

Oral History Interview
with
Lois Eross Hotchkiss

This is a 65-page PDF document using the Adobe Acrobat Reader plug-in. You may click on section names below to view individual parts. Use the Adobe tool bar (inside the OTAN frame) to navigate through the document and or to print a document.

To save this PDF document to your hard drive, go to the File menu, choose "Save As," and enter a suitable name, including the ".pdf" extension. (For example, if the PDF file is called "History," then you will need to save it as "History.pdf").

Cover

Table of Contents

*(the page numbers on the table of contents
may be different from those at the bottom of the screen)*

Restrictions, Literary Rights, Quotations

Preface

Interview History

Interviews

Index

Biographical Information

Downloaded from the Outreach and Technical Assistance Network Web Site, <http://www.otan.dni.us>. This is California Adult Education Archives Document number **001661**

OTAN activities are funded by contract #9000 of the Federal P.L. 105-220, Section 223, from the Adult Education Office, California Department of Education. However, the content does not necessarily reflect the position of that department or of the U.S. Department of Education.

California Department of Education
Adult Education Oral History Project

Oral History Interview

with

Lois Eross Hotchkiss

Los Angeles Unified School District

Adult School Principal
1951 - 1977

Secondary School Teacher and Adult School Teacher/Counselor
1946 - 1951

On Leave to United States Naval Reserve
1942 - 1946

Secondary School Teacher
1937 - 1942

Adult Education Teacher
1934 - 1937

May 19, 1995

Los Angeles, California

By Linda L. West

TABLE OF CONTENTS

RESTRICTIONS, LITERARY RIGHTS, QUOTATIONS.v

PREFACE. vi

INTERVIEW HISTORY.vii

INTERVIEW, May 19, 1995

[Tape 1, Side A]. 1

Adult education classes in Los Angeles, California, in the 1930's -
Ethnicity of students - Experiences as woman officer in United States
Naval Reserve during World War II - Adult education leadership in
the post war era - Merit examinations for adult school principal at
LAUSD.

[Tape 1, Side B].17

State regulation of adult education in the 1950's - Upgrading and
professionalization of adult school teaching staff - Supplemental
federal programs - Part time teacher and tenure issues in adult
education - Adult education teacher preparation programs and
curriculum - Experiences as first woman adult school principal at
LAUSD - Other early women in adult education leadership -
Affirmative action initiatives in LAUSD - Organizations promoting
gender equity.

[Tape 2, Side A].35

Organizations promoting gender equity, continued - Junior college and
adult school issues - Regional Occupational Centers and Programs in
Los Angeles County - Adult vocational education at LAUSD - Adult
English as a Second Language programs at LAUSD - Changing
demographics of adult students at LAUSD - Adult education changes in
response to changing student populations - Federal adult education
programs from World War II through the 1990's.

[Tape 2, Side B].....50

 Role of adult education in the education community in California -
 Formal college education contrasted to learning on the job - Reflections
 of a "woman ahead of my time."

INDEX.....54

BIOGRAPHICAL INFORMATION.....57

RESTRICTIONS ON THIS INTERVIEW

None.

LITERARY RIGHTS AND QUOTATIONS

This manuscript is hereby made available for research purposes only. No part of the manuscript may be quoted for publication without the written permission of the California State Archivist or of the California Department of Education.

Requests for permission to quote for publication should be addressed to:

California State Archives
1020 "O" Street
Sacramento, California 95814

or

California Department of Education, Adult Education Unit
P.O. Box 944272
Sacramento, California 94244-2720

The request should include identification of the specific passages and identification of the user.

It is recommended that this oral history be cited as follows:

Lois Eross Hotchkiss, Oral History Interview, Conducted 1995 by Linda L. West in Los Angeles, California, for the California Adult Education Oral History Project

PREFACE

Adult education in California has a proud history of helping its citizens to meet the challenges of life in a huge, complex, multicultural state. Through the years, California adult educators have provided leadership to the nation in the development of innovative instructional practices and creative educational solutions.

The California Adult Education Oral History Project began in 1992 as a companion to a print history of adult education commissioned by the California Department of Education. As the century draws to a close, the growth and energy of California adult education in the sixties, the institutionalization of competency based education in response to the influx of refugees and immigrants in the seventies and eighties, and the innovative uses of technology of the nineties will be recorded.

The oral history project started with a small group leaders whose careers began in the 1950's and 1960's and who witnessed and influenced important events in the development of the nation's largest adult education program. Seven interviews were added in 1994 - 95.

Significant assistance to the new project was provided by the staffs of both the California State Archives and the Oral History Program, History Department, California State University, Fullerton. This project could not have begun without the vision of Raymond G. Eberhard, Administrator, Adult Education Policy and Planning Unit, California Department of Education, and the support of the late Lynda T. Smith, Consultant, Adult Education Policy and Planning Unit.

Linda L. West
June 30, 1995

INTERVIEW HISTORY

Interviewer

Linda L. West

Interview Time and Place

One interview was conducted in Los Angeles, California, on May 19, 1995.

Editing

The interviewee reviewed and edited the transcript. When the tape was inaudible or when necessary for clarification, some information was added and is indicated by brackets [].

Tapes

The original cassette tapes were transferred to reel to reel format at California State University, Fullerton and deposited with the California State Archives.

CALIFORNIA ADULT EDUCATION ORAL HISTORY PROJECT

INTERVIEWEE: LOIS E. HOTCHKISS

INTERVIEWER: Linda L. West

[Session 1, May 19, 1995]

[Begin Tape 1, Side A]

WEST: This is Linda West interviewing Lois Hotchkiss in Los Angeles, California, on May 19, 1995. I'm interviewing Lois to record her recollections of significant events and trends in California adult education during her career.

Lois, you first taught adult education in the 1930s, at Garfield Adult School in the Los Angeles district. Can you describe those classes and your students?

HOTCHKISS: With pleasure, and they're somewhat unbelievable. I started in 1934, about three weeks after my twenty-first birthday. A little later, my sister tried to get a credential, my older sister, and couldn't do it because they changed the requirement to age twenty-four. Garfield at that time was a mixed working man's community. The high school was a combined junior and senior high school, and you could actually park on the street by the school. Later it became a secondary school, and even later than

that they shared a campus with the East Los Angeles College for approximately a year.

But now to my famous classes. Remember, this is the middle of the Great Depression. The teaching salary was magnificent, \$2.25 an hour, which was far in excess of the usual \$2 a day that people were earning in the dime stores and the like. I don't quite know why I started or how I started, except I believe that this gentleman had been interviewing people for another civil service exam and he invited me to interview for his school, one Russell R. Peterson, one of the early principals. We called it an evening high school at that time. He was the evening high school principal for the evening four nights a week, about three hours, and one quarter or one semester of the year he would teach three periods in the day school, and the next semester he would teach two periods, so he had a half-time job.

I believe there were approximately two schools that had full-time administrators. As I recall, they were Los Angeles Evening High School, with one Chauncey van der Bee as principal, and the other one, as I recall, was Hollywood, which wasn't quite . . . didn't have quite the enrollment that L.A. did.

But going back to my famous class. The first class I had at Garfield Evening High School, two hours, and was . . .

included a few subjects: algebra, geometry, trigonometry, penmanship, civil service, maybe some English, and probably spelling, all thrown in one. The interesting part was at that time we did not have the materials, we did not have the textbooks, we did not have the . . . well, resources. So I hied myself down to the Los Angeles Public Library and plagiarized like mad, duplicating materials for my class.

But, of course, remember this was before the era of laser printers, before the era of duplicators, so the duplicating was done either by carbon copy on my manual typewriter or, more interestingly, by using the kindergarten technique of a mixture of kaolin and glycerin, that I recall, maybe something else, and putting it in a cookie pan. Then you did a reverse copy with this horrible purple stuff. And the first time you used it you had a pretty good duplication, a pretty good project. But after awhile you had some beautiful purple backgrounds and all sorts of materials. But as I recall at that time, the first year I was also working full-time and teaching two nights a week, and I spent hours and hours and hours preparing materials.

