities to use skills or for self-direction (autonomy)

extrinsic: rewards from the organization - pay, promotion, security, balance of work hours with personal time

Behavior

A. Discover what motivates you

Make a list of all those things that might give you pleasure...

what would excite you? give you joy? what are you passionate about?

As a child....say age 5, 6, 7, 8 what did you love....go back to that time visualize yourself....what are you doing? where are you?

identify 3 things.

In elementary school....what was fun?

Feel what it was like to be that child....

How could you incorporate these things into your life?

You are attempting to include the essence of the idea or dream

The most of the joy is in the process of doing, as opposed to the result

- B. **Maintain stimulation and excitement in your life - make it positive**
- C. **Build self-esteem**
- D. **Direct your energy - Rice and Tucker pg 251**

Desire - key to success

Knowledge - what and how to change

Visualizing - performing and living in the new manner

Planning - deciding and creating an action plan

Action - doing it now

OBJECTIVE: OVERCOMING PROCRASTINATION (source - Burka and Yuen)

Activities to meet objective (parallels planning assignment)

1. **Define task....get clear instructions**
2. **Establish a time and place to start on the activity**
3. **Identify positive rewards: cup of coffee or candy; a dinner out, \$.50 in the jar, time with friend, a phone call, TV show... intrinsic or extrinsic motivators**
4. **Use reminders...a "To Do" list**
5. **Swiss-cheese - think about the job and identify (list) little tasks**
6. **Do the easy part first - builds self-esteem**
7. **5-minute plan - commit to working 5 minutes...chances are you will continue once you've started.**
8. **Break patterns - do something! If you are watching TV when you should be doing a post-poned task....do something else on your "To Do" list**
9. **Ask for help - some of us do not like working alone....could others help with the task...could others schedule work at the same time....parallel work?**

Don't do it - eliminate, delegate

Do it now!

Do it easy - simplify

Don't kill time - make it live for you!

Self Esteem

The person you are now becoming lives within you

Definition

Self image - sum total of all the beliefs we hold about ourselves

Self confidence - an inventory or assessment of your skills and talents

Self esteem - an emotion...how warm and loving you feel towards yourself; total, unconditional acceptance of yourself. Your perception of your worth forms the frame through which you see the world

Low Self-esteem: Why can't we love ourselves

we judge ourselves negatively...worthless deficient, unlovable because
Early life experiences...old negative "tapes" - she's the pretty one; lazy, fat, ugly, etc.; we repeat and echo these to ourselves

Cultural - humility; don't brag

Myth of Perfectionism - we are what we do

People of low self-esteem belittle others as well as themselves

They blame others for their problems and attribute success to luck

The Truth: how you see yourself is how you function - change the picture (thought) and change the action

Review some of these tapes: GIGO

Learned in childhood when anyone two years older than you was an authority

1. If you act bad, you are bad.
2. Winning is the only thing that counts
3. Your worth is determined by how well you do compared with others.
4. You know better, so you should have done better.
5. What you possess indicates your personal value
6. Outside forces, circumstances and the actions and attitudes of others are responsible for your happiness and hurting.
7. You should deny your own needs to serve the needs of others.

The Truth: You are responsible for your own choices and you are your own authority.

Only YOU can give yourself self-esteem, self-respect. Building self-esteem is an active, continual, life-long process

Five characteristics of High Self-Esteem

1. Recognize and accept own feelings.
2. Set realistic goals and compete against self ...focused on what they can do.
3. Recognize strengths and weaknesses; Describe self rather than judge.
4. Aren't overly concerned about expectations others have of them (shoulds).
5. Decide for themselves what is important; make own rules.
6. See setbacks as opportunities for learning.
7. Look for the best in others.

How?

Reprogram ourselves - get rid of the shame, blame, and guilt - only regrets are appropriate.

1. Recognize you are in charge!

You are in charge of your life and always have been recognize your authority and exercise it.
2. Accept yourself - know yourself and like yourself a little better each day.
Accept yourself the way you are; Accept how you want to become; change in a positive direction so that you will like yourself even better.
3. Values, beliefs, goals, standards and priorities= prevailing awareness. They need to be in alienment with reality - peace and harmony.
4. Identify unwanted realities (something we don't like that we cannot do anything about...or that we refuse to pay the price to change it.

They just create destructive stress - trying to change what we cannot - an emotional refusal to allow something to exist - This steals energy

Your authority and freedom stem from the fact that you are responsible and in charge. This leads to peace and harmony and self esteem.

Self-Talk/Visualization

Let's Review:

- Self image - sum total of all the beliefs we hold about ourselves
- Self confidence - an inventory or assessment of your skills and talents
- Self esteem - an emotion...how warm and loving you feel towards yourself; total, unconditional acceptance of yourself. Your perception of your worth forms the frame through which you see the world

Goal: high self esteem - so you will feel capable, confident, productive, and loving this also reduces stress

Self talk

Defined: the internal monolog that is in the "back of your mind"

Characteristics:

- is a way of programming yourself into a particular belief
- can be controlled by the individual

Positive or negative:

- Positive self-talk is both a sign and a source of mental fitness
- Negative self-talk(criticismsn, putdowns, pessimism) generates and perpetuates poor mental and physical health

General guidelines:

- Separate feelings from facts: "I made a mistake" = fact
- Listen for positives: accept praise and compliments; praise yourself
- Consider what **you want** - Avoid "shoulds" and "oughts" - indicates expectations from others
- Be realistic - avoid "doom and gloom" and "rose colored glasses"
- Be flexible - Avoid generalizations ...avoid predicting the outcome of every situation based on one unpleasant experience
- Talk positive - deliberately use vivid, powerful, positive "tapes" = Personal Deliberate Affirmations + Visualizations = Imprinting
- The New Sub-conscious self-image creates the New Action
- You will act like you - the new you

Personal Deliberate Affirmations + Visualizations = Imprinting

How It works:

In your sub-conscious there are tapes and pictures which help form your self-image

We reinforce, add or delete items in this collection every day

Now - we will do it **deliberately**

Like a simulator - a air plane pilot, or when you took driver's ed, a batting cage, or a tennis ball releasing machine

...confronted with a situation, slow speed, think about your action, and rehearse it..gradually, speed up the action

the simulator is like reality.....and you program yourself to respond a specific way...without thinking about it...

Its automatic, free-flowing.....totally YOU....on automatic pilot

The Trick: a vivid mental picture - a blueprint of what you want

Imagery is nothing new...you pictured yourself graduating from high school and going to college....now you picture yourself graduating from college. You look forward to a fun weekend...imagining yourself.....

Form follows function - the thought precedes the result...

"I think I'll make dinner"the idea is like a blueprint..it creates an image of the form

When we imagine how we want it, we become discontent with the current situation, and our sub-conscious finds a way (conscious or sub-consciously) for us to reach our goal

Imagery X Vividness - New Reality

You cannot observe others and change your image - watching a film, TV, or another do a task isn't good enough

You must visualize **YOURSELF**

You must include **EMOTION**

You must picture and **EXPERIENCE** - Action

It needs to be present tense - **NOW**

The sub-conscious will believe the experience is happening

Working from the inside out - where all meaningful and lasting change begins

Personal Deliberate Affirmations + Visualizations = Imprinting

APPENDIX IV

**Proposal to the
Board of Trustees
Fullerton Museum Center
Regarding
The Costume Collection**

TO: Board of Trustees
Fullerton Museum Center

From: Doris Fuqua, Professor, Fullerton College
Joann Driggers, Professor, Mt. San Antonio College
Charter members, Textile and Costume Guild

Background: Each of us were recipients of grants to study the utilization of the permanent costume collection of the Fullerton Museum Center by the educational community. The intend of our study was to increase the visibility and usefulness of the collection for research purposes.

This study was needed because the inadequacy of the retrieval and storage systems make it difficult to access the collection either for exhibitions or research. We embarked on this research with the full support of the Textile and Costume Guild, as well as the FMC Director. As charter members of the Textile and Costume Guild (TCG), over the last ten years we have watched the collection grow and improve, participated in conservation of the collection, and developed plans for ideal storage. This study was the next logical step.

