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The New York Guidance Center for Women at Rockland Community College provided educational and vocational counseling and information and advisory services through the library, career guidance workshops, public meetings, and radio programs. Individual counseling and testing of clients took place at the center, and group counseling in disadvantaged neighborhoods. Minor research was conducted to: (1) evaluate methods of followup of clients withdrawing from counseling before completion; (2) study effectiveness of group orientation for pre-counseling preparation; and (3) evaluate counseling services. Elimination of the pilot project from the state budget cut out the final year of evaluation but the center has been continued as an agency of Rockland Community College. (Recommendations, statistical summary, discussions of the sociology and psychology of the mature woman's career potential and differing conceptions and emerging patterns in counseling and testing services, and selected case histories are included.) (pt)

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R E P O R T
on
OPERATION
of
NEW YORK STATE GUIDANCE CENTER
FOR WOMEN

November 6, 1966 to August 31, 1968

Suffern, New York
September 20, 1968

Esther M. Westervelt,
Director

AC004791

PREFACE

This report covers the operation of the New York State Guidance Center for Women for the entire period of its existence as a state-supported pilot project. Created by executive order of Governor Rockefeller, it opened for service on November 7, 1966; its life as a state-supported pilot project terminated on August 31, 1968, due to the elimination from the state budget, by the State Legislature, of the appropriation for what was to have been its third and final year as a pilot operation. Through an appropriation by the Rockland County Board of Supervisors the service (now the Rockland County Guidance Center for Women) is being continued as an agency of Rockland Community College, funded under the community college plan.

During its months as a pilot project the Center had a dual commitment -- first, to the development and maintenance of a counseling and guidance service for women of the Rockland County area, regardless of their educational and socio-economic backgrounds; and, second, to collecting as much data as possible on the relative effectiveness of various methods of service for groups differentiated by educational and socio-economic characteristics, and on the nature and processes of interaction of factors related to the career development patterns of the population served.

The report which follows is essentially descriptive, being based primarily on the raw data of the experiences of the Center's staff in providing its services and the raw data accumulated in the Center's files. The comprehensive evaluation upon which firm conclusions about the relative effectiveness of various services and of the Center's type of services in comparison to services of quite different types could be based, has not yet been carried out. The few small exploratory evaluative studies which have been carried out are covered herein. The analysis of data from which at least some tentative conclusions could be drawn about the nature and processes of interaction of factors related to the career development patterns of the population served is just beginning and will be the subject of a later report.

The Center owes its existence and its growth to a great many people, more than could be mentioned here. Governor Rockefeller's role in its initiation is noted above; he sponsored the undertaking as one of many steps he has taken toward implementing the recommendations of the Committee on the Education and Employment of Women which he appointed in 1964.

The Center was established through a contract between State University of New York and Rockland Community College. Dr. Sebastian V. Martorana, formerly University Dean for Two-Year Colleges, now Vice-Chancellor for Two-Year Colleges of State University, and Dr. Seymour Eskow, President of Rockland Community College, have been unfailing and always insightful sources of advice and support throughout the Center's operation. Other State officials whose assistance deserves special acknowledgment include the former University Dean for Continuing Education, Dr. Robert D. Helsby, and the present Acting University Dean for Continuing Education, Dr. William Dodge; Dr. Bruce Shear, Director of Division of Pupil Personnel Services of the State Education Department; and Miss Guin Hall, Deputy Commissioner of the State Department of Commerce, who, both in person, and through her Woman's Program staff and its interdepartmental Committee and Woman's Council has, from beginning to end, been tireless in aiding and abetting the Center and its larger purposes. The Board of Trustees of Rockland Community College - Mr. Daniel T. Brucker, Chairman, Mrs. Belle Zeck, Mr. John W. Bratton, Mr. Harold Laskey, and Mrs. Crystal Potter have been active supporters of the Center and have done much to help it become established in the community. Other members of the Board of Trustees who supported the Center are Dr. Lester E. Rounds, Dr. Frank Ciancimino, William G. Cobb and Dr. Francis E. Fontaine.

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The Center has benefited inestimably from the talents, skills and good judgment of the members of its State and Community Advisory Committees. Mr. John Mulhearn, Vice President for Public Relations of the New York Telephone Company, Chairman of the State Advisory Committee and Mr. Donald Fronzaglia, Personnel Director for Union Carbide Research Center in Sterling Forest, Chairman of the Community Advisory Committee, are entitled to a special expression of gratitude for the time, thought and energy they have so generously given to the Center's affairs.

Every member of the Center's staff has made a highly significant contribution to its measure of success. Their names appear in this report in connection with their activities. It would be a serious oversight, however, not to call attention to the work of Mrs. Eleanor Gould and Mrs. Ruth Schonfeld; they were the first two part-time counselors to join the Center's staff, in November, 1966, and remained for the entire pilot period. They entered the infant venture equipped with high courage and rare sensitivity and the quality of their work contributed much to the Center's success, both through their help to clients and the example they set for counselors who later joined the staff. Mrs. Sandra Sabatini, who was the first member of the Center's staff to carry counseling services to people in poverty neighborhoods, was another mainstay of the Center's counseling function.

A separate paragraph must be reserved for Mrs. Diana Worby, Records Secretary for the Center since its opening day, not only for her consistent tact and skill in scheduling counseling interviews and her relentless accuracy in maintaining counseling records, but also for the major contribution she has made to this report by retrieving and entering the data on Tables I through XVI in Section II.

Esther M. Westervelt

Section I

SUMMARY

Introduction

The New York State Guidance Center for Women was one of the many types of agencies, organizations and programs which, during the past decade, have come into being in response to a steadily growing public awareness that women need help to find more satisfying and productive places for themselves in our society. In 1957 the National Manpower Council published a study on womanpower; in 1962 President Kennedy appointed a Commission on the Status of Women; in 1964 Governor Rockefeller appointed a committee on the education and employment of women; in 1966 the National Organization of Women (N.O.W.), which takes a militant feminist position, was organized; since 1963, when the report of President Kennedy's Commission was published, 48 states and 1 territory have established Commissions on the Status of Women. During the same decade, over 200 agencies or programs addressed to women's needs for continuing education and career development have been established in the United States; at least 25 of these are in New York State.

Women, including married women, are now accepted as a matter of course in the labor force. Today more than one out of every three married women who are living with their husbands are in the labor force; these women now constitute 20% of all civilian workers; moreover, 57% of all working women are married.¹ The labor force behavior of women is, however, only a symptom of the more far-reaching changes which have occurred in women's lives. Control over family planning, technological resources for home maintenance, the increased length of the school day and years spent in school by children, and rising standards and costs of living are making new kinds of demands on women's time and talents.

For some women these changes represent new opportunities; every year more women move into occupations once considered exclusively male. Business, industry, and the professions show a growing interest in recruiting women workers, including mature married women. For other women, however, the changes are producing discomfort and confusion. Accustomed to believing that their marital and maternal responsibilities are not only primary but also ubiquitous, they are discomfited when they reach a point at which these responsibilities no longer consume all of their time and energy. They have lost touch with the ever wider range of activities available to them outside the home in educational programs, community leadership, or the labor force, and they have lost confidence in their ability both to perform in new undertakings and to adjust their schedules to encompass such undertakings. Furthermore, although Title VII of the Civil Rights Act of 1964 made it illegal to discriminate between the sexes in matters of employment, such discrimination still exists and is reflected in the widening differences between the wages earned by men and those earned by women. It is also reflected in the general unwillingness of employers to increase opportunities for part-time work, especially in the higher echelons of employment, and to provide mature married women with opportunities for advancement equal to those of younger employees of both sexes.

¹ Vera C. Perrella, "Women and the Labor Force," Monthly Labor Review, February 1968.

The majority of the services and programs for women were created to help women who are confused and groping for new ways to employ their intellects and energies. Such women are found in every level of our socio-economic structure. The New York State Guidance Center for Women was also designed to deal primarily, although not exclusively, with the problems of this group.

While it could truly be said that nothing done at the Guidance Center has not been done by some other agency, the Center was nevertheless unique in several ways. First, it was conceived of as a service for women of every educational and social background. Second, it was a community service devoted entirely to providing various kinds of counseling and guidance for women exclusively (although it turned out not to be possible to entirely exclude the men). Third, it was an agency of a community college (Rockland Community College, Suffern, New York) but was not connected with either the college's day or evening programs, or with its student personnel services; it did not serve as a recruiting center for the college, but directed those of its clients seeking further education to whatever institutions offered the appropriate programs. Fourth, it was created by executive order of Governor Rockefeller, entirely state-supported and charged with the responsibility to do whatever it could, within a modest operating budget, to gather data and conduct evaluations of its operations which could produce findings which would be generally useful to agencies and institutions interested in providing counseling and guidance services for women.

The state officials who worked closely with the Center, and the members of the Center's State Advisory Committee, believed that three years would be sufficient time to initiate the service, develop it into an established community agency, and conduct the proposed evaluation and research. The failure of the State Legislature to fund the Center for its third and final year as a pilot project left the research and evaluation incomplete. That the Center did become established as a valued community agency is demonstrated by the fact that in response to public demand, a great share of which came from the Center's former clients and the balance from agencies which had worked with the Center, the Board of Supervisors of Rockland County voted a 1968-69 appropriation for the continuation of the service as an agency of Rockland Community College.