Subsequently, I taught other classes there that weren't quite as . . . shall we say heterogeneous, and a little more manageable. But the enrollment was again primarily masculine,

because remember the ladies stayed home and didn't work, and primarily youngish men who were trying to improve their status. And it was, oh, I would say, 50 to 60 percent Caucasian at that time. Now if you were at Garfield you would have trouble finding very many Caucasians.

Subsequently, I found out that my sister, who couldn't get a teaching credential, went back and got her general secondary. I loaned her the money. So she started making \$180 a month compared to my \$65 a month for forty-four hours work at Weatherby Kayser Shoe Store. So, bong! I kept my night school class and went back to SC [University of Southern California] and got a general secondary. After that I was hired at the secondary level. One Herbie Woods, Herbert Woods, who was the principal, and I worked at Garfield from '37 to my military experience in '42. I dropped out of the adult school program then because the district did not allow dual assignments, because their idea was to spread the wealth. So it was a very interesting introduction, shall we say, a period of time that it's hard to realize now with all of the things that we have available, all of the educational aids, all the audiovisual.

At that earlier period there was a lady by the name of Anne Morgan Barron. I believe she had an assignment with

George [C.] Mann working in audiovisual. She was teaching the public speaking classes, she was at Garfield, and I believe she was on one of the Los Angeles Police Commission's committees. So she would come tooling out to the school in a police car as her chauffeur. But she was working on developing audiovisual materials at the state level, as I recall.

But it was a time when you were strictly on your own. You had to be able to improvise, you had to be able to relate to varied classes. At our first year of Garfield we had one student graduating, one evening high school student graduating, and the district had a combined graduation with probably, oh, maybe twenty students, if I were hazarding a guess. Now the smallest adult school probably has twice that many graduating every year.

But it was again the Depression, and I don't think people now have any idea of how bad conditions really were at that time. The Great Depression and World War II, I think historians consider the two most significant events in U.S. recent history. But you learned a lot, and after that experience everything else was easy, comparatively.

WEST: What was the ethnicity of the other 50 percent of your class. You mentioned about 50 percent—

HOTCHKISS: The ethnicity was very strange. I'm thinking now back to the high school experience. It was international. Boyle Heights, which is at De Soto and First Street, maybe that's Cesar Chavez now, Brooklyn Avenue, that area, which Garfield impinged on the area. There were many European Jewish people, but we had Italians, we had Mexicans, we had Serbians, we had a few Japanese, we had a few Chinese. Mainly we'd get a lot of . . . well, what's called "poor white trash," middle-American working-class people. And I don't know where they are now in Los Angeles, they're not here, but it was a very motley crew.

I can recall some of the names of the first high school kids I had, more so than I can recall the names of the kids I'm dealing with now, but they were [Paul] Robertson and Adam Brocky and Herman Hicks, strictly names that were middle-America. But also in Garfield when I started in night school there, the area north of the school, which now has residences and a community college and all that, some of those kids were coming to school . . . they'd have to go to the gas stations to use the bathroom and wash their faces, and some of the streets were unpaved. You wouldn't believe it now. You couldn't understand it, how things could have changed that much. And of course my adult school, that early segment, '34 to '37 I guess

it was, adult school, and '37 to '41 or '42—October 30th, '42, that's a story too—was secondary. Then October [1942] to 1946 was the Navy.

WEST: So you were on leave from the Los Angeles district and you served in the U.S. Navy.

HOTCHKISS: Yes.

WEST: Tell me some of your experiences as a woman in the military.

HOTCHKISS: The ones I can tell or the ones I shouldn't tell? We had both.
[Chuckling]

WEST: Anything interesting, as long as it doesn't hurt somebody.
[Chuckling]

HOTCHKISS: Well, we started out, I was in one of the earliest classes. Actually, how I got into this thing: The summer before, they were organizing the WAAC, W-A-A-C, Women's Army Auxiliary Corps, and they had the blurb in the paper, and I was on summer vacation—probably one of the last summer vacations I've been on—and they were recruiting. Well, I think they had about 2,500 candidates, and I survived down to the last 39 or something and then I wasn't selected. Well, fine and dandy.

So I belonged to the University Women's Juniors [part of American Association of University Women, AAUW] at that

time, and we had a meeting, and I had an office of some variety, and I was sitting at the head table with the gal who was addressing, who had been appointed directly as a recruiter for the Naval Reserve. Well, I asked her, "How come they turned me down?" She said, "Did they give you an interview?" I said, "No." "Did they give you an examination?" "Nope." "Written exam?" "Nope." "Well, come down to the office tomorrow or the next day or something and we'll look it over."

So I wandered down the next day, which probably was about a Tuesday, and. . . . No, they were having captain's inspection, so she threw papers at me and says, "Go home, look these over, and bring your transcript and come down Friday for an exam." So I came home. Ye gods, algebra and geometry. [Chuckling] Threw them in a corner and went out for the evening with my then boyfriend, present husband, and didn't look at them. So the next day we trotted down to Chavez Ravine, which is close to where the Dodger Stadium is now, and went in there and they gave us a written test, which was heavily on math and English. And I was high on math and also high on English. Four of us from this women's university club went down and two of us passed.

Interestingly, the other gal that passed, when she got out. . . . She was a schoolteacher. When she got out she went to law school—Mary Waters, I believe her name is—and she was selected as a judge. A pretty fine gal and a very nice person.

Well, fine and dandy. Then the recruiter told me that I was being considered for the February class. Well, that being October, February seemed 117 years ahead, so I said, "Oh, sure, fine." I sent my boyfriend out to round up transcripts, I taught school, came down and threw them in. And about October 20th. . . .

Oh yes, the vice principal of the school asked me was I trying to buy a fur coat or something because the Retail Merchants were checking. I said, "That's not the Retail Merchants. They're checking for the Navy background screening."

Well, so about October, after less than a month, and this is [an] absolutely unusual[ly short] time for the Navy to act, I get my orders on October 20th to go to the 30th to be sworn in, to be in Northampton on November 10th. A direct [commission]. And I had originally applied for a midshipman, but they gave me a direct commission. So we marched around

the hills of . . . oh, this was. . . . Let's see, we were assigned to Mount Holyoke College. They gave their best dormitory for the Navy, and we had four to a single room and eight to a double room, and we were assigned in the order of which we came in, and I ended up with a couple of Los Angeles gals. And each room had two bunk beds, a square table, and that was it.

[Chuckling] And we had all our junk and we were supposed to stay for . . . we were supposed to bring enough clothes for two weeks. But I was still in my civvies when I left about six and a half weeks later. But that was interesting. You could take part in this, and the other side of it, you could sit and laugh at it because it looked so ridiculous.

But then I was assigned to the Bureau of Ordnance in the ammunition procurement, and again created a minor stir. The officers assigned to that division had been given an orientation cruise on the "Arkie," otherwise the *Arkansas*, an almost . . . well, an obsolete battleship. When the admiral found out that Ensign Eross [maiden name] was a female, he hit the overhead because there was no way to send me on the "Arkie." [Chuckling] So I learned ammunition loading from the Bureau of Ordnance manual, which is a rather dull way to learn that sort of thing. [Chuckling]

And my subsequent assignment was kind of a dream: administrative assistant to one of the Navy legends, one Byron McCandless at the San Diego . . . now Naval Base, then something else. And at that point there were about five WAVE [officially, Women's reserve, U.S. Naval Reserve; unofficially, Women Accepted for Volunteer Emergency Service] officers and about probably forty-eight—no, not that many—about thirty enlisted gals, and about a hundred civilian women on the base, and approximately 27,000 men assigned to the base, and another 27,000 on the ships. [Chuckling] But it was real interesting, and it's an experience that I think any youngish woman should take.

Yes, sex harassment—back in my days it was harassment—maybe it existed and maybe it didn't. It didn't bother me one way or the other. And I learned early on you never pull rank on the chief, [Chuckling] because the chief has spent years and years and years getting where he's going, and we became ninety-day wonders. And the chief is the person who, when the chips are down and you need something, that's where you go.