We chose the Henry Art Gallery at the University of Washington as our model. as it has a similar, but larger collection used both for research and exhibition. Working with Judy Sourakli, Curator of Collections, we studied their registration, conservation and exhibition procedures. As a result, we recommend the following:

Curator of Collections

Much to our surprise we discovered that all of our recommendations, suggestions and ideas revolve around the need to have the collection the major responsibility of one person. Over the years this responsibility has been assumed by a changing panel of volunteers, as is currently the situation. What is needed is a staff person trained in textile conservation with a regular working schedule at the museum, even if only part-time. The responsibilities of this position would include:

1. Be an authoritative spokesperson for the needs of the collection regarding conservation, documentation, storage, and exhibition.
2. Serve as liaison between other FMC staff and TCG volunteers.
3. Coordinate planning of exhibitions of collection with other museum staff.
4. Responsible for supervising preparation of collection for exhibition.
5. Responsible for the supervision of the conservation and storage of the collection.
6. Facilitate loans of pieces of the collection to appropriate borrowers such as museums and educational institutions.
7. Supervise the retrieval and study of the collection for research.
8. Organize the computerization of data bank, documenting all items in the collection.
9. Write grant applications for additional funds for the maintenance and support of the collection.

Computerized Documentation

At this time each item of the collection has been manually recorded on a card file by TCG volunteers. It is now imperative to transfer this documentation to computer while the size of the collection is still small. This will also allow us to expand the amount and accuracy of documentation per item. Each item should be photographed during this documentation process. The photo and data bank will facilitate retrieval of needed items without causing damage to the collection, enhancing preservation. It will also allow for deaccessioning duplicates, tightening up the collection.

Storage

Over the last ten years great strides have been made to store the collection in acid-free boxes, on padded hangers, in a dust-free, cool environment. Our plan is to work in phases, with our ultimate goal to store as much of the collection as possible in boxes or on shelves to minimize stress. We seek your support to continue with this process.

In order to reach these goals the TCG volunteers will continue to work as active participants in these tasks. Members are willing to:

1. continue with conservation, storage, exhibition work
2. assist in computer input of documentation
3. assist in evaluating, deaccessioning, and strengthening the collection.
4. enlarge our fundraiser, Trunk and Treasures, and dedicate the profits to the care and maintenance of the collection.
5. assist the FMC Director in writing a start-up grant to implement these plans.

We want from the Board of Trustees:

- A time to present these ideas and answer questions
- A response to each of the three requests
- A commitment to seeking a curator
- A larger financial commitment to the collection

Thanking you in advance for the courtesy of a reply.

APPENDIX V

Fashion Media Performance Certificate

ANNOUNCING!

Fashion Media Performance Certificate

TRAIN FOR THE EXCITEMENT AND GLAMOUR OF MODELING

This certificate provides training for individuals interested in producing fashion shows or modeling in fashion shows and special events, trade shows, printed media such as newspapers and magazines, as well as film and TV commercials.

Core Requirements: (19 units)

FASH 65	Modeling Techniques	.5
FASH 68	Advanced Modeling Techniques	.5
FASH 15	Fashion Strategies	3
FASH 60	Fashion Industry	3
FASH 63	Fashion Coordination	3
HMEC 41	Life Management	3
HMEC 57	Professional Job Search	1
SPCH 3	Voice and Diction	3
DRMA 16	Theatrical Make-up	2

Restricted Electives (choose 6 units from the following)

FASH 64	Fashion Writing	1
HMEC 5	Applied Art Techniques and Analysis for Home Economics	3
HMEC 6	Color Theory	2
HMEC 58	Professional Protocol	1
HEFN 63	Basic Principles of Nutrition	3
SPCH 1A	Public Speaking	3
DRMA 11	Principles of Acting	3
DRMA 17	Acting for Television	3
BUSS 35	Professional Selling	3

Mt. San Antonio College 1100 N. Grand Avenue, Walnut, CA
 91789 714 594 5611 ext.4684

APPENDIX VI

Advertisement:

Fashion Design Courses

Mt. San Antonio College

Interested in FASHION DESIGN?

Many students express an interest in becoming a fashion designer. The Mt. San Antonio Fashion program offers the following collection of preliminary courses for those students. Anyone interested in pursuing this field is encouraged to talk with Fashion faculty members as well as a Counselor about schools which offer additional curriculum. This will allow for informed selection of courses as well as easy transferring of units.

Recommended:

FASH 10	Clothing Fundamentals
FASH 11	Clothing Fundamentals--Applied
FASH 12	Advanced Clothing
FASH 15	Fashion Strategies
FASH 60	Fashion Industry
FASH 61	History of Costume and Fashion
FASH 67	Ready to Wear Analysis
HMEC 17	Textiles
ART 15A	Drawing--Beginning

Other Options

FASH 63	Fashion Coordination
FASH 64	Fashion Writing
FASH 65	Modeling Techniques
FASH 90-91	Field Studies in Fashion Merchandising - New York
FASH 95	Field Studies in Fashion Merchandising - California
HMEC 5	Applied Art Techniques and Analysis
HMEC 6	Color Theory
HMEC 41	Life Management
HMEC 57	Professional Job Search
BUSS 35	Professional Selling



Those who wish an Associate of Arts degree must complete all graduation requirements described in the college bulletin. The preliminary fashion coursework described above may be used as a part of the 60 unit requirement for graduation. Additional course work in pattern drafting, draping, workroom sketching, computer aided design, and production methods is recommended.

APPENDIX VII

"Life Management:

**A Successful Curriculum
Suitable Course for All College Students?"**

***Papers of the Western Region*
Home Management Family Economics Educators**

Volume 4, 1989
pages 46-51

LIFE MANAGEMENT: A SUCCESSFUL CURRICULUM SUITABLE FOR ALL COLLEGE STUDENTS?

Joann Driggers, Mt. San Antonio College¹

Abstract

This paper focuses on a state-wide study of California community college students enrolled in a course called Life Management, which has its theoretical base in traditional Home Management curriculum but has been updated with a lower division, general education audience in mind. This research sought to determine the effectiveness of that curriculum, and if student demographics such as gender, age, race, or the population density of the community affected its success. The research has implications for curriculum development as well as articulation amongst colleges and universities. It also identifies an avenue for recruitment.

Introduction

The goal of this research is to determine if the model Life Management Curriculum formulated in Project III-6-987 (California Community Colleges) under the direction of Dr. Betty Morse, California State University, Long Beach, is meeting intended goals and if male and female students, including both Home Economics majors and non-majors, are making progress in achieving career/family balance and increased quality of life. This curriculum has been approved at 16 California community colleges, many of which allow the course to meet General Education requirements for graduation. The course attracts men as well as women, is instrumental in creating a strong image of the Home Management/Family Economics field and profession, and as a result is useful in recruitment to other courses, as well as to the major itself.

Background

During 1985-86 a Task Force of Home Economics educators in California community colleges worked to develop a state-wide Home Economics Program Plan for the 107 community colleges in the state. The debate, survey and study was intense and involved all subject areas which had a stake in the results. Five subject areas emerged and chose the following titles: Fashion; Interiors; Nutrition and Food; Child Development/Family Studies/Gerontology; and Life Management. Committees were formed in each of the five areas for the purpose of surveying community college educators in the state to determine courses being offered, and establishing quality indicators for each course. The Life Management committee surveys indicated that the situation was dismal. Very few campuses offered Consumer Economics or Money Management, and almost all had deleted Home Management. Having identified critical curriculum content for an individual course entitled Life Management, advocacy grew and enthusiasm mounted as members became convinced of its appropriateness as a General Education option. The Life Management committee saw the need for further curriculum development. As a result a special project was funded with Title III B Consumer and Homemaking Vocation Education Funds from the Carl Perkins Act to develop that curriculum.