The Setting

Rockland County is a rapidly growing suburb of New York City. Because its suburban status is relatively new - less than a generation ago it was still largely rural - and because its rapid growth outstripped planned development, the population is, socio-economically speaking, extremely heterogeneous. Types of residence range from large, well-kept estates, through elegant suburban homes, a few scattered farms and farmhouses, small houses in crowded developments, and garden apartments, to tumbledown old houses, ancient apartments that are the slums of several of the larger towns.

In January, 1968, the county's population was estimated to be 210,500. Largely because of a steady in-migration of unskilled negroes and Puerto Ricans, the numbers of disadvantaged citizens have been growing more rapidly than the rest of the population. Between 1962 and 1967 the number of welfare recipients rose 133.9%. The larger share of the county's population, however, consists of economically secure individuals and families: there are executives and professional men (and women) who commute to New York City or are employed in the County; there are numerous small businessmen; and there are large numbers of skilled and semi-skilled workers employed locally.

Industrial development has been rapid in the past two decades. Among the larger industrial employers are Lederle, Avon, Ford, St. Regis Paper, American Brake Shoe, and the firms in the industrial complex at Sterling Forest just across the county line. The county also has some large social agencies: Rockland State Hospital, New York State Rehabilitation Hospital at Haverstraw, and Letchworth Village; as well as a number of smaller ones. There are four colleges in the County: Rockland Community College, two Catholic Colleges and one Protestant College. The public school systems are, in general, excellent.

Thus the County provided an almost ideal setting for a pilot guidance project. The population is varied, there are widely varied employment opportunities, and a fair number of educational resources. In addition, the County's civic leaders are alert to the problems of their time and place and imaginative and enterprising in seeking solutions. Rockland Community College, with which the Center was (and in its new guise, still is) affiliated is now nine years old and has the vigorous support of the community.

Types of Service and Utilization

The Center's services fell into two major categories: (1) educational and vocational counseling and testing for individuals and small groups; (2) educational and vocational information and advisory services offered through the educational and vocational library, workshops, public meetings on selected career fields and two radio career information series. Almost 4,500 individuals are known to have used one or another of these services; 3,608 used the informational and advisory services, and 816 received individual counseling and testing. Despite the fact that the numbers served were smaller, the counseling service accounted for the greater share of staff time. On the average, each client receiving counseling and/or testing, required 5.8 hours of the time of a professional counselor, while, on the average, each individual served by the information and advisory services required less than 30 minutes of staff time (exclusive of time spent in identifying, requisitioning, classifying, or otherwise handling informational resources).

Available data (the most complete data come from the counseling records) indicate that the Center reached the population it was designed to reach. Ninety-four percent of its counseling and testing clients were women, as were approximately 75% of those seeking educational and occupational information and advice. The Center's counseling clients (the only ones on whom complete demographic data is available) were most apt to be between the ages of 30 and 39, to be married and living with their husbands, and to have one or more children under twelve years of age. Sixty-three percent of the Center's clients had graduated from high school but had less than a bachelor's degree. Ten percent of the Center's clients had not graduated from high school, and another 2% had high school equivalency diplomas, while 16% had a bachelor's degree and 6% had done some graduate work. Data from those cases in which the information was available indicate that 40% of the married female counseling clients were married to men in professional occupations, and another 23% to men who were managers, officials, or small business proprietors: on the other hand 12% had husbands who were sales workers, 10% husbands who were craftsmen, foremen and technical workers; 4% husbands who were operatives, and 5% husbands who were service workers. In other words, while a majority of the Center's clients could, by educational and occupational criteria, be classified as middle class, a fair proportion came from less privileged sectors of the population.

Approximately 15% of the Center's counseling clients could be classified as relatively or absolutely disadvantaged. The great majority of such clients were reached through the Center's neighborhood counseling services ("Outreach" services) as evidenced by the fact that during the Center's first year of operation when these services were just beginning, only 5% of the counseling clientele could be described as disadvantaged, while during the first five months of the second year of operation, when the "Outreach" services were better established, 28% of the clients could be so classified.

Almost 80% of the Center's counseling clients came from Rockland County and were distributed among the five townships roughly in proportion to their populations. Most of the others came from neighboring counties - Westchester, Bergen, Orange, and New York City. The information and advisory services were also primarily used by local residents; all participants in the two Career Guidance Workshops, and in the public meetings on selected career fields were Rockland County residents. The two radio career information series were broadcast over a local radio station (WRKL) and therefore heard for the most part only in Rockland County. The one exception to this geographical pattern of utilization was that of the responses to a brief description of the Center and its services which was published in the New York Telephone Company's Newsletter and distributed throughout the State (with the exception of New York City) with the May billing. Of the inquiries which resulted from this publicity, 2% came from out of the State, 14% from the Buffalo area, 17% from the southern tier of New York State counties, 14% from the Albany and Adirondack area, 6% from the lower Hudson Valley, 20% from Westchester County, 22% from Long Island, 2% from New York City and 3% from Rockland County (obviously Rockland County residents were already aware of the service, as the library's records indicate).

While it can be said that the Center reached the type of public it was designed to serve - Rockland County women from a variety of educational and social backgrounds - and that the Center's staff was taxed to capacity to provide services to the Center's clientele, it should not be assumed that the Center reached either as large a group as was theoretically possible, or a group that was fully representative of the county's socio-economic structure. In 1963 there were

43,277 women in Rockland County between the ages of 20 and 64 - of these, about 12,000 were between the ages of 35 and 44. An additional 9,888 fell into the age bracket 15 to 19, 65 to 69, and 70 to 74. If one were to assume, as labor force and other statistics suggest that one safely might, that possibly 1/3 of the approximately 12,000 women between 35 and 44 were considering continuing their education or entering or re-entering the labor force, this would suggest that the Center's potential clientele in that age bracket alone might be 4,000; the Center actually served in counseling (no data is available on the information on advisory services) 334 women in that age group, or less than 1/10th of the possible total. It is probable that if data were available on the information and advisory services, it would show that, all told, the Center served somewhat more than a tenth of that total.

Data on education and occupation of counseling clients and their spouses suggest also that the Center did not have strong drawing power for what might be described as the blue collar classes - that is to say those individuals who are not economically disadvantaged but who are not highly educated. One possible reason for this could be lower motivation for educational and occupational change among this group of women, as Lee Rainwater's study, Working Class Wives, suggested; another explanation could be that the Center's approaches to counseling and guidance were not designed to appeal to this group. It does have to be borne in mind that the lack of demographic data on individuals requesting information and advice from the Center's library staff makes any definite conclusions about the characteristics of the total population served necessarily tentative.

Counseling and Testing Services

During its twenty-two months of existence the Center averaged 40 new applicants for counseling and testing per month; during the Spring of the Center's second year, the number of applicants for counseling and testing markedly increased, suggesting that the Center was becoming better known throughout the County. The average number of counseling interviews per counseling client was 2.9 but the range in number of interviews was from 1 to 17. Despite such attempts to reduce the amount of counselor time per client as group testing, the substitution of telephone calls for interviews whenever possible, and the use of group counseling, the amount of counselor time spent in direct service to clients remained high - 5.8 hours per client.

The Center's counseling and testing clients fell into two major categories - those who came to the Center for service and those who were served in neighborhoods. The clients who came to the Center for service, with the exception of slightly more than 3% who were referred there by the Department of Social Service or other social service agencies, were, although not usually affluent, at least economically secure relatively speaking. These clients strongly preferred highly individualized service and resisted attempts to involve them in group counseling sessions. Clients served in neighborhoods were economically disadvantaged and seemed to prefer, at least initially, to meet in a group with the counselor. Therefore most counseling done at the Center was individual counseling, and most counseling done in neighborhoods was group counseling.

The Center provided counseling services in neighborhoods only at the request of or in cooperation with agencies serving the neighborhood populations. A major problem encountered by the Center in extending its services into neighborhoods was that of interpreting the nature and purposes of educational and vocational counseling, both to the agencies and to the individuals to be served. The agencies found it difficult to distinguish between counseling and the simple provision of information in response to an inquiry, or between counseling and intensive psychological rehabilitation. The disadvantaged individuals who were, understandably enough, seeking quick solutions to their economic and social difficulties, tended to be unenthusiastic about a patient exploration of the various possibilities open to them. Although the Center took advantage of every opportunity to work closely with agencies interested in developing patterns of neighborhood services of various kinds, and although lay counselors were employed in two different neighborhoods to work with the Center's professional counselor, both as counselors and as neighborhood liaison persons, this obstacle was not effectively overcome.

The major responsibility for counseling and testing services at the Center was carried by a staff of part-time professional counselors, all of whom had graduate degrees in counseling or guidance and previous training and experience in the counseling of adults. The only full-time professional persons on the Center's staff were the Director and the Associate Director: both of these provided counseling supervision but carried a more limited counseling load. The Director's counseling load was very small, and the Associate Director, during the period of his employment from June 1, 1967 to August 31, 1968, devoted a major share of his energies to the "Outreach" counseling service and the agency contacts upon which it depended.

The employment of part-time counselors provided greater flexibility in scheduling counseling services than would have been possible for the same amount of salary with a full-time staff: that is, the part-time staff made it possible to offer counseling by appointment during evening hours and on Saturday mornings as well as during regular daytime hours. A part-time staff had two other advantages; being numerically larger than a full-time staff could have been, it provided greater opportunities for professional development through inter-staff communication; and the counselors, because they were not counseling every day of the week, maintained a high level of interest in their work - it never seemed to become routine to them.