But I met some very interesting people. Again, McCandless, I think it was his grandson [Bruce Jr.] who made

the first untethered space walk. And his, McCandless's son [Bruce], had received the Congressional Medal of Honor, and McCandless himself was a genius, interested in flag history, always had mail coming with references to all the different flags we've had.

The military experience was one of responsibility, one of continuous learning, and one that you could make what you wanted out of it or you could blow it. And I think this is what. . . . The experience I had there helped me in my administrative experience, learning problem solving and learned to get along with people, most of them, and learned to meet different situations. So it was fun. There are a lot of very interesting stories too, that I don't tell, [Chuckling] called "sea stories." And "sea stories," once you start, go on and on.

Then subsequently I finished up out here in reserve units. I was working in a Seabee unit for awhile. They were very nice people to work with. We all thought alike, the officers all thought alike, educated alike. And then I ended up with an aviation unit. And the aviation units go from here to there to the next place, so I was an admin pers, administrative personnel officer. The only way I could get the "fly boys" to sign certain

forms was: "Sign this so your wife can collect your life insurance." [Chuckling] It worked.

WEST: Okay, moving back into adult education, as you did after the war, [E.] Manfred Evans was supervisor of adult education in the Los Angeles district, and Los Angeles loaned him to the Department of Education, and he was acting Chief of the Bureau of Adult Education while George Mann was in the Navy from 1942 to 1945. Can you share any of your memories of Evans or Mann or other adult ed leaders of that period?

HOTCHKISS: Yes. Evans was the person in charge when I came in, and I remember George Mann, but to me at that point, he was an older person, a generation ahead, a level . . . a couple, three levels ahead, supervising the whole state program. And I think he was very highly regarded and did quite a good job. Now, my friend I mentioned, Anne Morgan Barron, she was closely associated with George Mann.

Evans, at the time I became an adult school principal, and this was . . . well, let's see, '46 to . . . When I came back from the wars, I had my battle bars, thank you. When I came back from the wars, Evans was the assistant superintendent. And Peterson, who had been my principal at Garfield, had been moved over to Roosevelt, closer to town, which was a much

bigger school, and he offered me a teaching job which very shortly turned into a . . . then called a counselor job, although it wasn't an official board position. And it was the first time the adult program started putting in support personnel for the adult school principals. Before it had been pretty much: you're the office boy, you clean up, you run the errands, you do the time sheets, you do everything. So I worked for a short while, a short, short while, teaching in '46, and then for about three or four years, whatever it was in there, I was a counselor, which was quasi-administrative, transcript evaluation. Also, one of those years Peterson was on leave, sabbatical, and Roy Stone was the principal for about one year at Roosevelt.

Then along about 1951, we had the administrative exam, principals' exam. Originally, these first gentlemen who were adult school principals had been hand-picked, shall we say; or maybe they were the only persons who were willing to take the split shift, I don't know. But at this point they became full-time jobs and they became merit examinations.

So I was working at Washington at that point in the daytime, and carrying a night school assignment too, and Paul Fisher was a day school principal, and rather an interesting character. I asked him, "Hey, they want me to take this night

school exam. Should I?" "Take every exam you can." So I took it. Guess what? There were two women taking it, about thirty-five people in all taking it. I came out second to one Howard Lea, who had been Evans's assistant downtown and who had been a principal. And Evans owed him till they both died five bucks because Lea was working in his office then, and when the examinations came out, Evans said to Lea, "I'll bet you can't tell. . . ." He told him he was first, which is almost pro forma. "I'll bet you can't tell who placed second." Lea said, "Lois Hotchkiss." Evans never paid him the five bucks. [Laughter] And I knew Lea from business ed.

It was then, of course, the. . . . It was also by examination, part of it a written, part of it committee interview, and part of it evaluation experience. And one George Homrichausen, who was principal at Dorsey [Adult School], a very, very, very fine man, and he could not understand. . . . He was very concerned because . . . "I can't mark her down, but how could she get books to branch classes, etcetera?" Well, what Homrichausen didn't know was you just take two trips. [Chuckling] You just take two trips. But he was expressing concern that the job requirements were not suitable for females,

and it was quite awhile before we got any other women as principals.

But Evans, yes, he worked regularly from roughly 9:00 in the morning until 9:00 at night. I think he did take a little nap in the daytime. Very professional, very much interested in the job, very concerned about the job. At that point we had this junior college—I don't know whether it was still junior or community—situation, and [Dr.] Howard [A.] Campion was the head of the community colleges and the adult program.

WEST: In Los Angeles.

HOTCHKISS: Yes, in L.A. And he admitted to one of my friends, now deceased—they all are—that the reason the junior college got the preference for everything was that was where the money was, which is understandable. But I will say this for Evans, he was in kind of a peculiar position with the hierarchy of the structure, and somebody didn't want him to have the title of Assistant Superintendent, so he was Supervisor. But Evans never said a word about that. He never made a complaint about Campion, he never made a complaint about the fact that some things were unfair.

Later when whoever was blocking him went someplace else, he was promoted to Assistant Superintendent. And a very

competent person. You would be merrily running your little school, and all of a sudden you'd look up at night out there and there was Evans visiting. So you hoped that the model in the art class had enough clothes on. [Laughter] But he ran his schools and he didn't short-cut them on his time or his efforts. He was not interested in personal aggrandizement, he was interested in the program, and I would say he was a very fair, very well-balanced individual. I don't think that everybody liked him, because he demanded a certain measure of responsibility and a certain measure of competence, but it's real interesting.

[End Tape 1, Side A]

[Begin Tape 1, Side B]

WEST: In 1951-52, a state committee was formulated to review and regulate adult education in California. What was the involvement of Los Angeles's adult program in that situation?

HOTCHKISS: That was about the time I first took administrative responsibilities in the Los Angeles adult program. I was assigned as a principal to the Lincoln Adult School, which again was a working-class community, and had a very good program.

This hearing in '51 was a state hearing in which apparently the objective was to cut down on certain classes, the so-called fringe classes, the hobby classes, the recreational

classes, and Evans [E. Manfred Evans] was called upon to testify under rather hostile questioning. The physical conditions at that particular point was that we were in the old State Building, now destroyed, no air conditioning, midsummer, and hot. But he was asked many leading questions, and then we also had some supportive students reporting. One dear lady who was taking, let's say, millinery, and she was a wonderful . . . giving it wonderful testimonials, except they asked, "How long have you been taking it?" I think her answer was "eleven years" or thereabouts, [Chuckling] so the State got a little unhappy. So at that point we changed the names and titles of some of the courses, but had to put an hourly limit on them. I believe we ended up with Clothing Construction 1, 2, 3, 4, and it seems to me that the hourly limit was 108 hours for instruction.

But I think that hearing . . . I don't believe it went anyplace, as far as real changes, substantive changes, but I think it did call attention to the fact that several school districts had to be a little careful about what they were offering, for how long they were offering it, and to whom they were offering. Because about that time we then began to get curious about money, and saying that money doesn't grow on trees. And of course the argument was that money belongs to the secondary/elementary,

not for the adults. So it was primarily to reduce the emphasis on quasi-recreational classes and also to formulate more definite rules as to how the classes should be structured, how long they should be offered, and what values would accrue therefrom. So that was rather an historic event. I don't believe they'd had anything before that in that period that put so much emphasis on curriculum and financing and brought together all the people that were concerned.

[telephone rings, tape turned off]

But that particular hearing, I think our assistant superintendent really handled it very well and deserves a lot of credit, because the Los Angeles program didn't suffer very much, except for a few changes in titles.

WEST: The professional staff of the typical adult school was quite different when you retired in 1979 from what you found in 1934. What can you share regarding upgrading and professionalism of adult school teaching and administrative staff during your career?

HOTCHKISS: Well, that's interesting. When I first went to work at Garfield around 1934, the adult administration was one principal half-time and one clerk-secretary half-time four days a week. Probably now in that particular school, which is a very large

school at this time, I imagine there is a principal, there are probably two associate principals, there will be a counselor, there will be some coordinators, there will be a secretary, there will be a clerk/bookkeeper, there may be a computer person, and probably two or three extra clerks, so that the half-time position has probably expanded to be—and I'm taking just a guess on that school—about at least ten people.