The curriculum was jointly developed by University and Community College faculty. Its intent is to provide students with skills for understanding and using internal and external resources to function effectively in society now and in the future. Major topics include effects of cultural forces and future trends on values, standards, and goals; skills for decision-making, time, energy, stress, and conflict management; techniques for improving self-understanding and interpersonal relationships; and career and money management directions. The course also provides a forum for discussion of issues facing families today: changing roles of men and women, child care issues, and household management in light of dual-career couples or single parent families. Unlike traditional Home/Family Resource Management curriculum, emphasis is placed on skill development and utilization of these skills on-the-job as well as in the home. Many of the topics included in this model curriculum are commonly found in a traditional Home/Family Resource Management upper-division course, directed at students majoring in the field. This curriculum, however, is targeted at students who may or may not be majors, but who see the value in and need for this course.

Purpose

Since dissemination of the Life Management curriculum in 1987 more than a dozen colleges have strictly followed the model, while others have utilized portions of it. Numerous faculty have embraced the course and have initiated course approval at their individual campuses. All who have studied the goals of the Life Management curriculum are supportive of the course. This research determined which campuses are teaching Life Management, which are still in the midst of approval, and how approval could be facilitated. It also sought to determine if and to what extent Life Management curriculum increases the ability of male and female students to manage demands of multiple roles. Finally, it intended to facilitate articulation amongst two-year and four-year colleges and universities.

Methodology

The Project Director for this research surveyed California community colleges to identify instructors implementing the Life Management curriculum and then established a Task Force of Life Management experts. The Task Force convened in August of 1988 with the intent of creating an evaluation device that could determine quantitatively the impact of the curriculum on student behavior, and to differentiate its effectiveness between men and women, as well as amongst age groups, urban/rural settings, and ethnic backgrounds.

After much discussion over the focus of the Life Management curriculum, Task Force members decided that all 16 topics of the curriculum were equally important. (A listing of the curriculum topics can be found in Appendix A.) Therefore, an evaluation device that reflects all topics in a balanced sequential manner was created which consists of 53 multiple-choice questions. It was field tested in a

¹Professor of Home Economics

Mt. San Antonio College summer school U.S. History class of 30 people, 11 of which were male. As a result the number of responses to each question was reduced from five to four, eliminating the middle choice (Uncertain or Sometimes), several questions were rewritten to improve clarity, and a final question was added which requested students to list the subjects they wanted to study in Life Management.

The pre-test and post-test are almost identical with differences related to timing, not substance. The first ten questions of both provide identical student demographic data. The next two questions seek to discover the major area about which the student wants to learn (pre-test), or did learn (post-test). The remaining questions seek responses about student knowledge, beliefs, and behavior.

Population

The research surveyed all California community college deans of instruction, deans of vocational education, and home economics departments to identify faculty implementing the Life Management curriculum. A total of 300 letters were mailed to the 106 community colleges. A total of 60 responses were received, representing 54 campuses. The survey resulted in a commitment to participate in the research from each campus which planned to offer Life Management in Fall, 1988, or Spring, 1989. As research progressed one class was cancelled on one campus, while an additional section was added at a different campus.

This researcher, with the aid of campus faculty, administered the pre-testing and post-testing state-wide. Nine classes were tested in the Fall semester and four more in the Spring. Each of the ten participating faculty members (some taught both semesters) completed a Faculty Evaluation form.

A total of 360 post-tests were received and matched to pre-tests by campus, student name, and Social Security number, leaving a research population of 200, of which 33 were male. Since many community college students are seventeen or eighteen when they first enroll, age classifications in ten year increments, beginning with age 17 were listed. Sixty-one percent of the students identified themselves as 17-26, 24.5% selected 27-36, 10.5% chose 37-46, 3% chose 47-56, 1% chose 57 and over, and 1% did not respond. Most students were single, 59%; 26.5% were married, 9% divorced, 4% separated, 0.5% widowed, and 1% did not respond. Regarding ethnic background, 71% described themselves as Caucasian, 12.5% Latino, 5% Asian, 4% Black, and 6.5% chose Other (TABLE 1).

TABLE 1. Selected Demographics of Population

Description	Percentage
Gender	
Female	83.5
Male	15.5
Geography	
Suburban	56.0
Rural	34.0
Urban	10.0

Description	Percentage
Ethnicity	
Caucasian	71.0
Latino	12.5
Asian	5.0
Black	4.0
Other	6.5
Age	
17-26	61.0
27-36	24.5
37-46	9.5
47-56	3.5
57 and over	1.0
Marital	
Single	59.0
Married	26.5
Divorced	10.5
Separated	3.5
Widowed	0.5

Results

Analysis

The main analysis involved comparison of paired t-tests of pre-test and post-test responses using the Statistical Package for Social Sciences. Probabilities of 0.05 or less were considered statistically significant. A factor analysis was done to match specific test questions to the sixteen curriculum topics, allowing for evaluation of the effectiveness of each topic.

Student Results

A t-test analysis for the total population showed significant change (probability of less than 0.05) in responses to 28 of the 40 questions (TABLE 2).

TABLE 2. t-Test Results for Total Population

Var.	Factor	Cases	Mean Diff.	Std. Error	t Value	Prob.
Q15	Val.&Strnds.	200	.2050	.075	2.73	.077
Q16	Goals	200	.6450	.102	6.33	.000*
Q17	Goals	200	.4500	.099	4.54	.000*
Q18	Culture	200	.1750	.062	2.84	.005
Q19	Culture	200	.4500	.086	5.20	.000*
Q20	Cu!ture	200	.1850	.080	2.32	.021
Q21	Change	200	.5850	.094	6.20	.000*
Q23	Change	200	.2850	.085	3.36	.001*
Q24	Change	200	-.3250	.106	-3.07	.002
Q25	Change	200	-.4000	.112	-3.57	.000*
Q27	Decisionmkg.	200	-.3750	.102	-3.67	.000*
Q28	Decisionmkg.	200	.3650	.081	4.53	.000*
Q29	Time Mgmt.	200	.4550	.092	4.94	.000*
Q31	Time Mgmt.	200	-.2100	.097	-2.17	.031
Q33	PerEnerMgmt.	200	.3350	.102	3.28	.001*
Q34	PerEnerMgmt.	200	.3300	.088	3.76	.000*
Q35	PerEnerMgmt.	200	.4150	.092	4.53	.000*
Q36	PerEnerMgmt.	200	.5950	.106	5.63	.000*
Q37	Motivation	200	.4550	.091	5.00	.000*
Q39	Delegation	200	-.2700	.098	-2.77	.006
Q41	ConflictMgmt.	200	.2950	.098	3.01	.003
Q43	Communicatn.	200	.3400	.098	3.48	.001*
Q45	Stress Mgmt.	200	-.4200	.100	-4.19	.000*

Var. Factor	Cases	Mean Diff.	Std. Error	t Value	Prob.
Q46 Stress Mgmt.	200	.7750	.100	7.74	.000*
Q49 Multi. Roles	200	.3800	.103	3.68	.000*
Q50 HumGroPotn.	200	.2700	.083	3.23	.001*
Q51 HumGroPotn.	200	.1150	.058	1.99	.047
Q52 Issue: Career	200	.2900	.086	3.37	.001*

* p less than 0.001

On the pre-test, 90% or more of the students chose the "strongly agree" or "agree" response to six of the 40 subject related questions. Despite this there was still significant change in the post-test responses on two of those questions (numbers 18 and 51). Particular significance (probability value of less than 0.001) was found on questions related to defining lifetime goals, decision making, understanding cultural differences, managing change, considering energy cycle when planning daily tasks, managing stress, and maintaining balance between career/home responsibilities.

One task of this grant was to determine if there are differences in the effectiveness of this curriculum between men and women, as well as amongst age groups, urban/rural settings, and ethnic backgrounds. Enrollment and retention figures suggest that all groups are served by this curriculum. Analysis of individual questions indicate that some portions of the curriculum are more successful with and cause a greater change in behavior in specific groups.

A question on the post-test asked each student to "rate the amount of change in your life management behavior and skills as a result of this class." Cross tabulations were done on this question with gender, ethnic background, and geographic location. The largest portion, 83.5%, of the population was female. When describing the amount of change, 40.5% chose "considerable" and 48.5% chose "moderate." Of the 33 men in the population responding to the same question, 25.8% chose "considerable" and 54.8% chose "moderate." The remaining respondents in both groups chose "very little change," no one selected "no change" (TABLE 3).