If outcomes, as indicated by case records (and to a lesser extent by a pilot follow-up conducted during the winter of 1968) are valid criteria, the counseling service achieved its goals in a majority of cases. 68.5% of counseling clients reached a decision in the course of counseling and acted upon it, or definitely planned to act upon it at the appropriate time. The types of decisions reached are described more fully in Table XIV of the Statistical Summary.

It should be noted that many of the decisions made and acted upon represented first steps toward a long range goal - in many instances, part-time education and in some (considerably fewer) part-time employment. For example, slightly more than 12% of all clients counseled entered upon a liberal arts or general education program, usually on a part-time basis, with no clear vocational goal; this 12% represented slightly more than a third of all clients who entered upon some educational program. In other words, for at least some of the women who

came to the Center for counseling, even a decision to embark upon a quite limited new sphere of activity was markedly facilitated by individualized professional assistance. Other clients, however, used counseling effectively to make relatively major changes in plans or activities; a few such cases are included in the case histories at the end of this report

Information and Advisory Services

The library, which was the most extensively used of the Center's information and advisory services, was also a critically important component in its operation. In addition to responding to mail, telephone, and personal requests for educational and occupational information, the library also provided such information to the counseling staff both on request and through periodic memoranda on new programs, job openings, etc.. The kinds of information requested by the general public and by the counseling staff varied widely, ranging from which institutions within a given area provided specific courses or degree programs to the availability of part-time employment in a stated professional capacity in a given geographical area. Early in the Center's development contacts were made with a variety of area employers and information on specific types of positions generally available placed in the library's files. A possibly more important use of these initial contacts was that they provided a resource for answering questions on which information was not available in the library files. Whenever possible, the library supervisor (who, for all but eight months of the Center's existence was the sole member of the library's staff), found the answer to inquiries even if they were not immediately available to her in the library.

The library's materials fell into three categories: (1) General occupational information contained in such volumes as the Encyclopedia of Careers, The Occupational Outlook Handbook, and a variety of volumes written specifically for women; (2) Educational information, contained in the bulletins and brochures of most major colleges and universities within a sixty mile radius of the Center, and of all other educational institutions (public adult education programs, MDTA programs, commercial training schools, etc.) within Rockland County and/or easy commuting distance thereof; (3) Specific information on the types of positions available (in major employing institutions - businesses, industries, social agencies, and civil service) within Rockland County or easy commuting distance thereof.

During the Center's earliest months the library's information services were little used by anyone except the counseling staff (fortunately, since it took several months to build an adequate library); after the first radio career information series was broadcast requests for information markedly increased, suggesting that the radio broadcasts provided effective publicity for the service. The number of requests for information has steadily grown and now appear to be averaging about one hundred a month, if requests emanating from the New York Telephone Company publicity are not counted. There is seasonal variation, however, with a marked upswing in the months immediately preceding the opening of an academic term.

The information and advisory service offered two career guidance workshops which differed in content. The first concentrated primarily on the problems women encounter when seeking to enter or re-enter the labor force - home management, family responsibilities, educational prerequisites, job application and job related behaviors, etc., while the second concerned openings in a variety of career fields (chosen in consultation with a selected group of the

Center's clients), including publishing, advertising, public administration, etc.. The first workshop attracted over three times as many registrants as did the second; whether this is a function of the fact that the first workshop was given in the fall and the second in the spring, or of the fact that women preferred to discuss their problems before they discuss career openings is not clear.

Five public meetings on specified career areas were offered and well attended. Each meeting was organized in response to indications from the Center's counseling clients that they would like an opportunity to discuss these fields with an expert. The best attended meeting was that on teacher certification in which a certification team came down from the Albany office and advised individuals attending the meeting regarding their credentials for the teaching posts to which they aspired. The teachers certification office makes this service widely available and it is obvious that it will receive wide community response if sponsored by an agency with the appropriate public contacts.

Two radio career information series covered a broad variety of fields and levels of occupations. They were designed to provide relevant information for as varied as possible an audience. Each broadcast in the series consisted of an interview with an expert or experts in a selected field or fields. Ample evidence in the form of inquiries addressed to the Center indicates that the programs were heard by a socially and economically heterogeneous audience but there is no evidence to indicate how large the audience was or how persistent in listening to the programs, which were broadcast from 10 to 10:30 on a weekday morning.

Almost no evidence exists to indicate how useful to inquiring individuals was the information they received. A few individuals have written or telephoned to say that the information was extremely useful but the only real evidence of its possible usefulness is its growing utilization by the general public. Evaluations of the two career guidance workshops were preponderantly positive but, as they were conducted immediately following the workshop, they are no indication of the long range effects on the actions of individual workshop participants.

~~RELATIONSHIPS WITH COMMUNITY AGENCIES AND PERSONS CONCERNED~~

The Use Of Student Field Workers In The Center

Part of the original plan for the Center had been that graduate students preparing to be counselors of adults could receive a part of their training by doing field work at the Center. Three such students from Teachers College, Columbia University, worked at the Center during the spring academic semester of 1968. An informal evaluation of the experience by both the professional staff of the Center and the students themselves was highly positive. Supervision, including a few tape recorded counseling interviews for each student, was provided by the counseling staff, the Director and the Associate Director.

The supervision of the lay counselors working in the neighborhoods was not designed to be or presented as formal training; it would have been possible to put the supervision provided on such a basis had the experience been tied into a program for the preparation of para-professionals in the counseling field. It might also have been possible without such a relationship, had there been some promise of placing the lay counselors after the training; the Center, as a temporarily funded enterprise, could offer no long range guarantee of employment.

Community Relationships

In retrospect, as at the outset, it seems obvious that the most important factor in the relative ease with which the Center developed working relationships with other agencies in the community was the Center's affiliation with the Community College. Through associations already developed by the College and through the active cooperation of the College's Board of Trustees, the Center established a Community Advisory Committee which was broadly representative of social agencies, educational institutions, employers, and interested lay citizens in the area. Through meetings of the Committee, which occurred several times during the early months of the Center's life and periodically thereafter, community leaders became acquainted with the work of the Center and the Center's staff became better acquainted with the social services and the employment opportunities in the community.

The Center also had a State Advisory Committee, appointed by Governor Rockefeller, and comprised of representatives of business and of State agencies, including those State officials and officers most closely concerned with the work of the Center - the State University Dean for Two-Year Colleges, the State University Dean for Continuing Education, the Director of the Women's Unit in the Office of Governor Rockefeller, Governor Rockefeller's Special Consultant on Women's Affairs (Mrs. Kitty Carlisle Hart), and the Deputy Commissioner of the State Department of Commerce in charge of its Woman's Program. These officials and other members of the Committee, especially Mr. John Mulhearn, Vice-Chairman for Public Relations of New York Telephone Company, who was its Chairman, provided both advice and active assistance to the work of the Center. At the suggestion of Miss Janet Pinner of the State Employment Service, a committee member, arrangements were made for the General Aptitude Test Battery to be administered at the Center; from this Committee came the first suggestion for the use of lay counselors in neighborhood counseling; another committee suggestion was the development of a tape library to be available through a special telephone switchboard (an enterprise which was in fact undertaken but not completed due to mechanical difficulties with the switchboard).

A major undertaking growing out of relationships with State officials was the joint sponsorship of a Conference on Programs for Women in the Two-Year Colleges of State University which was co-sponsored by the office of the State University Dean for Two-Year Colleges, the Woman's Program of the State Department of Commerce, and the Center and held at Rockland Community College in March, 1968. Forty-seven delegates from 31 community colleges and several State programs attended the conference.

Evaluation and Research

Although the major research and evaluation plans could not be carried out during the twenty-two months of the Center's existence, several small studies were carried on during this period. These included:

- (1) An evaluation of the effectiveness of various methods of follow-up of clients withdrawing from counseling without having actually completed it. Results indicated that whether a client was not contacted at all, contacted by mail, contacted by telephone, or the type of contact left up to the counselor's clinical discretion, the results in terms of a client decision to resume counseling were approximately the same, and were that, with rare exceptions, the client did not resume counseling. Roland Moses directed the study.

(2) A study of whether a group orientation meeting for pre-counseling preparation (designed to acquaint the client with the Center's services, clarify the role of the counselor, the nature of the counseling process, the use of tests, and the possible outcomes of counseling) would improve the uses a client could make of counseling by helping the client to more rapidly establish rapport with the counselor, to better understand the client's role in the counseling process, and to be more realistic about the possible outcomes of counseling. While the number was too small (10 in the experimental group and 9 in the control group) to justify any generalizations, both counselor and client ratings of the counseling experience revealed no differences between the experimental and the control groups. Therefore, for at least the subjects studied, orientation to counseling did not increase either the rapidity with which counseling could be accomplished or the quality or the usefulness of the counseling experience. It must be born in mind, however, that further study is obviously necessary, using larger numbers in the experimental and control groups, and also using different individuals to conduct the orientation sessions, which was not done in this study. Carol Feit conducted the study.

(3) During the winter of 1968 the Center carried out a small pilot evaluation of its individual counseling service, using as subjects for this survey those women who had had at least two counseling interviews with the same counselor between November 7, 1966 and October 31, 1967. The women were interviewed by qualified interviewers employed specifically for this purpose, who presented themselves as representatives of State University who were evaluating the Center's services. A detailed report of this study is contained in the Center's Interim Report for the period from November 1, 1967 to March 31, 1968, pages 13 through 19.