Now, my last school was Belmont. We had two associate principals, we had a counselor, there was a counseling clerk, there were four or five assorted clerks, there was a person who was helping out on putting the registers on computer programs. So we had . . . let's see, did we have anybody else? quite a few strays all the way around. Some department chairmen—chair persons, pardon me—let's be politically correct. [Chuckling] There were a lot, lot more people. Now that doesn't take into consideration, say, two or three years ago we had amnesty [Immigration Control and Reform Act, 1986] programs, which were attached to the schools after a fashion, but had individual staffs—after all, money was involved—and we had to keep a lot of extra records for this. And I would say the number of persons involved in the administrative offices was probably at

least ten to fifteen times as many as we had back when, when it was a half-time person and a half-time principal.

But we also had a lot of extra special programs. When I came back from the wars I was at University, and I had been there about three weeks and a federal auditor comes dashing in—well, they don't dash in, you open the door one day and there it is—and he was checking the pay records for on-the-farm training done during wartime. I said, "First thing, I wasn't there." But we reached up to the top shelves and found the papers he needed, so he plowed through for awhile and then, "Well, here you paid this fellow for Monday and here you paid him for Monday, Tuesday, Wednesday, when he was only here Monday and Wednesday. Why?" It's a little hard to explain, but very meticulous accounting and record keeping.

And on these federal programs, we had the WIN [Work Incentive Plan] Program, we had . . . you name it, we had programs running out of our ears. We have special schools now, we have day schools. I had the Demonstration School for awhile. We had the vocational centers, which were Regional Occupational [Program, ROP]—that's another interesting little can of worms—but we had a lot of special programs and a lot of special people, special counselors, handling these individuals.

Now, the amnesty program paid its way and then some. I think the amnesty program in certain schools contributed a great deal to the general fund, but I'm not sure that that happened in all places.

But I did use the word "professionalization." It was not in my big dictionary, but if we can say "privatization" I think we can say "professionalization." The principalship now requires a master's, and I believe the counseling position requires a counseling credential. We've upgraded the credential requirements, and presumably, with more people taking it, taking the exams, and with increased requirements, and more people who are trained as teachers who divert from the secondary to the adult school program, I think we have a much better, generally speaking, faculty and staff.

As I recall, when I first came back and first became a principal in '51 or so, we had many people who were left over from the WPA days who had been hired on federal programs at that time, Works Progress Administration and. . . . I've forgotten the initials, but to generalize very broadly on that group, they were people who couldn't get regular jobs so they took these federal jobs and ended up as adult school tenured teachers.

We also got a little . . . I think this was one of those practical things of administration: you're awfully careful about to whom you grant tenure. But the Los Angeles schools have a certain examination procedure now for certain tenured teacher positions, which is probably as it should be. But having read the code rather carefully a few times, I was very careful not to go over the requisite number of hours to get a tenured teacher. Because teachers and subjects . . . in the adult school, subjects change. At "Uni" [University Adult School] we had gourmet cooking running out our ears, at Garfield we had copper making, for awhile we had mosaics running out of our ears, and bicycle repair. These programs tend to reflect the interests of the community, but they tend to come and go. And if you have a teacher in ceramics, for example, and ceramics is no longer popular and your teacher is a tenured teacher, you have an obligation to that teacher, and it isn't too easy to get rid of them even though there are no students there. The only way I could see it, as long as a teacher played it straight across the board, that teacher had rights.

But I think staff programs, I think the adult school now has earned a position of respectability, which I'm sure it did not have in the 1930s or even the early '50s. When I first became a

principal, about six or eight weeks after I took my job at Lincoln, I was offered girls' vice principal at Lincoln, and subsequently I was on the girls' vice principal list a couple, three times. And the superintendent would call: "You don't want this job, do you?" "No, I don't want that job." Because at that point, and to a degree it still is, the girls' vice principal job is a dead end, or was, a complete dead end. You had pregnant girls, you had problem girls, you had social events. I didn't like any of them. [Laughter]

[tape turned off]

WEST: Lois, you were an instructor in adult teacher preparation programs at several universities from 1960 to 1975. Can you describe adult education teacher preparation programs and how and why they changed over the years?

HOTCHKISS: Well, I would say that the biggest change was they came into existence. [Chuckling] When I started, there were no such things as special programs or classes for adults. You didn't have it. You just piggy-backed on the secondary school or piggy-backed on the elementary, and that was it. But I was always an adjunct professor, and it was usually in a special program. SC [University of Southern California], a couple times they had classes for general training, but they were supposed to take an

adult class, which indicates that the whole program was getting more respectable.

Then, one time, which was . . . I can't remember quite the date, a special class for the training of teachers for primarily ESL and other adult classes, but primarily ESL, and it was a selected group, federally funded. The students went to classes, and also were given assignments, temporary credentials as adult teachers. Four or five of them I followed did quite well. One of them is the principal at Garfield Adult School now [Delores Diaz Carey] from that class. And I had one little man teaching on my staff. He was a little short Hispanic man [Alvarez], who turned out to be a top teacher. But that was a very motley crew, if I was saying it. . . . I don't think they had the number of candidates applying that they expected, so we got all sorts of strange people, all sorts of people with unconventional backgrounds, unconventional dispositions, shall we say?

And my class there was explaining primarily the administration procedures and how things worked in the schools. But I had a couple of difficult characters in the class. One is a young lady who's. . . . When they got back to Uni—she turns up living around there—they called her for a substitute frequently, and she could never understand why she wasn't hired

permanently. And she's a member of MENSA, never let anybody forget that she's very bright, but I don't think she realized that her uncooperative attitude, her disruptive attitude, her foul language that she used in class, that that effectively kept her. . . . I wouldn't hire her for anything. But she was a pretty good little teacher and knew the subject, but I wasn't going to take a chance on her. But that was a special group, specially funded, specially selected; and some of them turned out to be very, very good teachers, so I guess it was worth the investment.

Let's see, then I picked up some classes. Again, Cal State Los Angeles, I've forgotten the man who had it regularly. He was going on vacation, so I took his classes for a couple of quarters, and it was basic adult ed theory and practice.

At San Diego, I was at USIU [United States International University], previously known as Cal Western, and I worked down there for, oh, about three summers. I ended up more or less in general education, including one class on research techniques, [in] which I was very proud of some of my students. They got most of their master's done, at least the first two chapters, in the three-week session that we had. But that was general college, and a nice little school.

As an outgrowth of that, for two summers I was student-teacher coordinator while the regular teacher coordinator took her vacation, and worked primarily with Grossmont School District. So that was a lovely assignment. I was staying down on the campus at the beach and the classes were summertime in the morning, go out and do visiting and find out how things were and how the students were doing, make the contacts, and then bring them back. I had a few funny experiences, but most of the students tried very hard. And then they would have them back on the campus for a short time and give them a little more practice in making presentations to their classes and stuff like that. It was interesting.

And the Air Force, I was teaching leadership as a civilian at a 7:30 in the morning class out at El Segundo, the Air Force station they had there.

WEST: Okay.

[tape turned off]

HOTCHKISS: As far as the curriculum is concerned for these classes, it was developed on an individual class basis as to what was needed. That specialized program at SC was to acquaint the students with organization and administration of adult ed and also to try to include more on techniques. Under other teachers they had

other classes relating to that program. I also was the unofficial trainer for several years for administrative examinations, and that [was] in the days when we had an examination that required knowledge of the programs, knowledge of the administrative guide, theory and practice of education. That was a regular college-level class, I would say, in school law, school finance, curriculum, all the things that they had to do. The last couple times we did it, the written exam had been dropped, so that then it became a matter of how to present yourself, how to talk, how to dress, what to say, what subjects might be of concern, and some discussion of the hot topics of the week, so to speak.

But as so much of adult education, I feel that we adapted as we went, and maybe that was the joy of it. Because what is going on now curriculum-wise, anything else is vastly different from what happened five years ago and will be vastly different five years from now. By the turn of the century, it may be a completely different program.