TABLE 3. Rating the Amount of Change

Gender responses to the request to "rate the amount of change in your life management behavior and skills as a result of this class."

Responses	Gender	Percentage	No. of Cases*
Considerable	Female	40.5	66
	Male	25.8	8
Moderate	Female	48.5	79
	Male	54.8	17
Very little	Female	8.6	14
	Male	16.1	5
No change	Female	0.0	0
	Male	0.0	0

Responses	Gender	Percentage	No. of Cases*
No response	Female	2.5	4
No response	Male	3.2	1

* Six cases missing gender designation.

The t-test results for women closely paralleled the total research population since women were the majority in the sample (see Appendix B). The male responses, however, were quite different as is evident in the t-test results found in TABLE 4. When combined with the self-assessment question reported above, it is apparent that there was less change in behavior for men than for women. One faculty member did comment in her evaluation that the men did much better on final management projects than women.

TABLE 4. t-Test Results--Men

Var. Factor	Cases	Mean Diff.	Std. Error	t Value	Prob.
Q19 Culture	33	.6667	.212	3.15	.004
Q20 Culture	33	.5455	.231	2.36	.024
Q29 Time Mgmt.	33	.4848	.227	2.14	.040

Due to the small size of the non-Caucasian population in this research, comparisons were made of Caucasians to non-Caucasians as a group. Statistical analysis showed a significant change in response in 27 of the 40 questions for Caucasians, and 12 of the 40 for non-Caucasians. Curriculum topics which were less effective with non-Caucasians include cultural forces, change, communication, conflict management, multiple roles, and human growth potential.

Another variable considered was geographic location. Faculty were asked to choose a category that appropriately described their particular campus location and to direct the students to record this choice on the test. Results were 56% suburban, 34% rural, and 10% urban. The t-test analysis yielded statistically significant responses to 24 of the 40 questions in the rural population, 17 out of 40 for the suburban, and 9 out of 40 for the urban. Since the urban population was represented by only 20 students all from one class, these data are less reliable.

The final variable considered was age. The t-test analysis yielded statistically significant responses to 19 of the 40 questions for the 17-26 year olds (61% of the population) and 22 of the 40 questions for the 27-36 year olds (23% of the population). Due to the small subsamples, t-tests were not done for other age groups.

Faculty

Faculty were also surveyed to determine their response to the curriculum, and to estimate its degree of success. Faculty indicated that they typically required student assignments related to goal setting, decision making, and time management and noted that students became progressively faster, more discriminating, and more specific with each assignment. Most responded that students were clearly managing their time better as the numbers of late projects diminished. Others noted specific examples of more satisfactory decision making by students, who now

perceived an expanded selection of alternatives. Evidence of successful managing of multiple roles came from students indicating to faculty that they were having family discussions about household responsibilities, they were delegating more often and more effectively, and that they now had more personal time. All faculty reported a great deal of positive feedback from students who are more satisfied with their life management.

All faculty were sensitive to the need for a balanced and fair curriculum regarding gender and ethnic background. One faculty member indicated a need for inclusion of examples of the application of management principles from the business world, rather than from personal and household life. Another wanted more career information for men for incorporation into class discussion.

Faculty are very enthusiastic about the course content. Several noted that it is their favorite course to teach, that they find it stimulating and self-fulfilling. One instructor noted that it was "the most exciting and gratifying change in the Home Economics perspective" that she has seen in her 20-year teaching career.

All faculty members indicated that the curriculum was all-inclusive. Two of the ten indicated that they included *Managing the Environment in the Current Issues* section, while student responses indicate that at least half of the faculty include a section on Money Management. No one had a recommendation for deletions. Most faculty noted the lack of a comprehensive textbook targeted at a lower division, general education audience as a disadvantage to the student. Faculty currently are using a variety of texts, supplementing them with other resources such as readings in journals and periodicals.

A prerequisite of inclusion in this research was successful completion of the local campus course approval process. Some faculty indicated initial or continuing problems with this process ranging from territorial rights to the subject matter to debate over its appropriateness as a General Education graduation requirement. For many campuses the success of Life Management, or even the opportunity to offer it, is dependent upon the inclusion of the course in the General Education requirements list. At one school Life Management lost its place on the General Education list when it was revealed that it was the only course on that list not articulating with the California State University (CSU) system.

Articulation is a prime concern of faculty. A few California university campuses are contemplating submitting a lower division Life Management course, and at least two have begun the process. San Diego State University offers a lower division course, FSCS 151--Dynamics of Family Management, that presents the only articulation possibility at a CSU school known to this researcher.

Conclusions and Implications

The Life Management model curriculum prepares students of all majors and backgrounds to meet the demands of multiple roles related to career, family, community and self. It is a success because it is comprehensive, flexible, and appropriate to men as well as women, married or single,

parent or not. Faculty who have initiated this class are selling it on the quality of the curriculum.

The course is attracting a primarily female audience. The fact that the course is highly effective with this group is positive, since recent and past research indicates that women are primarily responsible for child and household care, and therefore are in greatest need of the skills necessary to balance multiple roles.

The course is less effective with men and with minorities, although it should be noted that these subsamples were relatively small. The smaller degree of effectiveness may be a factor of the implementation of the curriculum rather than the curriculum itself. Some of the faculty were teaching this class for the first or second time and so need to develop and refine their skills in this area. Faculty need increased knowledge of the needs, attitudes, and beliefs of men and minorities. They also need student references, projects, and activities which will more effectively meet the learning needs of men and minorities.

Faculty are concerned about and students suffer from the lack of an appropriate textbook. Most faculty use well-recognized textbooks in this subject as personal reference, as they have found much of their content appropriate to the curriculum. However, these same texts are not selected for students since they are judged as too theoretical for the target audience. An appropriate text is needed.

Although not clearly reflected in these data, this researcher has a concern for the effectiveness of this curriculum with Asians. The focus of the curriculum and attitude of the faculty indicate a strong emphasis on pride of accomplishment and building self-esteem. One popular class assignment asks students to identify "what they are good at" and encourages bragging. This runs counter to Asian customs, value systems and beliefs. More research is needed in this area.

It seems apparent from this research that there is a large audience of general education students waiting to benefit from the expertise of Home/Family Resource Management faculty. Prior to 1987 almost no California community college was offering a Home Management course. Now at least 16 campuses have approved this course, and some campuses teach more than one section a semester. There is a revival of the Life Management course because it meets the needs of students to know how to balance multiple roles.

Training in these skills is undoubtedly needed by students across the nation, as adults and children are faced with increasing demands of careers, family, self and community in a time of rapid change. For too long Home Management experts have reserved the teaching of Life Management skills to a select group of upper division students majoring in Home Economics, Consumer Sciences, and the like. It is time that we make this course available to these students when they first begin their college careers, as they begin to juggle increased responsibilities of multiple roles. Why waste two or three years while they struggle and learn, by trial and error?

And why should Life Management teaching be limited only to those who will utilize this information primarily as a

career? Arlie Hochschild reports in The Second Shift: Working Parents and the Revolution at Home that women typically work 15 hours more each week, a month more a year, trying to juggle multiple roles. Home Management faculty have the expertise to show men and women how to deal with this reality. We can help them understand the cultural, economic and political changes that have brought us to this point. And we can show them some possible alternative futures.

Why not share our expertise with interested students from other fields, some of whom will find our profession so attractive and exciting they will switch majors? Let's teach these students what we know are valuable skills and information while at the same time show them professional opportunities. A lower division, general education Life Management course can be an avenue for recruitment of additional students to our other courses and to our field.

If this is to happen, faculty from colleges and universities must cooperate in curriculum development and articulation. The curriculum is already created and available to be adapted to local needs and implemented to the benefit of male and female students across the campus. These recommendations fit with the theme of this conference, "Family Self-Sufficiency: Strategies and Implications." This curriculum excites and inspires faculty. More wide-spread teaching of it will enhance the field of Home Management and Family Economics while it benefits individuals and families to find more satisfaction and enhanced quality of life.