Briefly, the returns were extremely positive, especially in view of the fact that the survey respondents had all been counseled during the early months of the Center when its services were not fully developed. The criteria for evaluation were the outcomes of counseling, in terms of a) achieving a decision through counseling; b) remaining satisfied with this decision; c) believing that counseling made the decision possible; d) believing that the decision could not have been achieved as rapidly without counseling; and e) not perceiving the counselor as having pushed toward a wrong decision or having failed to clarify alternatives.

A definite majority of the clients reported achieving a decision through counseling - 68.5%; of those who reported achieving a decision, 83.7% expressed satisfaction with the decision at the time they were interviewed. Of those who reported achieving a decision through counseling, 24.3% believed that they could have done so without counseling, and the balance (75.7%) said they could not have done so; only 8.3% of the respondents who had achieved a decision thought that they could have done so as rapidly without counseling. 78.8% of the respondents did not perceive their counselors as having pushed them toward decisions, or as having failed to clarify the possible alternatives. 90.7% of the respondents felt that they would want to have counseling whether or not they desired any other services (such as lectures, films, visits to places of work, small group counseling, placement); 60.1% felt that counseling met all their requirements; 30.5% wanted counseling but also desired other services, and 9.2% preferred some other service to counseling.

It is important to note that this evaluation was merely a pilot undertaking; its findings in no way serve as an evaluation of the Center's counseling services, in that the respondents were not compared with some other similar group (or groups) who had not had counseling services, nor was the survey instrument used either comprehensive or tested before use. The object of this evaluation was primarily to explore what might be the content of an instrument used in the final evaluation and how necessary it would be to compare a group of Center respondents with some other group of women who had not had counseling.

The study clearly indicated that many matters not touched on in the original survey were considered important by the women who had been counseled - "the opportunity to talk with someone" - "the feeling of finally finding someone who was interested and supportive" of the client's plans, etc.. It also clearly indicated that a valid evaluation of the Center's services should include among its respondents individuals who had not had these services, as the clients surveyed tended to be extremely loyal to the Center and to their counselors, despite the fact that they were interviewed by individuals not connected with the Center staff. Any future evaluation of the Center's services, if undertaken, should take the above matters into account, and in addition, should take more careful account of the demographic and personal characteristics (life situation and life style) of the clients surveyed.

Research now in process, (the findings of which will be distributed at a later date) includes: 1) a study of the comparative usefulness of the Strong Vocational Interest Blank for Women and the Strong Vocational Interest Blank for Men as measures of female clients' interests; and 2) a study of antecedent and intervening variables (including personality variables) affecting the female clients' patterns of career development.

Costs and Staffing

During the twenty-two months of the Center's existence operating costs averaged \$6,000 per month. Of this amount approximately 80% was expended on salaries and fringe benefits. Of the total amount expended on salaries and fringe benefits, almost 50% was spent on salaries for professional staff employed in the counseling service, while only 12% was spent on salaries for staff employed in the information and advisory service; this again demonstrates that a counseling service is relatively expensive.

About 18% of salaries and fringe benefits were chargeable to administrative functions. The balance (20%) were directly chargeable to research. The Center's commitment to evaluation and research also accounted for approximately 40% of its expenditures over and above salaries and benefits.

In other words, if the Center had been operating only as a community service, it seems probable that it could have operated at approximately 2/3 of its budget, or at about \$4,000 a month. It should be remembered, however, that salary levels at the Center were not highly competitive, either for professional or for clerical staff, and it is more than likely that in many locations, especially those where there is keen competition for professional personnel, costs would be higher since salaries will necessarily comprise the largest part of any counseling service budget.

It is not likely that the employment of part-time counselors costs either more or less than would the employment of counselors on a full-time basis. Salaries for part-time counselors averaged \$1,000 a month over the 22 month period. Part-time counselors do, however, take more total supervisory time.

Consultations with other Agencies

Because of the large amount of publicity attendant upon its opening by Governor Rockefeller, the Center was a highly visible enterprise. One result of this was a steady stream of requests for consultations on ways of initiating and/or operating this type of service. About half of these requests came from within New York State, many of them from community colleges, and the balance from agencies and individuals in various parts of the United States and in several foreign countries. Since the Center was a pilot project, devoted to finding out how best to handle this type of operation rather than to telling others how to do so, these requests were received by the Center's staff with some embarrassment. However, individuals or agency representatives who so requested were invited to visit the Center. The first annual report and the two interim reports were mailed to agencies which requested them and specific questions were answered by telephone and by mail.

One benefit that the Center derived from these contacts was an ever-increasing knowledge of programs for women which were in existence, being developed or being considered in many different locations. The problems these agencies seemed to be encountering were of four major kinds: (1) Is an information and advisory service or program in itself adequate to meet women's career development needs or should it be supplemented by professional counseling? (2) Where can adequate short range and long range funding be found? (Available grant monies (as under Title I of the Higher Education Act) tend to be in small amounts and for short terms; few institutions seemed to be willing to fully sponsor even well developed programs, especially those which included the costs of counseling) (3) To what extent, if at all, should programs of continuing education be supplemented by or integrated with information and advisory services and professional counseling services? (4) Where can qualified professional counseling staff be found, especially when budgets are limited?

Many of the agencies which contacted the Center were already conducting excellent programs of various kinds. None of these concentrated exclusively on a combination of counseling and testing and guidance as did the Center, but several were excellent information and advisory services, and a much larger number were continuing education programs developed especially for women. The types of problems faced by the majority of the agencies strongly suggested that services directed toward the career development of mature women are still considered peripheral by almost all educational institutions and other types of sponsoring agencies and are expected to operate on extremely limited budgets or become self-supporting if they are to exist at all. There was some indication that a few services directed toward disadvantaged women had slightly more adequate funding, but the apparent advantage might disappear if the greater needs of this group were taken into account.

Recommendations

Note: These recommendations must be regarded as tentative suggestions derived from the Center's experience; they are not based on the projected evaluation and therefore cannot be considered firm conclusions. Moreover, they are based on an experience undertaken in a certain geographical area. Conditions and populations vary from area to area and recommendations derived from the experience here in Rockland County may not necessarily apply in other very dissimilar settings.

1. Women seeking to continue their education and/or to enter or re-enter the labor force (immediately or in the relatively near future) who have been out of the labor force for some time and who still have major family responsibilities need relatively intensive and individualized assistance in developing plans toward this end, and will seek such assistance if it is made available to them.

2. Professional, educational and vocational counseling is an expensive service and there seems, therefore, to be no reason to depart from the practice long established by vocational counseling agencies of charging fees for such a service. On the other hand, if the population to be served is to be fully representative of all socio-economic levels, no individual should be denied counseling or testing for lack of ability to pay; fees can be on a sliding scale based on family income and size of family, or on a flat fee basis with grants-in-aid available to those who cannot pay. Since the process of seeking out counseling seems in itself to be embarrassing to many people, it would seem advisable that no highly formal method be employed to ascertain an individual's ability to pay.

3. An information and advisory service is much less expensive to operate than a counseling service, although obviously, of limited use to individuals who have not yet developed clear educational or occupational goals. It would seem advisable for an agency offering professional counseling to increase the scope of its information and advisory services as much as possible, both through the use of such mechanical devices as radio broadcasts and/or a tape library available by telephone, and also through the availability of personal contacts with a staff member. Information and advisory services can be set up independently of a counseling agency and can be located in a variety of settings; e.g., an educational institution (a public school, a community college, a private college, etc.), a social or civic agency (e.g., the Y.W.C.A., A.A.U.W., etc.), or in a public library, but should be staffed to offer personal assistance in answering inquiries. The Center's experience would suggest that such services are not of high value to the less educated and economically advantaged members of a community.

4. If counseling and guidance services are to be carried into the community to poverty groups, cooperation with other agencies serving these groups seems essential, and ideally such services should be provided in conjunction with other services offered to this population, and in the same setting. Counseling and guidance for such groups should be closely tied to a placement service, as for example, the State Employment Service, in order that immediate economic needs can be met as promptly as possible. The chief function of

counseling and guidance to these groups may be to provide individuals with a sense of having made a choice and with the knowledge that they are able to do so.

5. A counseling and guidance service for women designed to reach the broadest possible population benefits from a certain degree of autonomy, in that the service does not become identified with institutions which may not be attractive to certain sectors of the population. On the other hand, in order for a service to become promptly established, a relationship with a recognized institution in the area is of great value. The experience of the Center seems to bear out the proposition of the original proposal that a community college is one kind of an institution which is ideal for this purpose, in that the variety of services it offers and the variety of groups it serves tend to keep it from being too closely identified with one or another sector of the population. It is important to remember, however, that the Center's experience may have been unique in that Rockland Community College gave it extraordinary autonomy as an affiliated agency, while at the same time giving it active support.

6. If any service, including a counseling and guidance service, is to grow and develop and acquire a competent staff, funding should not be on a year-to-year basis. Special grants are valuable for undertaking specific studies for short term projects, but the ideal financial backing for a counseling and guidance service such as this would be integration into the total budgetary structure of a sponsoring or affiliating institution plus income from fees for counseling and other services (for example, testing services to business and industry).

STAFF OF THE NEW YORK STATE GUIDANCE CENTER FOR WOMEN

as of July 31, 1968

Director	Dr. Esther Westervelt
Associate Director	Mr. Roland Moses
Counselors (Part-Time)*	Mrs. Carol Feit Mrs. Eleanor Gould Mrs. Sandra Sabatini Mrs. Ruth Schonfeld Mrs. Claire Watsky
Neighborhood Counselor	Mrs. Ernestine Ellison
Library Supervisor	Miss Helen Waldron
Records Secretary	Mrs. Diana Worby
Administrative Secretary	Mrs. Lucille Kleban
Receptionist-Typists (Part-Time)	Mrs. Irene McCambridge Mrs. Miriam Efron

* Mrs. Rose Horne was after hours counselor for the Center until illness forced her to resign in January, 1968.