WEST: Lois, you were the first woman principal of an adult school in Los Angeles district, and you served as a principal at eight different sites. How did that occur and what was it like to break into the "Old Boys' Club?"

HOTCHKISS: Well, to sum it up in one word: interesting. I got in because I could pass the examination, and I think it was mainly because I had been working on my credential fairly recently, so I was up on school theory and school law, and also I think I have a better vocabulary and I probably write a little better than most of the men. Women tend to be more verbal. And it was an administrative . . . a written exam. I think the written exam carried me through, because I'm sure I was not rated as highly on the personal qualifications, and I'm sure I didn't have the experience that some of the rest of them did. But each one carried a certain weight—I think it was 30, 30 and 40, or something, or 30 and 35, 35—so I got it by exam. Well, I think among the "Old Boys," quote, unquote, there was probably great consternation. This was not supposed to happen, you know. But I went in, and the recent Navy training probably helped to go ahead and do it. I made up my mind I wouldn't ask for special favors. If we were supposed to bring down three reams of mimeograph paper, I came down with three reams of mimeograph paper; and I didn't send Norman out to the car to pick it up, I brought it myself. I didn't ask for help. And I could carry my own weight in the discussions. In fact, I could beat some of the boys on the discussions. [Chuckling] But I

think I was eventually accepted, and to the fact that shortly thereafter two to three other women made the principalships.

But unfortunately, in my point of view, things happened to those women that to me . . . well, one of them blew her own deal because she wouldn't. . . . She didn't stay on her hours. It was mainly their fault. By not figuring that you play it straight, if you're supposed to be there, you're going to be there. If you're supposed to do something, do what you're supposed to do in the time you're supposed to do it.

So for a while I was the only one for quite a while. I think in the state one Louise [W.] Heyl, I believe she was at Norwalk [also second president of CCAE], she was probably the most outstanding woman. She was actually very active in the California Association. Her husband, whose name I cannot remember [Jack], his last name was Heyl, was also an adult principal in one of the other districts [Alhambra]. But she was the outstanding woman, I would say, in the state of California for adult education. And there weren't too many others.

The lady who was my girls' vice principal when I was in high school, Maud Knudsen, K-N-U-D-S-E-N, I believe, she was the vice principal in Inglewood [Adult]. When they split off to

Centinela Valley she took the adult program—and I believe it was at Centinela Valley.

But this of course leads into the affirmative action programs, and since we've had these affirmative action programs and the Title 9 action for women, the Los Angeles Unified District signed a consent decree [approximately 1974] to have 40 percent of administrators female within such and such a time. Well, I think they have achieved that goal, but sometimes, I would say, my own observation is that some of the administrative positions are not what you'd call mainline positions. There's a tendency to shuttle the women over to staff positions rather than line positions, but. . . .

The Los Angeles field was doing a rather peculiar way to have a merit exam. The list would come out, and relatively recently, about the last time I saw it, and in general the women were at the bottom of the list. But then they were placing one man, one woman, or maybe one woman, one man, so we were skipping around on the list, which to me negates a merit examination. If we're going to do that, let's just forget about it.

We also had a section of the code, of the administrative guide I guess it was, 4214, which allowed for the appointment under affirmative action of persons who were uniquely qualified.

And under that, many people were appointed, or a significant number were appointed, who did not meet the standard of merit examination. For example, Paulene Hopkins, who became Dr. Paulene Hopkins, P-A-U-L-E-N-E, she got a principalship under 4214, but she had been down on the list and she would have much preferred to have been placed on the basis of merit rather than on the basis of the ethnicity. And she had two advantages, ethnicity and female, so we killed two birds with one stone there, so to speak.

But in general, we have quite a few women now principals and vice principals—assistant principal, the new title. In general, I would say they follow the same classifications as men: there are good, there's not so good, there are average, and there's a few who are sub-average. Previously, the first people that came in, minorities under the merit exam, I think mainly were good. This goes for blacks, this goes for Hispanics, it goes for everyone. And I think most of the people in those categories would have preferred to be hired because of ability rather than because of unique qualifications. But we have an awful lot of women administrators now, and the interesting thing about the present adult division: the Assistant Superintendent is Hispanic [James Figueroa]; his assistants, who carry a great deal

of responsibility, one is an Hispanic female [Lupe Reyes], the other is a black female [Loretta Walker]; and the poor Caucasian male, [Chuckling] of course the men feel a little left out. One of my associates is a very, very competent Caucasian assistant principal, but he knows that he has no chances under the present climate of the emphasizing ethnicity or uniqueness rather than the mainstream. He has every right, I think, to be a little unhappy about it, but he's cheerful over the deal. C'est la vie. And what I say about women being appointed and all, the affirmative action, there are some men who have been appointed who never should have been appointed.

WEST: It works both ways. [Chuckling] Related to that, you have been active in organizations which advocate educational and occupational equality for girls and women. Can you tell us something about those organizations, the Women Educators and LAUSD Sex Equity Commission?

HOTCHKISS: I was one of the founding members of Women Educators. I believe the original idea came from one Marian Marshall, who ended up in the state department, and I believe she was in senior citizens' programs. I've forgotten exactly what she was doing in the state department. But Paulene Hopkins that I mentioned, four or five others, we got together and formulated

this organization for the purpose of emphasizing the value of utilizing female employees. I think this was long before the consent decree. We were kind of paddling on our own. The superintendents, I don't think, were too happy about it, but they went along because it was easier to join them than fight with them.

And the organization had a couple of interesting meetings on whether we should admit men or not, and there are men admitted. The organization has grown to support women, to push for female positions. They have one or two big functions a year, and at their annual luncheon meetings, award meeting, I think you'll find 100, 125 people attending. So from this little handful, maybe eight or nine, maybe ten, we have a viable district-wide organization which addresses itself to the concerns of women. And also, by being visible and by making noises, and by being extremely cooperative and helpful and willing to assume the responsibility, it has made a respectable place for itself and has become a viable organization—I would say a viable educational organization, not necessarily a viable organization for women.

The Sex Equity Commission is a district commission established, I think, because of Title 9 pressures.

[End Tape 1, Side B]

[Begin Tape 2, Side A]

HOTCHKISS: The Title 9 organization brought about the formation of a committee, and this was a non-school professional committee, dedicated to the problems of women and girls. The major emphasis, of course, was on the elementary and secondary, probably the secondary, problems of girls. I was a member on that group, more or less representing the adult education, for two or three years. This group, I will hand it to them, was the dedicated community volunteers, and they would be at board meetings, they would be at hearings, they would be at community meetings, always pushing the agenda for the girls. And I think if you look at the programs that are offered, for example, athletic programs, even in high school are becoming far more nearly equal. We're even speaking about girls' basketball teams.

WEST: That's right.

HOTCHKISS: And we're putting the issues of the girls who are aspiring to be something besides a housewife. Maybe we should honor housewives, but right now I think we're finding that women are earning . . . well, recent statistics, I believe, are announcing that women . . . more than 50 percent are providing more than half

the family income. They were also interested in the programs being offered by the National Organization of Women [NOW]. At the time, I remember a few years ago women were earning 57 cents compared to a dollar for men. Now I think it's up to what, about 87 cents or something? The wages of women in general are approaching the wages of men in general. There is not the distinction that there was. So the Sex Equity Commission is still going on and it's a board function, a board-sanctioned program.

WEST: Very interesting. Let's talk about the community colleges. During the '60s, the California legislature separated the community colleges from the K-12 adult program. In some large districts such as San Diego and San Francisco, the adult education program was taken over by the community colleges. In Los Angeles the K-12 program retained adult education. What was the scenario in Los Angeles?