Appendix A

Life Management Curriculum

Topic

1. Values & Standards
2. Goals
3. Cultural Forces
4. Impact of Change
5. Decision Making
6. Time Management
7. Personal Energy Management
8. Motivation--Procrastination
9. Delegating
10. Communicating
11. Conflict Management
12. Stress Management and Coping
13. Multiple Roles
14. Human Growth Potential
15. Other Current Issues
 - Balance a budget
 - Choose a career
 - Environmental concerns

Appendix B

t-Test Results--Women

Var.	Factor	Cases	Mean Diff.	Std. Error	t Value	Prob.
Q15	Val.&Stnds.	167	.1916	.084	2.27	.025
Q16	Goals	167	.7605	.107	7.10	.000*
Q17	Goals	167	.4611	.105	4.38	.000*
Q18	Culture	167	.1437	.065	2.22	.028
Q19	Culture	167	.4072	.095	4.30	.000*
Q21	Change	167	.6108	.102	6.00	.000*
Q22	Change	167	-.2695	.115	-2.34	.021
Q23	Change	167	.3114	.093	3.36	.001*
Q24	Change	167	-.3174	.111	-0.29	.005
Q25	Change	167	-.3892	.122	-3.19	.002
Q27	Decisionmkg.	167	-.4311	.111	-0.39	.000*
Q28	Decisionmkg.	167	.3772	.090	4.20	.000*
Q29	Time Mgmt.	167	.4491	.101	4.44	.000*
Q31	Time Mgmt.	167	-.2335	.105	-2.22	.028
Q33	PerEnerMgmt.	167	.3772	.112	3.37	.001*
Q34	PerEnerMgmt.	167	.4132	.095	4.35	.000*
Q35	PerEnerMgmt.	167	.4731	.096	4.91	.000*
Q36	PerEnerMgmt.	167	.6228	.118	5.28	.000*
Q37	Motivation	167	.5269	.098	5.38	.000*
Q39	Delegation	167	-.2934	.103	-2.85	.005
Q41	ConflictMgmt.	167	.4012	.106	3.79	.000*
Q43	Communicatn.	167	.3353	.109	3.07	.003
Q45	Stress Mgmt.	167	-.5210	.108	-4.84	.001*
Q46	Stress Mgmt.	167	.8204	.107	7.70	.000*
Q48*	Stress Mgmt.	167	.1856	.089	2.10	.038
Q49	Multi. Roles	167	.3832	.109	3.53	.001*
Q50	HumGroPotn.	167	.2874	.087	3.30	.001*
Q52	Issue: Career	167	.3174	.090	3.53	.001*

* p less than 0.001

References

Hochschild, Arlie & Machung, Anne (1989). The Second Shift: Working Parents and the Revolution at Home. New York: Viking.

APPENDIX VIII

Goals for 1990

Education Committee

Society of Consumer Affairs Professionals

EDUCATION COMMITTEE-1990 PLANS**Mission:**

To support the chapter's mission of enhancing the visibility, knowledge and credibility of the Greater Los Angeles Area Chapter of SOCAP by educating the organization's constituencies: the public, students, consumer activists, consumer reporters, the consumer affairs profession, government agencies, and business.

Objectives:

1. Create an Education Committee that includes representatives from a wide geographic area and professional expertise in order to meet our other objectives.
2. Continue preparing and providing video resources for colleges and SOCAP members by video taping speakers at chapter meetings, and making the videos available for loan.
3. Serve as a resource for California State University and Community College campuses.
 - a. Continue to build rapport with consumer science students at CSULB and CSUN, inform them about the consumer affairs profession, and expand networking opportunities.
 - b. Explore and support the formation of a student SOCAP chapter at CSULA.
 - c. Provide assistance and support to the SOCAP scholarship committee to promote student awareness of and interest in SOCAP.
 - d. Cooperatively plan a consumer panel, fair or the like at CSUN and Long Beach City College to appeal to students and community members.
 - e. Support the student chapter of SOCAP, CSULB during their all-campus Kaleidoscope weekend.
 - f. Support the activities at the Consumer Resource Center, Mt. San Antonio College, during National Consumer Affairs Week.
 - g. Support other campus or community consumer affairs activities if feasible.
4. Formulate a directory which lists campuses offering consumer affairs training. Distribute the directory:
 - a. to school counselors, who can in turn direct students to appropriate campuses.
 - b. to professionals who are seeking interns, employees, etc.

APPENDIX IX

Fashion Industry Collaborative Assignment:

"Who Wore What When?"

Who Wore What When? Assignment

Goal: To identify fashion trends of a particular time and discover the factors which influenced those fashions.

Concept: Physical appearance, including apparel, accessories and hair style are a result of economic, social, political, and technological factors. We choose fashions to fit our lifestyles.

Process: We will focus on four particular time periods in the 20th century, considering the physical appearance of middleclass American men and women living in or near a major city.

With individual reading, individual note-taking, and collaborative work you will identify fashion trends and influences of each period. You will be graded on your own notes, your group contribution, and your correct dating of period fashion and event pictures which you will supply.

Directions:

A. Read the class handout paying attention to the **physical appearance of men and women** in each time period presented. Besides noting what they wore, consider **posture, physical activity, leisure, and work and family roles** that were considered appropriate at each time. Note also the particulars of each of the following factors:

Economic: status and focus of the economy; state of employment

Social: beliefs about lifestyles and family

Political: national concerns and issues

Technological: inventions, discoveries, transportation methods

- B. Find three pictures which you can date and bring copies into class:
1. a man wearing a fashion of a time period we are studying.
 2. a woman wearing a fashion of a time period we are studying.
 3. a related economic, social, political or technological event.
- You will later place them on the Time Line Bulletin Board as directed.
- C. In small groups you will complete a memory matrix for a particular time period. It will be explained and assigned on the day of the task. You will be graded on your individual and group work.
- D. After all the groups have reported, and you have shared your pictures with your own group members, you will place them on the Time Line Bulletin Board.

Fashion Emphasis, 1920: Surprise Party!

Once the vote was achieved, feminine austerity vanished before a gust of frivolity. As early as 1920, the skirt was at the calf, the sleeve had been discarded, stockings were silk, shoes were elaborate and their heels were rising; ruffles and flounces were definitely in. As the decade advanced, the shortening skirt flapped, the shortening hair flapped, and the women who sported both came to be called flappers. The flapper look had a flat-chested, long torso with a round-necked, often sleeveless bodice; a flounce of a skirt, pleated or draped, stopped at the knee. Long chains of pearls around the neck might swing to the hip. Stockings were rolled to just below the knee. The cloche arrived, as did junk jewelry and beading that swirled and glittered when women walked or danced. Silk was the favored fabric. Furs were used with flair: the long wraparound coat for evening and the wool coat with fur trim for day.

Women's clothes retained the straight silhouette of the teens, but men's moved in a new direction: trousers were widened and flared or bell-bottomed, the waistline was tucked in, and the jacket flared at the shoulders and hips. The soft collar replaced the stiff, high one.

Sportswear for both sexes was introduced. The knit polo shirt for men was the first innovation, followed by the knickers popularized by golf's Bobby Jones and the woolen cap by baseball's Babe Ruth. Some women tried knickers and culotte-type skirts, and many wore the new tennis

dresses and riding breeches. Swimwear was pared down enough to permit swimming, but tops for men were everywhere required. Only the man's polo shirt and woolen cap were accepted for general leisure wear, however; sportswear remained very much tied to particular activities.

"Sanforizing," to control shrinkage of cotton fabrics, was a major innovation of 1928.