Section II

STATISTICAL SUMMARY

The STATISTICAL SUMMARY which follows consists entirely of descriptive statistics on the operation of the Center and tabulations of some of the characteristics of its counseling clients (demographic, attitudinal and behavioral data are available only on counseling clients; individuals using the Center's information services were, for obvious reasons, not asked to provide such information on themselves). It is a capsule review of the nature and extent of the Center's activities during its twenty-two months as a state-supported pilot project.

Descriptive statistics tell only a part of the story, however, and in this instance as in all instances, are as valuable for the questions they raise as for the ones they answer. For example, to know that a certain number of decisions of given sorts were made and acted upon by clients indicates nothing about the long-range outcomes of these decisions and actions, including their impact upon clients' life situations and life styles. Data indicating that female clients appear to prefer certain kinds of occupations to other kinds do not indicate that women in general share these preferences -- they describe only the population counseled by the Center. The observation that, when outcomes of counseling are classified by selected client characteristics, the classifications do not seem to differentiate among outcomes of counseling does not per se indicate that the characteristics are not factors affecting the outcomes since other factors not accounted for in the table may be interacting with them. Thus, an important use of the statistics reported here, and others for which there was not space, is formulating questions to which further analysis of the data accumulated by the Center or available to it will be addressed. The outcomes of this research will be reported at a later date.

A. STATISTICAL SUMMARY OF OPERATION OF CENTER'S SERVICES
 FROM NOVEMBER 6, 1966 to AUGUST 31, 1968
 (22 months)

The two major categories of guidance services provided by the Center were: (1) Counseling and Testing; (2) Educational and Occupational Information.

In addition the Center worked closely with other agencies in the county both through referrals and in cooperative efforts at planning and coordination.

The Center's administrative staff also provided, on request, consultant services to agencies interested in developing similar services (always with the caveat that this was a pilot project, not yet ready to give definite answers).

1. Counseling and Testing Service

<u>Counseling</u>	Clients requesting appointments	978
	Clients cancelling first appointments	93
	Clients placed on summer, 1968 waiting list - not served	69
	Total clients counseled (55 were men)	816
	Total number of counseling interviews conducted (based on an average of 2.9 interview hours per client)	2,366
<u>Testing</u>	Number of tests administered	1,091
	Counselor hours administering and scoring tests (average=40 minutes per test)	746
<u>Supervision</u>	Total Counselor Hours Conferring with counseling supervisors (average=8 per counselor per month)	792
	<u>Preparation & Follow-up</u> Telephone contacts by counselors with & for clients, information gathering (average=1 hour per client)	816
	Total Counselor hours spent in <u>direct</u> service to clients (exclusive of record-keeping, staff meetings, etc.)	===== 4,720 (average=5.8 hours per client)

During the period of the Center's existence its counseling staff averaged $4\frac{1}{2}$ part-time counselors (range was from 3 to 6), who represented, on the average $7\frac{2}{7}$ days of counselor time per week, or, stated another way, represented the equivalent of almost $1\frac{1}{2}$ full-time counselors in terms of hours -- much more than that in terms of service because part-time staff made it possible to staff the Center day and evening. Some counseling and testing was also done

by the Director and Associate Director (especially the latter) but the greatest share of the counseling and testing load was carried by the part-time counselors. All counselors, with one exception (a lay counselor who worked under staff supervision in counseling in neighborhoods) had a minimum of an M.A. degree in the guidance and counseling field, and training and experience counseling adults.

2. Information Services

Educational and Occupational Library

Mail requests	1,826
Requests by telephone and in person	1,628
Total responses to requests from the public for information (380 of these requests were from men)	3,454
Two 7-week career workshops Total enrollment	72
Information meetings on specified careers Total attendance	82
Two 12-week radio career information series	Size of audience unknown
Total Contacts - Information Services	3,608

The Library Supervisor carried the major responsibility for all information services--stocking, organizing, and maintaining the library, answering requests for information both from the public and the Center's staff, and developing programs. The administrative and counseling staff assisted with or participated in programs (career workshops, career information series, information meetings) as needed, but the Library Supervisor procured all outside resource people for these. The Supervisor was not a trained librarian, but had had two decades of experience in acquiring and classifying information and in responding to requests for information, as well as extensive experience in dealing with the public by telephone.

3. Relationships with Agencies within Rockland County

(a) Number of agencies referring clients to the Center.....	11
(b) Number of agencies to whom the Center referred clients...	9
(c) Number of agencies with which Center cooperated in projects related to planning and coordination of county services...	18

4. Consultations (By mail or in person) With Institutions and Agencies Outside Rockland County

(a) Number of agencies within New York State.....	83
(b) Number of agencies within U.S., outside of New York State..	65
(c) Number of agencies, outside U. S.	15
	(from 9 countries)
Total agencies.....	163

B. COUNSELING AND TESTING SERVICE

Descriptive Statistics on Operation of Service, Outcomes, and Some Characteristics of Clients

Note on Tabulations:

The first and second years of the operation of the Center's counseling and testing service were not comparable in length. New applicants were accepted during 12 months of the first year but only 8 months of the second (i.e., until July 1), since there was no assurance that funds would be available to complete counseling of clients accepted after July 1 nor was adequate staff available, due to staff attrition because of the funding crisis. Because the two years are not comparable the tabulations which follow are based on the total number of clients counseled and tested during the 22 months of the Center's existence.

TABLE I

APPLICANTS FOR COUNSELING AND TESTING BY MONTH FROM OCTOBER 1966 TO DATE

<u>1966</u>		<u>1967</u>	<u>1968</u>	Percent Increase Over 1967
January		58	58	
February		46	44	
March		29	45	48%
April		33	48	45%
May		37	52	40%
June		18	41	80%
July		16	39	70%
August		46	29 (To the 26th)	
September		64		
October	71 (waiting list after launch- ing ceremonies)	45		
November	53 (month Center opened)	21		
December	26	17		

Comments

For the last six months of the Center's existence, with the exception of the last month (August) when knowledge of the Center's probable closing and its inability to accept clients at this time had become widespread, applications for counseling ran from 40% to 80% ahead of those for the preceding year. This suggests that the Center was closed at exactly the time when public demand for its services was markedly increasing.

TABLE II

APPLICANTS FOR COUNSELING BY OUTCOME OF APPLICATION

	Number	* Percent of Total Applicants
Received Counseling	816	83.5%
Cancelled or did not show for first appointment	93	9.5%
Placed on Summer, 1963 waiting list - not served	69	7%
Totals	978	100%

*(Percent are to closest 10th)

TABLE III

CLIENTS COUNSELED BY TYPE OF SERVICE & AVERAGE
NUMBER OF INTERVIEWS

Note. The number of counseling interviews per client ranged from 1 to 16. The average number of interviews per client was 2.9.

Type of Service	Number of Clients Receiving Service	Average Number of Interviews per client
Individual Counseling only, at Center	382	1.8
Individual Counseling & Testing at Center	359	3.6
Referred by other agencies for testing only	5	1.4
Group Counseling only, at Center	0	---
Group Counseling & Testing only, at Center	0	---
Group & Individual Counseling at Center	5	1.6 (1.4 group int. (1.8 Ind. int.)
Group & Individual Counseling & Testing at Center	8	3.0 (1.6 group int. (4.4 Ind. int.)
Individual Counseling in Neighborhoods	31	2.4
Individual Counseling & Testing in Neighborhoods	1	2
Group Counseling in Neighborhoods	6	1.3
Group Counseling & Testing in Neighborhoods	22	5.2
Group & Individual Counseling in Neighborhoods	4	(9 group int. 5.9 (2.75 Ind. int.)
Group & Individual Counseling & Testing in Neighborhoods	2	(13 group int. 7.3 (1.5 Ind. int.)

Note: Nine clients received counseling both at the Center and in neighborhoods, and thus appear in two cells above, bringing the client total here to 825, instead of 816, the actual total of clients served.

Comments

Individual counseling interviews at the Center were typically 50 minutes in length, with whatever flexibility the necessity of scheduling counselor time permitted. Testing sessions ran from one to three hours in length, depending

Comments (cont'd)

on the number and type of tests administered. All tests were administered by appointment, and, except for tests requiring individual administration, were given to several clients at one time.

Group counseling sessions averaged two hours in length, but varied from 1½ to 3 hours, depending on the needs of the group in any given session.

As the above table indicates, 8.5% of the Center's clients received counseling in neighborhoods. As the table also indicates, these clients required more counselor time than did clients seen at the Center; the average of interviews per client for all types of service in neighborhoods is 5.8, as compared with an average of 2.7 interviews for all types of service to clients at the Center. Although the proportion of clients receiving group counseling (through which one or two counselors can serve several clients at one time) in neighborhoods is much larger than that at the Center (50% compared with a fraction of 1%), the interviews per client in neighborhoods exceed those per client at the Center for all types of service.