HOTCHKISS: I would say probably more loud-mouthed. . . . [Chuckling] No, let me start over. As I recall the picture here, this is where we pick up our friend Howard Campion, Dr. Campion. Dr. Campion had the division of . . . I guess then it was the junior colleges and adult education. And as I mentioned previously, the community college/junior college got far more attention

because they had far more funding available, a few more dollars to spend, so the adult program was the poor orphan of the family. I don't quite know the politics on it, but I would surmise that the adult program, because it had been financed so much more cheaply than the community college program, the colleges looked down on the adult program. And by divesting themselves of it and letting it remain in the secondary schools, they weren't threatened. We were in no way real competition when it came down to it.

My own personal feeling was: Now, why over the years do we have ESL classes in junior college, which the attendance is figured, a.d.a. is figured on a census basis twice a year—I think it still is—whereas the adult school, it has to be positive attendance: the body was here tonight. So my feeling is that the college program is much more expensive than the high school and adult school, and my feeling is that that type of program, for most of our people who are coming in needing it, does not have to be on a collegiate level. Because if you are dealing with the people who are recently over the border, you will find that their education levels in their own countries are first, second, third, fourth grade. You're not finding the Ph.D. candidates coming in very often. So I think that the junior

college, there are certain things that belong . . . that they're offering that belong in adult school because it could be done as effectively and much more cheaply, from the standpoint of taxpayers' funds. But I think the reason the Los Angeles program remained intact was that it was big enough so that it wouldn't be swallowed.

Now, when I was at Uni [University Adult School] we had an area section which included the president of Pepperdine [University], the representatives from Santa Monica City College, I guess West Los Angeles College, and the adult programs, that I can think of. The purpose of that group was to try to find out how we could better serve the community at large by putting segments in each level rather than have us all try to do the same thing and do it rather poorly and expensively. It was a good sounding board for what we were doing.

Now, Santa Monica has their adult program, it's in their community colleges, a subdivision as I recall—or did—a subdivision of their college program. Why? I don't know. It could be just as well a subdivision of the high school program, but maybe "college," quotes, sounds better, I'm not sure.

But the city . . . I guess Los Angeles is almost unique now in running an individualized adult education program. But

remember we're dealing with a monstrosity of a school district, and we're dealing with many, many, many people in many different educational levels, many varieties, and a significant number of school sites. So the adult program in Los Angeles probably is bigger than the whole program in many a school district in California, in terms of dollars, in terms of personnel, in terms of student body.

[tape turned off]

WEST: In 1965, the California legislature passed enabling legislation establishing the Regional Occupational Program [ROP]. What can you tell me about the ROPs in the Los Angeles district?

HOTCHKISS: Because the Los Angeles district was large, they had established several occupational centers. The closest one downtown is now labeled Abram Friedman, and that was named after a superintendent who passed away prematurely. That building, which has been enlarged considerably, was originally the community college trade school building, and originally it was, I think, unified school district, the Frank Wiggins Trade School. But because the ROP organization had money, they are well-equipped, well-staffed, and strongly supported. They have offered a variety of vocational programs, and with the concomitant academic programs that are necessary.

The one that probably is more commonly used now and has a wider variety of subjects is the West Valley Occupational Center, which I believe had been a former junior high school, right across the street practically, from the community college. They offer such programs as catering, bakery, auto mechanics, printing, computers, you name it. And that is a very thriving enterprise. From an administrative standpoint, there are one or two headaches: that you have so many of these projects, like the catering and the bakery, and printing, which involve contact with outside individuals and involve some financial considerations that it takes strong administration to keep on top of it and to keep the program financially solvent and also financially . . . well, should I say honest? along the line. So you have quite a bit of . . . you have a great deal of responsibility in those schools.

There are smaller Regional Occupational Centers. There is a small one in Venice, which usually has office programs, typing and computers, and I think they also have some auto mechanics, or did. There is one at San Pedro which caters to the maritime occupations, and there is North Valley, which is out in the middle of the Northridge earthquake zone. North Valley has been built up and is quite a nice campus. In fact, all

of them are, at least the three big ones are comparable to any community college campus and they're well-equipped and well-staffed and well-supported. Additionally, there have been other related programs offered, like office training programs and special programs, but I don't think those are financed now from the Regional Occupational funds.

In the outlying districts, for example SWROC, Southwest Regional Occupational Center, which is Inglewood, Torrance, Redondo Beach, I believe two or three districts down there, they have a joint center, which in the daytime is used primarily by older high school students, and in the late afternoon and evening it's used primarily by adult school. The Los Angeles program seems to give more emphasis to adult school students, and even for the day hours, not for the evening hours. But SWROC is very well-equipped and quite well-run, and most of the Los Angeles adult schools have good equipment, adequate staffing, and a variety of offerings. They also offer or require collateral academic programs, and most of the schools now have learning labs which offer instruction on an individualized basis.

But of course, out of going back to the good old days of the fight between the junior college and the adult school, I feel . . . felt very strongly at the time, that the community colleges

and the ROPs were institutions that worked against the community adult school. As a community adult school, you kind of came out last for facilities and supplies and audiovisual equipment, computers, you name it, so it's surprising that the community adult schools are as viable as they are.

WEST: In your structure, Lois, is there any vocational education in the community adult school, or is it all in the ROP?

HOTCHKISS: No, there's vocational education, usually depending on the facility or the school. If the school has auto shop, the adult school will have an auto shop. I was at South Gate, we had a machine shop, so we had a machine shop class. At Uni we had an observation auto class. This was twenty years ago. Now this is getting popular now, where you learn how but not get your fingers dirty. We've had printing classes.

I was never too happy with the adults who entered the vocational shop classes because we had a couple accidents with fingers going and things like that. And shop teachers, I think, are not necessarily the most conscientious about following safety regulations. Well, it was a lot easier to have a teacher in class with a book in hand—sometimes he was without a book—a piece of chalk—who could get the a.d.a., as to have a shop which you had to have a smaller enrollment and worry about

keeping the shop and worry about what might happen there. No, the adult schools have vocational classes, depending on the equipment at the school and the demands for the school.

Now, of course, that gets you down to the other can of worms that—again my personal opinion—cheap classes drive out good classes. That as we started to move heavily to the ESL programs, that's the biggest demand, great need, servicing community activity, but it was also a class in which you could pack forty with one teacher, whereas if you were running, say, French, you might have eighteen. And there was far more demand for ESL than there would be for French, and from what I would say is not good education, if twenty of the ESLs disappeared within the month, there would be twenty more replacing them. You would have the same number of bodies, so you were earning the same amount of a.d.a., but you were not doing . . . what I would consider a good job of education. But it's a siren call when the administration says "get more bang for the buck," a siren call when everything is based on a.d.a., to put in a program that will attract students, no matter how . . . the work they're doing or what you're offering or how long you keep them. That's my idealistic philosophy probably.

WEST: Speaking of ESL, it leads us into the issue of changing demographics. Following World War II, California, especially the Los Angeles area, experienced significant migration of ethnic minority populations, this was from other parts of the United States as well as large numbers of legal and illegal immigrants. How have the demographics of Los Angeles changed, and how have changing demographics changed the nature of the adult education program?

HOTCHKISS: In one word: dramatically. We would say that, as I mentioned before in the 1930s and '40s, Los Angeles had ethnic groups, but relatively small numbers. World War II brought the blacks from the South because we had well-paying, semi-skilled jobs, which a person with a limited education and limited skills could do. We had the bracero program along the line there in the '40s, I believe, importing workers, primarily from Mexico, presumably for farm work, presumably they would be returning. Los Angeles's population now is what, two and a half million, something of that sort, which it has to be at least twice as much as it was in 1940.

After World War II, you also had a vast influx of returning GIs who came through the Port of San Pedro. Gee, what a wonderful place to live, the climate's nice, the air is nice.

We subdivided up the acreage all over town. We converted farms and dairies into residential lots, we built all these little villages with the white picket fence, and which we had the 3.2 statistical children per family, so we had an enormous increase in population.