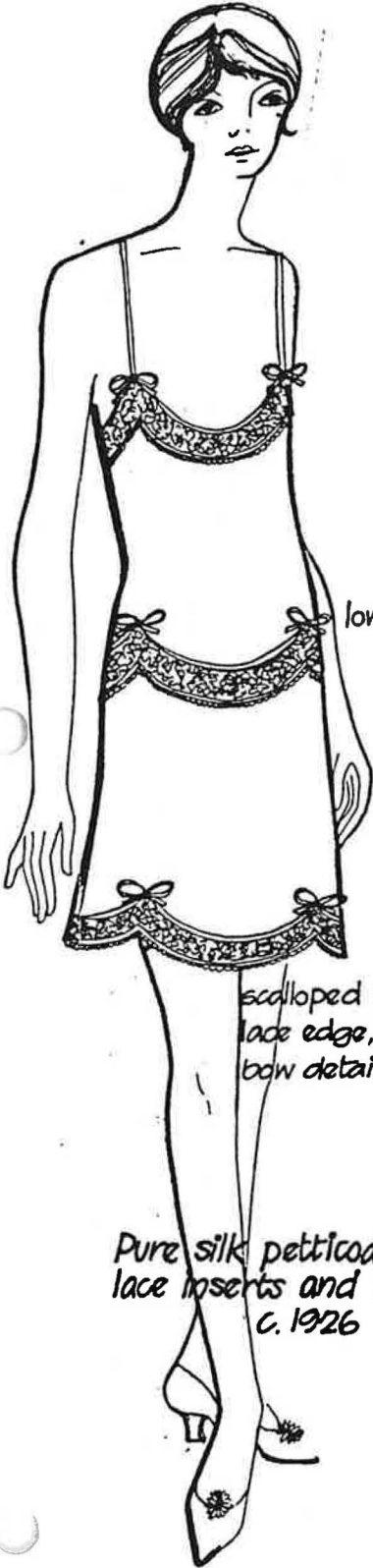
The automobile produced a revolution in retailing. Now that everybody could get to town, the chain stores expanded rapidly. The Country Club Plaza, established in 1922 in Kansas City, Missouri, was the nation's first outdoor shopping center. Sears, finding that mail order was dropping off, went into retail—and not within the cities but on the highways where the stores could provide plenty of free parking. Specialty stores like Saks Fifth Avenue concentrated on fashion, to the exclusion of all the other services provided by the department stores, and had a great success. Piggly Wiggly, introducing self-service, made the greatest innovation of all.

The youthful excitement of the decade concealed the trend that overtakes us all: however much fun we're having, we'll be ten years older at the end of a decade than we were at its beginning. The young, who had so easily succeeded in 1920, by 1930 were beginning to feel like the old and established, and noticed that their heels didn't kick quite as high as they used to.



1927

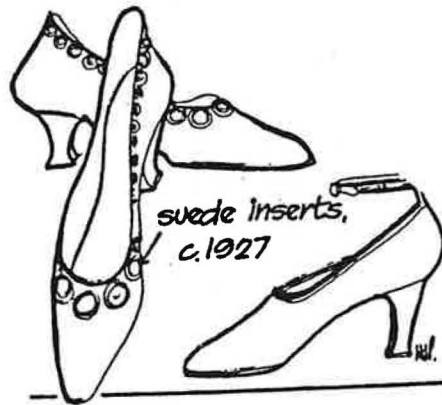




low waistline

scalloped hemline,
lace edge, rouleau
bow detail

Pure silk petticoat with fine
lace inserts and satin trim,
c. 1926



suede inserts,
c. 1927

Fashion Emphasis, 1930: Implausible Elegance

Casual, worldly elegance was the keynote in 1930. The hemline dropped to midcalf during the day, to the floor for evening. Dresses were cut on the bias, clinging sensuously to the body, and women had busts, waists, and hips again. Spaghetti straps and backless gowns were presently introduced, and later in the decade the famed debutante Brenda Duff Frazier created a sensation with the strapless evening dress. For daytime, the suit was revived, with padded shoulders, longish skirts, and short, tailored jackets. It was worn with real or artificial flowers and jewelry and a smart, smallish hat. The platform ankle-strapped shoe arrived in 1938, along with broad-shouldered fur chubbies.

In 1930 men wore the English drape, which had a square, military shoulderline, a full-chested, double-breasted jacket with a sharply nipped waist, and pleated trousers. The Duke of Windsor's widely spread collar points called for the triangular Windsor knot to bulk the tie. Princeton University students created a boom in the seersucker summer suit in 1934, launching a trend to the lightweight that has grown ever since.

But the major fashion innovation of the thirties was leisure wear. To the man's polo shirt of the twenties was added the sport shirt, adapted in

California from an Argentine "gaucho" shirt and first translated into flannel and then into cotton and silk. Shorts were introduced for both sexes, Helen Jacobs gaining national attention when she wore them in tennis tournaments in 1933. Slacks also became popular for both men and women. The lumberjack shirt of plaid wool was adopted for casual winter wear and the revived blazer foreshadowed the sportcoat.

The California influence was very strong in this fashion revolution, which emphasized bright colors and bold patterns. Another Hollywood influence was the revival of Western dress: Stetson hats, string ties, and embroidered shirts started to come back in the formerly wild West and in the South.

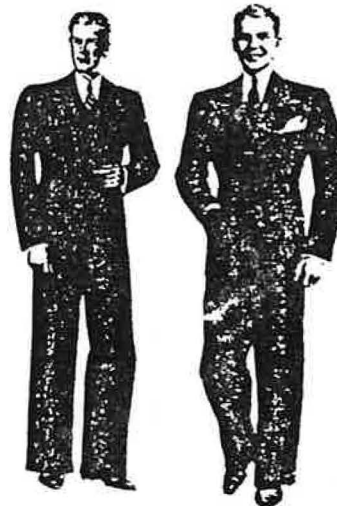
Nylon made its appearance at the end of the decade. Retailing methods were relatively stable, but mail order continued to decline and Sears disregarded the depression to open hundreds of new stores. The Fashion Group, formed in New York City in 1921 to promote fashion, in 1935 held the first of its fashion shows, "Fashion Futures," attended by 1,200 representatives of the press and the fashion industries.

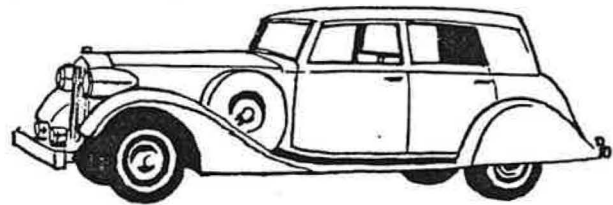
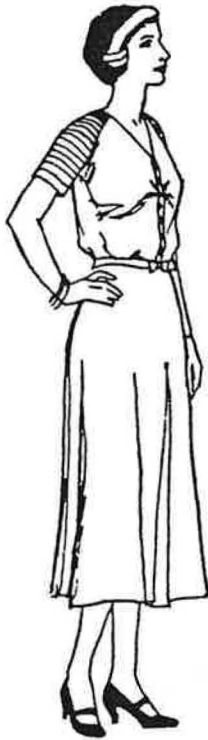
The trend of the decade was toward the casual and the youthful.



1933

1938





Fashion Emphasis, 1940: Jive!

The youthful look was everywhere in 1940. The padded-shoulder women's suits and dresses of the late thirties had been given even broader shoulders and shorter skirts: the hat became as important a fashion feature as it was at the turn of the century, but with an emphasis now on playfulness. Hats might be large, they might be small, but they must nonsensically sprout feathers, plumes, fruits and flowers, ribbons, veils, pleats, folds, artificial birds and bright little animals. Men's suits were more often single-breasted than not, and the sportcoat-slacks combination had a resounding success.

During World War II, the government's L-85 ruling made the short, tight look obligatory: hems could not exceed two inches, there could be but one patch pocket per blouse, and cuffs were forbidden. The skirt could not exceed 72 inches at the hem and the belt could not exceed two inches in width. Men's clothes, too, were pared down. Vogue and Harper's Bazaar helped women with ideas for the basic suit, convertible for evening, and the coordinated wardrobe. In 1943 Eleanor Lambert created the first annual Coty American Fashion Critics' Award for excellence in American design. In 1944 she staged the first semiannual Press Week show, sponsored by the New York Dress Institute.

The teenagers who appeared during the war managed to achieve an effect of bulk by the simple expedient of buying clothes a size or two too large.

Both boys and girls favored men's shirts with the tails out, saddle oxfords or inexpensive copies of Loafers, white ribbed ankle socks (bobby sox), jeans rolled up at the cuff. There were Sloppy Joe sweaters and pleated skirts. After the war the junior market mushroomed; Seventeen was launched, junior departments were added to stores, cosmetics companies introduced lines specifically for teens.