TABLE IV

NUMBERS OF TESTS ADMINISTERED BY TYPES

Type of Test	Number	Percent of Total Tests Administered (N = 1091)
Interest	738	67.5 %
Proficiency	74	7 %
Aptitude (Broad)	20	2 %
Personality, Attitude & Temperament	209	19 %
Intelligence	16	1.5 %
Aesthetic Judgment & Artistic Ability	---	0
Standard Batteries	23	2 %
Clerical Aptitudes	10	1 %
Mechanical Aptitudes	1	---
Totals	1091	100 %

Comments

The predominance of interest tests above all others in the above table reflects two factors. (1) this type of test was most frequently requested by clients; (2) these tests probably provide the counselor with the least threatening tool for assisting the client to self-examination, and therefore tended to be preferred by counselors also.

The most frequently used tests of interest were the Strong Vocational Interest Blank for Women and the Strong Vocational Interest Blank for Men. A majority of the clients taking interest tests were administered both of these instruments both because the former covers fewer occupations and because one research undertaking of the Center's staff is a study of the comparative usefulness, for the counseling of women, of the two instruments.

TABLE V
CLIENTS COUNSELED BY AGE

Age	Number	Percent of Total Counseled
24 or under	54	7
25 - 29	61	7
30 - 34	135	17
35 - 39	198	24
40 - 44	154	19
45 - 49	118	14
50 - 54	47	6
55 - 59	34	4
60 - 64	8	1
65 - 69	3	.5
70 or over	4	.5
Totals	816	100 %

Comment:

While the range of ages of the Center's counseling clients was 16 to 75, clients were most apt to be between the ages of 30 and 39 (this group comprised 41% of the total) and next most apt to be between 40 and 49 (this group was 33% of the total). Only slightly more than 10% (11.5%) of the clients were 50 or over, and only 14% under 30.

TABLE VI

EDUCATION OF CLIENTS COUNSELED BY SEX

	Female		Male		Total	
	No.	% of Tot.	No.	% of Tot.	No.	% of Tot.
Less than 9th grade	18	2.5	8	15	26	3.25
Less than H. S. graduate	55	7.5	12	20	67	8.25
High School Equivalency	15	2	2	4	17	2
High School graduate	223	30	19	34.5	242	30
Post H. S. - technical, business, etc.	81	10	3	5.5	83	10
1 or 2 years college credit	132	17	2	4	131	16
Associate degree & R. N.	34	4.5	3	5.5	36	4.5
3 or 4 years college credit	26	3.5	-		26	3
College degree	121	16	3	5.5	124	15.25
Less than 1 year graduate credit	24	3	1	2	25	3
More than 1 year graduate credit	2	-	-		2	-
Graduate degree	25	3	1	2	27	3.25
Totals	756	100% approx.	55	100% approx.	811*	100% approx.

* 5 clients received testing only; therefore we have no educational background on them.

Comment:

As the table indicates, over 2/5 (43.5%) of the Center's clients had no more than a high school education, while only slightly more than 1/5 (21.5%) had a college degree or more. On the other hand, the Center's client population is considerably better educated than the population of the county as a whole: 86.5% of the Center's counseling clients had completed high school or more, while, in 1960, only 47.4% of the county's population aged 25 or older had attained that educational level.¹

¹ U. S. Dept. of Commerce, Bureau of the Census, County and City Data Book, 1967, Washington, D. C., U. S. Government Printing Office, 1967 Table 2, Item 21, page 253.

TABLE VII

FEMALE CLIENTS - PRESENCE, NUMBERS AND AGES OF CHILDREN BY MARITAL STATUS

MARITAL STATUS	No.	% of Tot.	PRESENCE, NUMBERS AND AGES OF CHILDREN						1 or more children under 18* No. % of Tot.**					
			no Children No. % of Tot.	1-2 Children No. % of Tot.	2-4 Children No. % of Tot.	5 or more Children No. % of Tot.	1 or more children under 6* No. % of Tot.	1 or more children under 12* No. % of Tot.						
Single	50	6.5	48	2	-	-	1	1	-	48	6.5			
Married - Husband Present	596	79	22	261	34.5	52	193	25.5	268	35.5	79	10.5	56	7.5
Widowed	39	5	8	22	3	1	5	1	11	1.5	5	.5	18	2.5
Divorced	36	5	2	20	2.5	13	8	1	10	1.5	9	1.0	9	1.5
Separated	35	5	1	23	3	10	17	2	9	1	6	1	3	.5
Totals	756	100%	81	328	43	292	225	29.5	298	39.5	99	13	134	18.5

* May also have other children not in this age group.

** This is a percentage of total female clients - N= 756

Comment:

As the table indicates, the Center's female counseling clients were most apt to be married with husband present (79%), to have between 1 and 4 children (82.2%) and almost as apt to have 1 or 2 children (43.6%) or 3 or 4 children (38.6%) and most apt to have 1 or more children under 12 (only 18% of all female clients had no children in this age group). In other words, the great majority of the Center's clients to date still have major responsibilities for child care as well as homemaking responsibilities.

TABLE VIII

EDUCATION AND OCCUPATION OF EVER-MARRIED FEMALE CLIENTS, BY EDUCATION OF CLIENTS*

Education & Occu. of Husbands	TOTALS		EDUCATION OF CLIENTS																		
	No.	%**	Less than H.S. Grad.	%**	H.S. Equiv.	%**	H.S. Grad.	%**	Post H. S. Tech, Voc	%**	Some Coll. no degree	%**	A.A. & RN	%**	Coll. Grad.	%**	Some Grad. no degree	%**	Grad. Deg.	%**	
Less than H.S. Grad.	8	2.5	5	2	1	.3	2	.7	-	-	-	-	-	-	-	-	-	-	-	-	
H.S. Equivalency																					
H. S. Graduate	32	11	2	.7	-	-	18	6	3	1	9	3	-	-	-	-	-	-	-	-	
Post H.S.; Tech., Voc.	4	1.5	1	.3	-	-	-	-	1	.3	1	.3	-	-	-	-	-	-	1	.3	
Some college, no degree	16	5	1	.3	-	-	9	3	-	3	1	1	1	.3	1	.3	-	-	1	.3	
A. A. & R. N.	1	.3	-	-	-	-	1	.3	-	-	-	-	-	-	-	-	-	-	-	-	
College graduate	107	36	1	.3	1	.3	19	6.5	7	2	27	9	11	4	33	11	5	2	3	1	
Some graduate work, (no degree)	28	9	-	-	-	-	13	4	1	.3	3	1	2	.7	8	3	1	.3	-	-	
Graduate degree	100	34	1	.3	1	.3	15	5	6	2	22	7	5	2	25	8.5	11	4	14	5	
Total	296	100	11	4	3	1	77	25.5	18	5.6	65	21	19	7	67	23	17	6	19	7	
OCCUPATION																					
Professional	247	40	2	.3	2	.3	54	9	16	2.5	64	105	14	2	59	9.5	19	3	17	3	
Sub-professional	12	2	1	.2	-	-	5	1	1	.2	2	3	2	3	-	-	-	-	1	.2	
Managers, Officials, Small Bus. Proprietors	141	23	6	1	1	2	46	7.5	12	2	35	5.7	9	1.5	27	4.5	2	3	3	5	
Clerical & Kindred Wkr.	5	1	1	.2	-	-	1	.2	2	.3	-	-	-	1	1	.2	-	-	-	-	
Sales Workers	73	12	9	1.5	1	.2	22	3.5	10	1.5	18	3	2	3	9	1.5	1	.2	1	2	
Craftsmen, Foremen & Kindred Technical	60	10	4	.6	1	.2	27	4.5	14	2	10	1.5	3	.5	1	.2	-	-	-	-	
Operatives	27	4	8	1.5	2	.3	10	1.5	3	.5	4	.6	-	-	-	-	-	-	-	-	
Service workers (except private household)	32	5	7	1	1	.2	16	2.5	2	.3	4	.6	-	2	.3	-	-	-	-	-	
Household Service																					
Creative Arts	18	3	-	-	-	-	9	1.5	2	.3	5	1	2	3	-	-	-	2	.3	-	
Total	615	100	38	6.3	8	2.4	190	31	62	9.5	142	23	30	4	5	99	15.5	24	4	22	4

* Tabulates educations and occupations of husbands of ever-married female clients in all cases where information is in records; accuracy dependent on accuracy of client reports.

** % of total of all husbands on whom tabulated data were available.

*** % of total of ever-married females for whom tabulated data on husbands were available.



TABLE IX
YEARS IN LABOR FORCE OF CLIENTS BY SEX AND OCCUPATIONAL CATEGORY
 (For clients whose Occupational History is on Record = N=765)