Now, what has happened in the last recent years, in my opinion, we are a mecca for underprivileged, persecuted, economically deprived people from all countries. Los Angeles now, around the Hollywood High School area, you have a heavy Armenian enrollment. You also have a heavy Middle Eastern enrollment. The Hispanic community, which used to be the east side from, say, roughly late '30s to 1950, the Hispanic community starts . . . oh, let's say Virgil, one of those streets, and goes out through central Los Angeles, out through East Los Angeles, out through Montebello, out through Whittier, and beyond. If you're driving around, you are in a Hispanic community for at least ten miles. We've had an immigration of Asians, Chinese—I imagine Hong Kong and Taiwan. They have taken over the Monterey Park area, to a great degree, so that we. . . . Well, the Hispanic community has spread south and is impinging on the black community. I don't think the black community is increasing as much numerically as it had

been. Of course, we haven't mentioned the vast number of Koreans who are coming in, and the Korean community is pushing everybody out in the Wilshire West area. So each of these groups brings in special needs and special cultures, so that what we would like to call . . . in my opinion, what we like to call the typical American culture doesn't exist here.

We're trying to get them to become citizens and try to bring American ideals and American standards, but with these diverse programs I wonder. However, at this particular time, we seem to have an influx of people applying for citizenship. Now, you may draw your own conclusion as to why they're doing it. It may be politically motivated, it may be because we want to stay here, it may be because we want to get some more goodies down the line, or it may be fear.

WEST: Sort of the bulge after the Amnesty Program, I think.

HOTCHKISS: Oh yes, this Amnesty Program brought in many, many, many people.

WEST: Becoming available to them.

HOTCHKISS: But if you look at what was the central city of Los Angeles, it hardly exists anymore. The so-called . . . what was the majority population has moved out not only to the San Fernando Valley but to Orange County, to Lancaster, all of these places that are

almost . . . I would say, almost beyond reach of employment until the jobs go out there. The central city, in my book, is a collection of ethnic groups, ethnic concentrations.

WEST: And while all this was happening, then the adult school programs changed.

HOTCHKISS: Yes, the adult school programs changed to meet the educational needs of those groups. Although one, I think his name was Robert Presley, back in the '30s, was at Jefferson Adult [Evening High] School, which was primarily black, and he offered classes in first grade, second grade, and third grade subjects under those titles. Because, you see, he was dealing with the rural blacks who hadn't had opportunities for education. And as they came along, the blacks moved up into the semi-skilled occupations.

But the adult schools adapted. I was at L.A. High School from roughly '65 to '68, and in that period that school changed. Just from glancing at it, eyeballing it, it was pretty much a Jewish community. The academic program, the L.A. High Adult School program was highly academic, including such things as an opera workshop, all the foreign languages, a very cultured program. In that three years, it changed to be almost entirely a black school, and then we had. . . . Now it has changed and it is

heavily Hispanic and Korean, and relatively few black students. In not too many years, I think it will be all Korean in another five or six years.

WEST: And now they teach ESL there, I'm sure, and citizenship.
[Chuckling]

HOTCHKISS: Oh yes, I'm sure. I do not know about citizenship, but we have ESL, we have ESL, and we have ESL, [Chuckling] and we do have the high school subjects, and that's only a half a block from where I live. In the day school we probably teach gang violence and a few other things. [Chuckling] But those are essentials.

WEST: Federal programs. Federal adult education programs have also significantly impacted adult education in California. What changes in Los Angeles do you attribute to federal adult programs?

HOTCHKISS: Amnesty [Immigration Control and Reform Act, 1986], because that was the legal procedure which allowed [illegal aliens to change their status] and allowed reimbursement [to schools for teaching them English and U.S. government and history]. So that meant that a lot of emphasis was put on those particular programs. We have also had the establishment of certain . . . the WIN program, the Work Incentive Program.

Over time, we've had several federal programs. Back in World War II we had this on-the-farm training, which would teach people how to be their own gardeners—that's interesting. And also, not so much for the adult school, but with the subsidized education that's been coming in, but mainly the federal programs, as I see it, are targeting underprivileged groups, presumably underprivileged groups, and the education goes where the money is. And if there's money coming in for a program, it will be offered by the schools, to the detriment . . . at least, the other programs are somewhat at a disadvantage.

There are federal programs, primarily quasi-vocational. We had, for example, when I was at South Gate from '61 to '65, we had programs in the Sears [Roebuck & Co.] factory just barely in South Gate for maintenance of refrigerators, washing machines, appliances and all that. That was a federally funded program, even including a fund for the supervisor, which my neighboring principal was coveting. He didn't get it. But these special programs were put in. And as a special program, our sponsors are functional. They tend to push out the district funded program that might be competent.

And then again, of course, you have federal regulations on all these things. The Title 9, the legal requirements, the

affirmative action, the health and safety, Cal OSHA [California arm of the Occupational Safety and Health Administration, established in 1971, an agency of the U.S. Department of Labor] all the regulations that go with running a school. For example, even in this place, like you're not supposed to leave the doors open because of the fire department. And we had at the demonstration school in . . . when was that? somewhere along the way in the late '60s, it was in a converted Ralphs grocery store, and we had some bungalows outside. We could put the preschool in the bungalows but we couldn't put the preschool class in the main building because the building didn't meet Field Act [earthquake] standards. That's the . . . after the 1933 earthquake, schools had to be reinforced to certain standards. So we could put the adults and the teachers there, but we couldn't put the kids.

[End Tape 2, Side A]

[Begin Tape 2, Side B]

WEST: Tell us about how adult education might be of service to the education community in California.

HOTCHKISS: Adult education over the years in which I've been working, has assumed a position, a role of greater responsibility, and as a consequence, has been accepted as a legitimate part of the

educational structure. At the present time, we are hearing complaints from the collegiate level and the community college level that students are not prepared primarily in mathematics and English language skills. Concurrently, with those complaints we are hearing that, quote, "We [these institutions] don't have the money to provide that type of remedial education."

Wouldn't it be possible for these students who are unqualified to continue their higher education because of these particular limitations? Couldn't they be handled at the typical adult school, mainly through learning labs, at their convenience, at the time schedule they're needed, and probably at a much lower cost to the taxpayers than the other institutions? It seems to me that this is an area which the administrators of the three levels might get together and work out some plans, an acceptable solution for a problem which might be a win-win situation rather than a win-lose situation, and would provide a basic education, without which these young people, and not so young people, are going to acquire the skills that probably are going to be needed for the twenty-first century. *Sic transit gloria mundi.* [English translation: "Such goes glory in the world."] [Chuckling]

WEST: Lois, let's conclude by you telling us something about your education and how all the changes in education affected your career.

HOTCHKISS: Well, my education, formal collegiate education, was at UCLA [University of California, Los Angeles] back when, unofficially known as the "Westwood School for Girls"—I don't think the management would like that. But I did graduate work at USC [University of Southern California] and I also had a summer at the University of Oslo, Norway. All totaled, in doing my work, I had to get a general secondary, I had to earn a secondary administrative. Then to do in the advanced program at USC, the advanced graduate program, I had to get a general administrative, which necessitated getting a general elementary. So I have managed to accumulate a tremendous number of college credits in the educational field.

But the changes that have taken place in adult education were not subject to what you had learned in a college class. When I started, it was a do-it-yourself job. You, the principal, were responsible for almost everything that took place. I always said I could do everything in the school except fire the boilers. That I'll leave to others. But then over the years, as the program has expanded, as the variety of offerings have

expanded, as the complexity of the job expanded, so did the number of persons assigned to do the work. So the role of a principal has become a supervisory role, to a great extent, with a fairly large span of control, sometimes more than the possible five or six people who should be reporting to the individual administrator. This change probably came about because of the changes in demographics, because of changes in the employment picture, because of sociological changes, because of attitudinal changes of society. The world in the 1990s is vastly different from the world in the 1930s. But the effect on my career [of] these changes [was not significant], mainly because I entered the field early, I learned on the job, I learned the changes as I went. But because I was a woman and because I was almost alone for many years as a female in this business, I had to make my own professional opportunities. These outside collateral assignments came primarily through the associations I had made in my graduate work and on the job. Personally and professionally, I enjoyed what I was doing, I didn't find it overwhelming, but I will say, as one of my former colleagues stated, that I was a "woman ahead of my time."

WEST: Thank you, Lois. This interview was done as a part of the California Adult Education Oral History Project.