Paris returned to the fashion scene when the war ended with a group of youthful new designers, Christian Dior, Pierre Balmain, Jacques Fath, Balenciaga. Dior's New Look was a sensation in 1947, with skirts falling luxuriously to within 12 inches of the floor, pinched waists made possible by a new Dior-designed foundation garment, and natural shoulders. Men were to wear the Bold Look, with long, rolled lapels, straight waists, stripes and plaids and checks, wide ties, wide-brimmed hats. Continuing shortages of materials made the triumph of the New Look gradual, and the Bold Look was a success only so long as shortages made it possible to sell anything manufacturers cared to make. As the shortages diminished, men were found to prefer the narrow-lapelled, natural-shouldered Ivy League style.

During much of the decade, shortages made merchandising, advertising, and manufacturing innovations unnecessary.

The trend of the decade was from youth toward elegance.



1944



large-brimmed straw hat with embroidered raffia flowers
c.1940



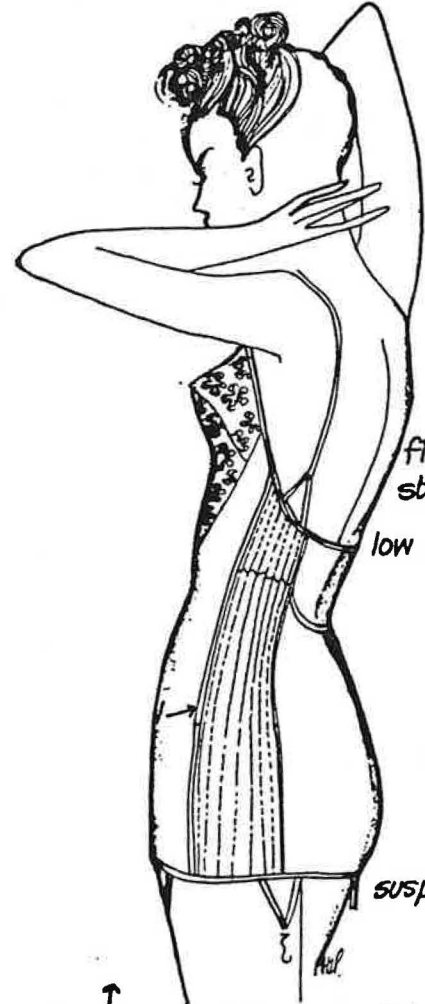
tiny straw hat with tall crown
c.1941



long feathers



stylized felt top hat with spotted veil, c.1941-42



fine elasticated straps

low back

suspenders

↑ Corset and bra of pink brocade and elasticated cotton, c.1942

Fashion Emphasis, 1950: Suburban Style

Dior's New Look reigned supreme by 1950. The hemline stayed from below the knee to midcalf throughout the decade. Fashion emphasis fell on the natural shoulder, with a dolman or raglan sleeve, a full skirt with lots of petticoats, a pinched waist. For evening the gown was strapless atop a billowing, flowing skirt. Sportswear featured Bermuda shorts, pedal pushers, short shorts, halter tops, and halter dresses. Pants were worn only as sportswear, but were less popular than in the forties; shorts of various lengths, sport skirts, and sport dresses were preferred. Heels continued to rise, culminating in the three- to four-inch spikes of the late fifties that briefly wreaked havoc on the nation's carpets and floors. Hats and gloves were considered necessary accessories and jewelry made a strong comeback.

The charcoal gray Ivy League suit was the male uniform of the decade; the jacket was cut tight with natural shoulders and narrow lapels, the trousers were slim and tapered, vests were common, and ties and hat brims were narrow. By the middle of the decade, Bermuda shorts and Madras jackets were common informal summer wear and pink shirts made inroads at the office.

Teenagers, too, became comparatively dressy; they were not entirely out of jeans, but skirts, dresses, shorts, and pedal pushers made serious inroads in girls' wardrobes, and the boys often wore slacks or shorts and sport shirts. The bulky teenage silhouette of the forties disappeared altogether. Elvis Presley fans tended to leather jackets.

In 1957 Chanel reappeared on the fashion scene after a long retirement. She and other designers reintroduced the sack dress and the

curveless chemise—a slim, waistless, tight, almost hobble-skirted dress that fell to midcalf.

The big fabric news was the introduction of Dacron. Blended with rayon or cotton, Dacron produced wash-and-wear clothing. Blended with worsted, Dacron made possible a summer suiting fabric less than half the weight of the tropicals of the 1930s.

Fashion merchandising was revolutionized by the proliferation of suburban shopping centers and by television. The largest of the city department stores became regional chains by opening branches in the shopping centers; the national chains previously existing underwent an enormous expansion. Discount stores such as E. J. Korvette and Alexander's appeared, while former bargain centers such as Sears strove to upgrade their images. Television brought instant nationwide exposure to fashion trends. The trends were largely controlled by Madison Avenue, which not only decided what actors would wear in television ads but largely controlled the selection and content of the programs themselves.

New York was beginning to challenge Paris with its own crop of designers: Hattie Carnegie, Lilly Daché, Mainbocher, and Pauline Trigère. The mass producers along Seventh Avenue were growing so fast that they launched a campaign to rename the street "Fashion Avenue."

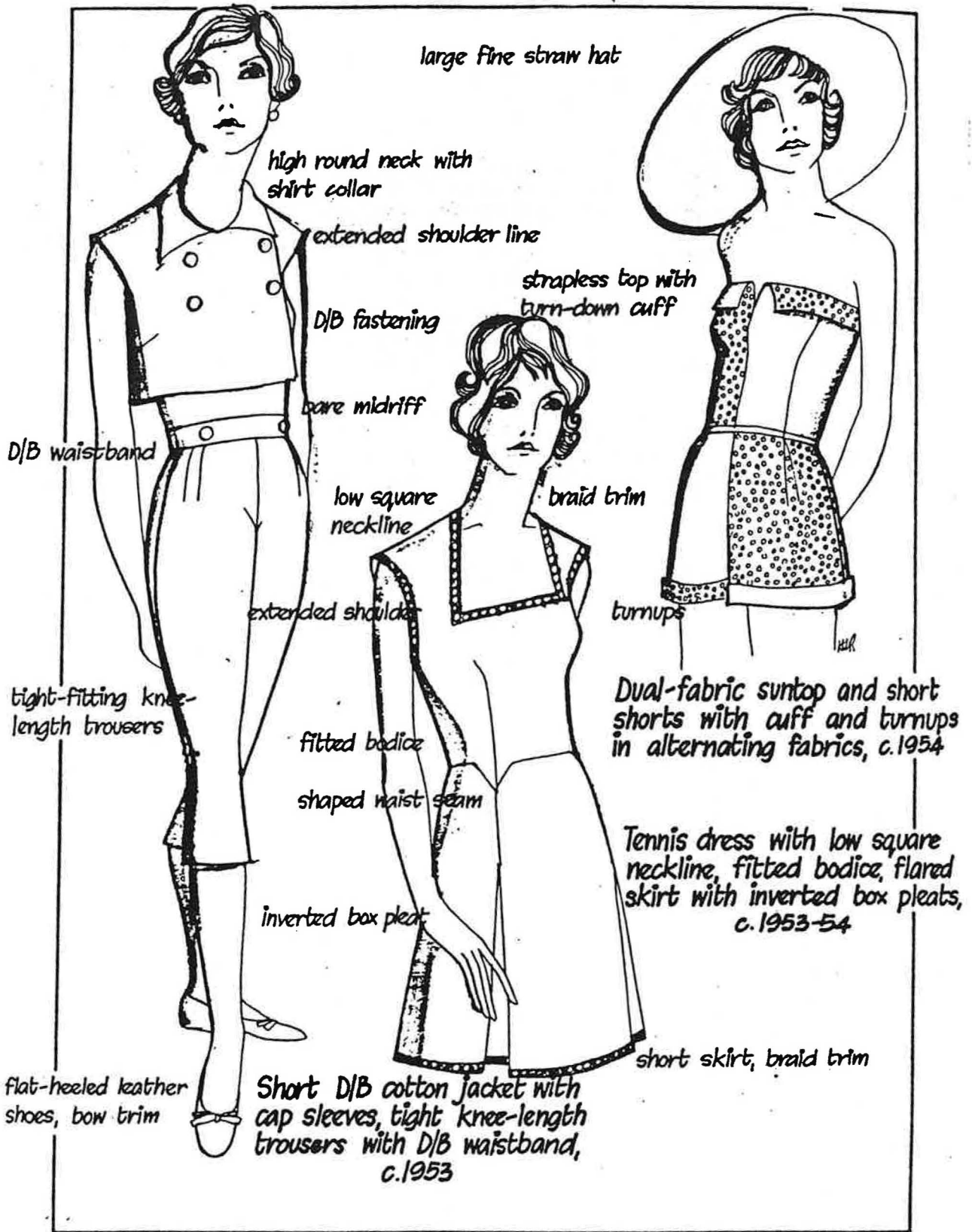
The trend of the decade seemed to be toward ever-increasing elegance. This apparent unanimity was largely a mirage created by Madison Avenue, however, and Madison Avenue itself would soon be at the heart of the fragmentation that was to occur in the sixties.