Occupation	0 years		Less than 5 years		5-10 years		Over 10 years		Totals in Occup. Categories	
	No.	% of Tot.	No.	% of Tot.	No.	% of Tot.	No.	% of Tot.	No.	% of Tot.
Female (N=756)										
Professional			50	6.6	37	4.8	23	3.1	110	14.5
Sub-professional			53	7.0	19	2.6	22	2.9	94	12.4
Managers, Official Sm. Bus. Propr.			3	.4	3	.4	-	-	6	.8
Clerical and Kindred Workers			181	23.9	124	16.4	55	7.4	360	47.6
Sales Workers			24	3.1	10	1.3	7	.9	41	5.4
Craftsmen, Foremen & Kindred Tech.			1	.1	4	.5	-	-	5	.7
Operatives			14	1.8	6	.8	3	.4	23	3.1
Service Workers (exc. priv. house)			12	1.6	6	.8	2	.2	20	2.6
Household Service			5	.7	1	.2	10	1.3	16	2.2
Creative Arts			16	2.2	14	1.8	12	1.6	42	5.5
Totals	39	5.2	359	47.4	224	29.6	134	17.7	717	94.8
Male (N=55)										
Professional			-		-		3	5	3	5
Sub-professional			-		-		1	2	1	2
Managers, Official Sm. Bus. Propr.			-		1	2	-		1	2
Clerical and Kindred Workers			-		1	2	1	2	2	3.5
Sales Workers			1	2	-		3	5	4	7.5
Craftsmen, Foremen & Kindred Tech.			2	3.5	-		1	1.8	3	5
Operatives			9	16.5	3	5	5	9.5	17	31
Service Workers (exc. priv. hshld)			7	12.7	3	5	6	11	16	29
Household Service			-		-		-		-	
Creative Arts			-		-		1	2	1	2
Total	7	13	19	34.7	8	14.5	21	38	48	87
TOTALS (N=811)										
Professional			50	6.2	37	4.6	26	3.2	113	13.9
Sub-professional			53	6.5	19	2.3	23	2.8	95	11.7
Managers, Official Sm. Bus. Propr.			3	.4	4	.5	-	-	6	.7
Clerical and Kindred Workers			181	22.3	125	15.4	56	6.9	362	44.6
Sales Workers			25	3.1	10	1.2	10	1.2	45	5.5
Craftsmen, Foremen & Kindred Tech.			3	.4	4	.5	1	.1	8	1
Operatives			23	2.8	9	1.1	8	1	40	4.9
Service Workers (exc. priv. hshld)			19	2.3	9	1.1	8	1	37	4.6
Household Service			5	6.2	1	.1	10	1.2	16	2
Creative Arts			16	2.0	14	1.7	13	1.6	43	5.3
Totals	46	5.6	378	51.7	232	28.4	155	19	765	94.3

(see next page for comments)

COMMENT ON TABLE IX.

A comparison of the tabulations for male and female clients reveals that, contrary to the usual labor force pattern, the Center's male clients did not tend to hold positions in the upper echelons of the labor force. The explanation is that about half the Center's male clients were served through its outreach program and thus came from less privileged sectors of the population.

A not unexpected finding is that over half the female clients had either had no labor force experience (5.2%) or had had less than five years experience (47.4%). Only 17.7% of the females had had over ten years experience. It is noteworthy that even among the male clients only 37.9% had had this much experience. Obviously the Center's counseling service has been most used by individuals with limited labor force experience.

Table X

Outcomes of Counseling By Number and Percent of Total Counseling Clients

	Number*	% of Total*
Decision Made and Acted Upon	229	28%
Decision Made-Action planned but not yet taken**	329	40.5
Referral to another type of Service	94	11.5
Counseling Incomplete	239	29

* More than client total and/or 100% since some clients made a decision educationally or vocationally and were referred to another agency or service simultaneously.

** Since these figures are based on information in our files, much of it dating back many months or more than a year, it is to be assumed that at least a majority of those clients who made definite plans for action did act at the appropriate time (e.g., when the academic term began, when a given training program got under way, etc.). Further follow-up would be necessary to ascertain the exact proportion who acted upon their plans.

TABLE XI

CLIENTS REACHING DECISION THROUGH COUNSELING BY TYPE OF ACTION TAKEN
OR DEFINITELY PLANNED

Type of Action	No of clients	% of Total
Entered or definitely planned to enter educational program *	307	39%
Entered or definitely planned to enter employment, or changed or definitely planned to change employment **	177	22%
Both of above - entered education and entered or changed employment	33	4%
Neither of above - decided not to pursue education or employment at this time ***	29	3.5%
Withdrew from counseling with no decision	239	29%
Made educational or vocational plan, but unable to find appropriate opening	26	3%
Totals	811 ****	100% approx.

* This includes clients who were already in an educational program but needed direction and/or confirmation of their goals. 99% of these clients entered educational programs with vocational goals still unformulated.

** After counseling and investigation of other job opportunities, a few clients decided to remain in their present occupations, and are included here.

*** Action was taken by client in either personal areas or in a referral to another service (as to the Volunteer Service Bureau for placement)

**** The 5 clients who had testing only are not included in this total.

Comment:

As the table indicates, 68.5% of the clients reached some decision through counseling and were able to act upon this decision or to formulate definite plans to do so in the immediate future (e.g., when the next academic term began, or when a chosen position would begin - as in teaching, etc.). Another 3% developed an educational or vocational plan for which no openings were available within feasible commuting distance for the client. Only 29% failed to reach any decision.

Obviously, this table is based on information currently in our files. Follow-up on these clients in the course of evaluation could produce a different set of proportions. A follow-up of 109 of the Center's earliest counseling clients reported in the March 1968 interim report showed a rather similar picture - 68.5% of the total reached a decision through counseling and, of this group who reached a decision, 83.7% were still fully satisfied with it at the time of the follow-up.

Table XII

Results of Counseling by Previous Education of Female Clients and Presence, Numbers & Ages of Children*

Education and Children	Decision Made and Acted Upon		Decision Made Not Acted Upon		Referral To Another Service		Counseling Incomplete	
	No	% of total in category	No	% of total in category	No.	% of total in category	No.	% of total in categories **
Previous Education								
Less than 9th grade	4	22%	4	22%	7	40%	6	33%
Less than H. S. Graduate	20	36	8	15	14	25	24	43
High school equivalency	6	40	4	27	1	5	5	33
High school graduate	58	26	95	42	29	1	68	30
Post H.S. Technical or vocational	22	27	31	38	11	13.5	29	36
1-2 years college credits	34	26	58	44	11	8	37	28
A. A. Degree, and B. N.	10	30	17	50	1	.5	7	20.5
3-4 years college credit	8	31	11	42	3	11.5	7	27
College degree	36	30	60	50	5	4	24	20
Less than 1 yr. grad. credit	6	25	13	54	-	-	5	21
More than 1 yr. grad. credit	1	50	1	50	-	-	-	-
Graduate degree	9	36	9	36	1	.5	7	28
Presence, Numbers and Ages of Children								
No children	20	24.6%	32	39.5%	12	14.8%	29	35.8%
1-2 children	96	29.9	138	42.1	41	12.2	85	25.9
3-4 children	77	26.3	130	47.9	25	8.6	68	30.1
5 or more children	20	36.4	18	32.7	5	.9	17	30.9
1 or more children under 6	68	30.2	104	46.2	25	11.1	84	37.3
1 or more children under 12	73	24.4	124	41.8	32	10.7	61	20.4
1 or more children under 18	41	41.4	44	44.4	7	7.2	22	22.2
no children under 18	12	22.6	14	26.4	7	13.2	24	45.3

* Percentages based on total female clients counseled (N=756) Five clients had testing only, we therefore have no data on them. Total female clients served is 761

** These are percentages of the totals in the listed educational and family status categories Percentage - may total over 100% since many clients reached decisions and were referred to another service simultaneously

Comments on Table XII:

Gross examination of the data on this table would suggest that further research on the effects of education and numbers and ages of children on women's capacities to formulate career goals may produce interesting results. Obviously, the population described on this table is non-representative of any general population - it includes only women who chose to come for educational and vocational counseling. Obviously, also, the table reveals nothing concerning possible multiple correlations. Gross examination does indicate that, for the population described, factors of education, numbers of children and their ages do not seem to differentiate markedly between those able to formulate decisions and those not so able. Further analysis of the effects of these factors will be part of the research still to be carried out on the counseling clients.

Table XIII

Counseling Clients Reaching A Vocational Decision or a Vocationally-Oriented Educational Decision* Through Counseling** Chosen

OCCUPATIONAL FIELDS CHOSEN	No. of CLIENTS	% of TOTAL CLIENTS
<u>Professional Occupations</u>		
Accountant	1	.2%
Advertising	1	.2
Architecture	3	.7
Computer services	7	1.5
Counseling (vocational, rehabilitation, guidance, employment)	10	2.5
Dietetics, food service	1	.2
Engineer	2	.5
Lawyer	1	.2
Librarian	13	3
Nursing, practical and registered	17	4
Occupational Therapy	4	1
Pharmacist	1	.2
Physical Therapy	1	.2
Psychology	3	.7
Scientist (earth, physical, biological, chemist)	3	.7
Social worker	24	6
Sociologist	3	.7
Special education	6	1.5
Teaching, all levels (including substitute teaching)	76	18
Total	177	42.7%

(continued)

Tab. A. III - (Continued)

OCCUPATIONAL FIELD GROUP	No. of CLIENTS	% of TOTAL CLIENTS
Sub-Professional Occupations		
Architecture, landscape design	1	.2
Dental Hygiene	2	.5
Homemaking service, Foster grandparents	3	.7
Library aide	4	1
Medical technician, lab assistant, dental technician, etc.	8	2
Nursing aide, attendant, etc.	3	.7
Occupational therapy aide	1	.2
Public services (airline stewardess)	1	.2
Recreational services	4	1
Research assistant	4	1
Social Work aide	19	4.5
Teaching aide	7	2
Volunteer services	16	4
Draftsman	2	.5
Educational Services (vocational, trade, special programs, adult ed., etc.)	3	.7
Market research (interviewing)	2	.5
Total	80	19.7
Managers, Officials, Small business, Proprietors		
Food services (hotel owners, country club, etc.)	1	.2
Real estate	1	.2
Retail establishment, other self-employed small businesses	5	1
Building and contracting	1	.2
Large corporation executive, manager, traffic coordinator, personnel, etc.	1	.2
Total	9	1.8
Clerical, kindred workers		
Bookkeeping	8	2
Business machines	9	2
Clerical, typing, postal clerks, telephone operators, etc.	19	4.5
Secretarial, medical, legal, etc.	37	9
Office manager, personnel, executive assistants, etc.	6	1.5
Total	79	19 %