INDEX

- Abram Friedman Occupational Center, 39
 Alhambra Adult School, 30
 American Association of University Women (AAUW), 7
 Amnesty programs, 20, 46, 48
Arkansas (battleship nicknamed "Arkie"), 10
 Barron, Anne Morgan, 4-5, 13
 Belmont Community Adult School, 20
 Bureau of Adult Education, 13
 Bureau of Ordnance, 10
 Cal OSHA [California Occupational Safety and Health Administration], 50
 Cal State Los Angeles. *See* California State University, Los Angeles
 Cal Western. *See* United States International University (USIU)
 California Council of Adult Education (CCAEE), 30
 California State University, Los Angeles, 26
 Champion, Howard A., 16, 36
 Carey, Delores Diaz, 25
 Centinela Valley Adult School, 31
 Consent decree (gender equity), 31, 34
 Demonstration School, 21
 Dorsey Adult School, 15
 East Los Angeles College, 2
 Evans, E. Manfred, 13, 15, 16, 17, 18
 Field Act, 50
 Figueroa, James, 32
 Fisher, Paul, 14
 Frank Wiggins Trade School, 39
 Garfield Adult School. *See* Garfield Evening High School
 Garfield Evening High School, 1, 2-4, 5, 6, 19, 23, 25
 Great Depression, 2, 5
 Grossmont Union High School District, 27
 Heyl, Jack, 30
 Heyl, Louise W., 30
 Hollywood Evening High School, 2
 Hollywood High School, 45
 Homrichausen, George, 15
 Hopkins, Paulene, 32, 33
 Immigration Control and Reform Act, 1986, 20, 48
 Inglewood Adult School, 30
 Jefferson Adult Evening High School, 47
 Knudsen, Maud, 30
 Lea, Howard, 15
 Lincoln Adult School, 17

Lincoln High School, 24
Los Angeles Evening High School, 2
Los Angeles High Adult School, 47
Los Angeles Police Commission, 5
Los Angeles Public Library, 3
Mann, George C., 5, 13
Marshall, Marian, 33
McCandless, Bruce Jr., 11-12
McCandless, Bruce, 12
McCandless, Byron, 11-12
Mount Holyoke College, 10
National Organization for Women (NOW), 36
North Valley Occupational Center, 40
Norwalk Adult School, 30
Peterson, Russell R., 2, 13, 14
Presley, Robert, 47
Regional Occupation Centers/Program (ROC/P), 21, 39-42
Reyes, Lupe, 33
Roosevelt Adult School, 13
San Pedro Occupational Center, 40
Santa Monica City College, 38
Sears Roebuck & Co., 49
Sex Equity Commission, 33, 34-36
South Gate Adult School, 42, 49
Southwest Regional Occupational Center (SWROC), 41
Stone, Roy, 14
Title 9, 31, 34, 35, 49
U.S. Air Force, 27
U.S. Naval Reserve, 8- 9
U.S. Navy, 7, 29
United States International University (USIU), 26
University Adult School, 21, 23, 38, 42
University of California, Los Angeles (UCLA), 52
University of Southern California (USC), 4, 24-25, 27, 52
University Women's Juniors, 7
van der Bee, Chauncey, 2
Venice Occupational Center, 40
Walker, Loretta, 33
Waters, Mary, 9
WAVE, 11
West Los Angeles College, 38
West Valley Occupational Center, 40
Women Accepted for Volunteer Emergency Service. *See* WAVE
Women Educators, 33
Women's Army Auxiliary Corps (WAAC), 7
Women's reserve, U.S. Naval Reserve. *See* WAVE

Woods, Herbert (Herbie), 4
Work Incentive Plan (WIN) Program, 21, 48
Works Progress Administration (WPA), 22
World War II, 5, 44, 49

LOIS EROSS HOTCHKISS

ADULT EDUCATION EMPLOYMENT

Los Angeles Unified School District

- 5/51 to 6/79 Adult School Principal; Served as an adult school principal at eight different school sites within the Los Angeles Unified School District. Also served as a central office curriculum consultant for one year during this time.
- 2/46 to 9/51 Secondary School Teacher and Adult School Teacher/Counselor. The latter was an appointive position, not subject to merit examination.
- 10/42 to 2/46 Military service, (on leave from LAUSD) USNR officer. Assigned to Bureau of Ordnance and as administrative assistant to Commander, San Diego Repair Base. (Now San Diego Naval Station)
- 9/37 - 10/42 Secondary School Teacher; Taught English and business subjects including typewriting and Gregg shorthand. (During this period no concurrent adult and secondary assignments were permitted by the LAUSD.)
- 9/34 - 6/37 Adult Education Teacher, Garfield Adult School; Taught multi-subject adult classes including English, Basic Math, Algebra, Geometry, Civil Service Preparation, Penmanship, and U. S. History.

COLLATERAL EMPLOYMENT

Instructor: Taught classes in Principles & Methods in Adult Education as well as Research Techniques at University of Southern California, similar courses at California State University, Los Angeles, and summer sessions at United States International University, San Diego. (Approximately 1960 - 1975.)

Student Teacher Coordinator (summers) USIU. Supervised student teachers in their assignments and acted as liaison with the Grossmont School District.

Instructor: Civilian instructor in Leadership Training for the U.S. Air Force; Part time assignment. (Approximately 1970.)

Educational Therapist: Los Angeles Remedial Services, part time.
(Approximately 1968 - 1975.)

Naval Reserve Officer: Maintained active naval reserve status until military retirement. (Approximately 1969.)

PROFESSIONAL ORGANIZATIONS

California Association of Adult Education Administrators and Association of California School Administrators: 1951 - 1979. Served on committees, conducted workshop sessions and special projects.

Los Angeles Adult Education Administrators: 1951- 1975. Served as Secretary - 2 years. Conducted several workshops including specialized training sessions for potential administrators planning to take the merit type examinations. (The District subsequently dropped the multiple choice portion of the exam which was based upon knowledge of state codes, local administrative guides, and directives.) Served as adult education representative on District-wide contract negotiations team, 1975 - 76.

Women Educators: 1970 - 1979. Founding member of this organization. Served as workshop coordinator for several programs. Unofficial workshop leader and trainer for those preparing for administrative examinations and positions.

Los Angeles Unified School District Sex Equity Commission: 1975-1978. Served as adult education representative on this commission which was concerned with educational equality for girls and women and for advancement of women to administrative positions.

Other Educational Projects

Chapter credits in Stoops and Rafferty book, Trends in Education.

Co-author, Thomas and Hotchkiss, California. Then and Now.

Writer, miscellaneous articles on education, teaching, and adult education.

Chairperson, Adult Education Committee to prepare administrative examinations. (Approximately five years.)

Chairperson, Curriculum Committee, Adult Education Division, LAUSD. (Approximately 1970- 1972)

Served on miscellaneous curriculum committees, and wrote course outlines and materials in business and adult education.

EDUCATION

University of California, Los Angeles. 1933. B.A., Economics

University of Southern California. 1949. M.S., Education

CALIFORNIA ADULT EDUCATION ORAL HISTORY PROJECT

RELEASE FORM

For and in consideration of the participation by the *California Adult Education Oral History Project*, funded by the *California Department of Education*, in any programs involving the dissemination of tape-recorded memoirs and oral history material for publication, copyright, and other uses, I hereby release all right, title, or interest in and to all of my tape-recorded memoirs to the *California Adult Education Oral History Project* and declare that they may be used without any restriction whatsoever and may be copyrighted and distributed by the *California Department of Education*, which may also assign said copyright and publication rights to serious research scholars.

In addition to the rights and authority given to you under the preceding paragraph, I hereby authorize you to edit, publish, sell and/or license the use of my oral history memoir in any other manner which the *California Department of Education* considers to be desirable, and I waive any claim to any payments which may be received as a consequence thereof by the *Department*.

PLACE Los Angeles,

California

DATE 5/19/95

Joe G. Hutchins
(Interviewee)

Shirley L. West
(Interviewer)
(for California Adult Education
Oral History Project)