1952



LEISURE WEAR c. 1953-54



large fine straw hat

high round neck with shirt collar

extended shoulder line

D/B fastening

bare midriff

strapless top with turn-down cuff

D/B waistband

low square neckline

braid trim

extended shoulder

turnups

tight-fitting knee-length trousers

fitted bodice

Dual-fabric suntop and short shorts with cuff and turnups in alternating fabrics, c.1954

shaped waist seam

Tennis dress with low square neckline, fitted bodice, flared skirt with inverted box pleats, c.1953-54

inverted box pleat

flat-heeled leather shoes, bow trim

Short D/B cotton jacket with cap sleeves, tight knee-length trousers with D/B waistband, c.1953

short skirt, braid trim

Fashion Emphasis, 1960: The Lull and the Storm

Fashion turned younger in 1960, with the pillbox hat and the sleeveless, collarless dress cut with exquisite seaming and detail. The dresses were sometimes fitted, sometimes semifitted with a jacket but always beautifully tailored. Skirts were a few inches below the knee. Pants were cut in the tight capri style and stopped at the ankle. Men's suits were a bit looser than before, with slightly wider lapels and two buttons instead of three.

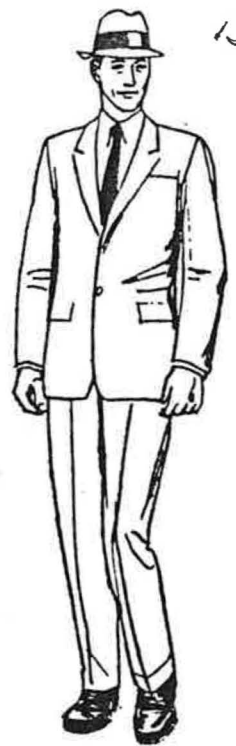
The advent of the Beatles in 1963 put much of young adult America into the costume of the English teenager, with American elders following to the extent that the anatomy of age permitted. The skirt rose to above the knee, eventually reaching the brevity of short shorts. The legs were booted, sometimes to midhigh. The bra was discarded and Rudi Gernreich's topless bathing suit and the see-through blouse made a startling debut. Colored opaque hose added by Mary Quant to her miniskirt produced the "total look." Men's sideburns and hair grew longer and longer and moustaches became a rage. Lapels and ties were widened drastically, the waistline was narrowed, the bottom of the jacket was flared, and trousers were flared or bell-bottomed. Colors and patterns became electrifying; materials formerly considered suitable only for sportshirts were used for dress shirts and worn to the office. The shirt in the evening might be ruffled down the front and at the cuffs. Men also began wearing costume jewelry, not only rings but bracelets and necklaces, together with open shirts that also might appear in the evening and at the office. Boots encased the male foot and wigs were available for the male head. Hats for both sexes almost disappeared.

American teenagers, meanwhile, turned into cowboys and Indians (with the Indians in the majority): Levi pants and jackets were everywhere, often adorned with studs applied by the teenagers

themselves. Fringed leather jackets, Indian headbands, and beaded moccasins enjoyed a vogue. Beaded overalls were another rage. The unisex look also came in, with boys and girls dressed alike and wearing their hair in identical lengths; when girls stopped wearing make-up, the sexes became nearly indistinguishable. Then, too, there was the "funky" look of the teen disco crowd, a derivate combination of things that didn't go together, often employing secondhand theatrical themes.

College students adopted the hippie-proletarian look: army fatigues, tattered jeans, boots, long hair, stenciled clenched fists, no makeup for men. Meanwhile, the real proletarians, the young blacks, sported dazzling colors, platform shoes, and Superfly hats. Other blacks created the "Black is beautiful" style, with African clothing and jewelry and long hair for both sexes.

Large manufacturers and stores discovered they could not possibly keep up with so much fashion; boutiques appeared everywhere, each



offering "something else," as fashion stopped coming from the designer's salon and started coming from the streets. Yves St. Laurent in 1966 joined the revolution by becoming the first haute couture designer to go into ready-to-wear with his boutique, Rive Gauche. Both St. Laurent and Courrèges introduced the pantsuit in the mid 1960s; and women, tired of deciding whether to wear the mini, midi, or maxi, turned to the pantsuit in droves. A large number of women stuck with the mini until 1972, however.

The fabric innovation of the decade was polyester double-knit, but denim was everywhere.

The trend of the sixties seemed to be in the direction of youth unbridled.

STRETCH PANTS

PROPORTIONED

TALL ... 40 to 44 inches
 5' 8" to 5' 10" and under
 TYPICAL ... 36 to 38 inches
 5' 2" to 5' 6" and under
 SHORT ... 34 to 36 inches
 5' 0" to 5' 4" and under



Crop tops were eminently practical. We didn't have to worry about a blouse bunching up or coming untucked, or keeping a belt at waist level in the back when we bent over. Nobody could really see up them. Capris always zipped in the back. Fly fronts were for men back then. Our idea of a well-cut pair of black flats was one that showed toe cleavage.



The All-American-Girl look in 1960. The newest Gidget poses in the perfect, conservative, Middle America outfit. The Bermuda-collared (not to be confused with Peter Pan) shirt is buttoned to the top. The plaid wool skirt with stitched-down pleats was coordinated with a plain jacket. Any sixteen-year-old would have done the dishes for a month for an outfit like this.



Who Wore What When?

Directions:

1. Introduce yourself to other members of the group.
2. Within the group assign the roles of timekeeper and recorder/reporter.
3. Individually re-read the section of the previously distributed handout which pertains to the time period assigned to your group.
4. When you have re-read the appropriate section, fill in at least three comments for each category on the memory matrix for the sex and time period assigned to you. Include more information if you wish, including details you know to be true, but which may not have been included in the handout. (10 points)
5. At this point your group work will have three parts (10 points):
 - a. Compare your memory matrixes by reading them out loud to each other. Discuss the similarities, differences, and check for accuracy.
 - b. Through the collaborative process create a group memory matrix that represents the highlights of the time period assigned to you. Be careful to get input from each member of the group.
 - c. Once you have group consensus about your memory matrix, have your recorder/reporter share the information with the whole class.
6. Reconvene with your group.
 - a. Taking turns, one member will share their period fashion and event pictures with other members of the group, identifying the time period as accurately as possible and explaining the choice.
 - b. Each group member will comment on each picture presented by the first student, indicating why they agree or disagree with the dating.
 - c. Each remaining group member will take a turn showing pictures and being evaluated.
 - d. After considering their own opinion and those opinions of others each individual will then place their pictures on the Time Line Bulletin Board as close to the accurate date as possible, making sure they are labeled with the student's name. (5 points)

Memory Matrix

Name: _____

Who Wore What When? Time: _____

Physical Appearance	Women	Men
Basic Apparel		
Accessories		
Undergarments		
Hairstyles		
<u>Special Looks for Teens</u>		
<u>Physical Activity</u> Range of Movement (stretch, stride) or Posture		
Work and Family Roles		
Leisure: music, dance, film, sports, etc.		
<u>Influences on Men and Women during the Time Period</u>		
Economic	Social	
Political	Technological	