(continued)

Table XIII - (Continued)

OCCUPATIONAL FIELDS CHOSEN	No. of CLIENTS	% of TOTAL CLIENTS
<u>Sales Workers</u>		
Insurance sales	1	.2
Investment sales	1	.2
Real estate sales	6	1.5
Retail sales	9	2
Manufacturers sales	1	.2
Wholesale sales and related	1	.2
Total	19	5.3%
<u>Craftsmen, Foremen, kindred technical</u>		
Building trades craftsmen	1	.2
Mechanics, repairmen, automotive, etc. (incl. telephone company repairmen)	2	.5
Textile workers (cutters, sewers, etc.)	1	.2
Total	4	.9
<u>Operatives</u>		
Factory workers, machine operators, assembly workers, unskilled, & kindred	4	1
Truck driver, motorman, bus driver, chauffeur	1	.2
Total	5	1.2%
<u>Service Workers</u>		
Cleaning service	3	.7
Protective service (police, detectives, etc.)	3	.7
Restaurant workers (cafeteria help, etc.)	5	1
Hairdresser, barber, cosmetologist, electrolysis	4	1
Total	15	3.4%
<u>Creative Arts</u>		
Artist, craftsman, designer	7	1.5
Fashion design	2	.5
Interior decorator	4	1
Writing, editing, publishing, free-lance	11	2.5
Performing artist (actor, dancer, musician)	6	2.5
Total	30	8 %
Grand Total	418	100 % approx.

(continued)

Table XIII - (Continued)

*Not all clients who decided to enter an educational program had a clear vocational goal for their education. Only those who did have such a goal are reported in this table.

**Only occupations actually chosen by one or more clients are included in this table.

Comment

The table reflects the overwhelming preference of the Center's counseling clients for professional or para-professional occupations. Of the 418 clients (52% of the total clientele of 811) who formulated definite occupational goals, over 2/5 (42.7%) chose professional occupations (of which teaching was by far the most popular choice) and another 1/5 (19.7%) chose para-professional occupations. The only other occupational category chosen by about a fifth (19%) of the clients was clerical and kindred occupations, with secretarial work the most popular. Neither managerial, administrative and proprietary occupations nor sales occupations attracted many clients (1.8% for the first and 5.3% for the latter). It could be suggested that the former was unattractive because of lack of part-time opportunities, but the latter offers many part-time jobs. An alternative explanation is that business occupations, except for clerical work, do not attract these clients.

Table XIV
 Clients Reaching Decision Through Counseling
 By Type of Educational and/or
 Occupational Activity Undertaken or Planned

Action Taken	Number ^{3*}	% of Total of All Clients (N=811)
---Education---		
Professional or Para-Professional	175	21.5
Scholarship, research, science	4	.5
Administration	3	.4
Liberal Arts-General Education	99	12.2
Trade & Industrial (skilled)	6	.7
Technical	10	1.2
Distributive	3	.4
Clerical	30	3.7
Performing & Fine Arts	10	1.2
Total in Educational Activities	340	41.8%*
--Occupation--		
Professional	59	7.3
Sub-professional	54	6.8
Managers, Officials, Small Bus. Prop.	6	.7
Clerical & kindred workers	56	7
Sales workers	19	2.3
Craftsmen, Foremen, kindred technical	6	.7
Operatives	4	.5
Service workers (except household)	14	1.7
Household Service	--	---
Creative Arts	23	2.8
Total in Occupational Activities	241	29.8%*

*Because a few clients took action on both education and occupation, these few appear in both the educational and the occupational categories, causing the total percentage reported here for both categories (70.6%) to be slightly larger than the actual percentage (68.5%) of total clients making such decisions, reported in Table X.

Comment

This table, like the preceding one, reflects the strong preference of the Center's counseling clients for professional and para-professional fields of work. Only liberal arts and general education, chosen by 12.2% of all clients even distantly approached the popularity of education for professional and para-professional fields, chosen by 21.5% of all clients. Among occupational choices, professional and para-professional occupations combined were chosen by 14.1% of all clients; the next most popular choice, clerical and kindred occupations, accounted for only 7% of all clients. No other fields of education or occupation attracted more than small percentages.

TABLE XV

EDUCATIONAL RESOURCES USED BY COUNSELING CLIENTS OUTSIDE OF CONVENTIONAL ACADEMIC PROGRAMS

	Number of Clients
Local adult study programs for high school - equivalency examination	26
Television study programs for high school equivalency examination (Manpower Educational Institute, etc.)	1
S.U.N.Y. Independent Study Program for college credit courses by correspondence	1
C.E.E.B. subject examinations for college courses	-
Television study programs for college credit (University of the Air, etc.)	2
S.U.N.Y. College Proficiency Exams for college credit	2
Independent study for high school equivalency	1
Independent study for National League of Nursing examination	2
Exploratory courses, extension, non-credit, introductory, adult education, etc.	21
Brush-up courses, secretarial, machines, etc.	4
Total	61

Comment

The fact that only 61, or 7.5 per cent of the clients counseled used the less conventional educational resources, does not necessarily suggest that these resources are not attractive to or needed by clients. One deterrent to fuller use of these resources was the failure of sponsoring institutions to furnish program information sufficiently in advance of the opening of the program for counselors to share it with clients in time for them to act upon it. In some instances, information on special programs did not become available to the Center (despite earlier requests for it) until after enrollment was closed.

Section III

DISCUSSION

A COMMENT ON THE SOCIOLOGY AND PSYCHOLOGY OF THE MATURE WOMAN'S CAREER POTENTIAL

The experience at the Center bears out the observations of other commentators on the career development problems of mature married women with family responsibilities. These observations can be summed up in the statement that most such women tend to move slowly and with considerable difficulty along the road to entry or re-entry into the labor force.

Impressions gathered from the Center's experience and data available in its records (which have not yet been carefully analyzed) suggest that the extent of a woman's family responsibilities may not be the major factor or even a major factor affecting her career development potential. That is to say, the number of children a woman has, or their ages may not be the chief obstacle she has to overcome if she wishes to enter upon some educational or vocational activity.

Such responsibilities may require that her educational or vocational activities be part time, rather than full time. This means that a second important factor affecting women's career development potential is the availability of satisfactory and appropriate part-time educational and vocational opportunities. The former are in considerably more plentiful supply than the latter, since the majority of part-time jobs still tend to be in clerical and sales or service positions. However, part-time educational opportunities within feasible commuting distance from home may also not be available for women who are seeking professional or para-professional training or preparation in a technical or scholarly field. Generally speaking, part-time educational opportunities are most plentiful in liberal arts or general education, teaching preparation, and clerical fields. There is need for many more part-time educational opportunities in social work, all the health occupations, many para-professional fields, technical education and a wide variety of in-service training programs.

It may be, however, that there are factors other than the clearly inter-related factors of family responsibilities and lack of appropriate part-time educational and vocational opportunities which act as equally strong deterrents to women's career development. One often-cited factor is women's lack of first hand knowledge of the world of work, a lack which makes a career focus a difficult thing to achieve. It should be borne in mind, however, that young people suffer from the same lack, and yet move into and along the path of career development through a process of exploration. (1) In many instances clients at the Center seem to resist the idea of exploration; many of them did not wish to "waste time" trying out various activities. Most of those willing to undertake such exploration were, in any case, lacking a college degree and undertook the exploration by entering upon a liberal arts college program. Very few seemed to take positions with exploration in mind. This resistance may be a function of advancing age, or it may be a function of a certain increase in rigidity resulting from some years of engagement in a limited sphere of activity. (2) In any case, it is clear from much available published material, including histories of women who have developed careers in mature life, (3) that a certain willingness to explore lends impetus to career development for mature women as well as young people.

A factor which may be related to this reluctance to explore is the often observed lack of self-confidence which characterizes these women. They fear that they cannot compete with younger students or younger employees; they fear also that they will not be able to meet the demands of a more busy and less flexible time schedule. Interestingly enough, in numerous cases, these fears continued to be expressed in counseling interviews despite repeated exposures to successful married career women in career guidance meetings.

A less often expressed but possibly more pervasive factor, not unrelated to any of the above, may be a woman's doubts about the effect of career activities on her own and other's perceptions of herself as a feminine person. A few clients who have been interested in occupying administrative positions have expressed the feeling that if they behaved on the job in a masculine (i.e. authoritarian and aggressive) fashion, they would be criticized and rejected by male colleagues, but if they acted in a feminine (i.e. gentle and apparently submissive) fashion, they would not be listened to. The strong preference of female clients at the Center for occupations already heavily populated by women (e.g., teaching, social work, and health occupations at professional and para-professional levels, and clerical positions) suggests that women may gravitate toward occupations that they perceive as "feminine". Although the Rockland County area offers many employment opportunities in the technologies, and the Center compiled extensive information on such opportunities, no client chose any of the technologies as an occupational goal. Only a very small percentage (1.8%) were interested in positions as managers, officials, or small business proprietors. It is possible that these fields are perceived as "masculine" and inappropriate; it is also possible that total lack of first hand exposure to such fields makes them an impossible choice for a woman who resists exploration.

It is also possible, however, that not only the job image but also the job content, including the nature of inter-personal relationships on the job, prejudices women in favor of professional, para-professional, and clerical fields. An important component in a majority of the occupations chosen is helping other people. Whether the desire to help other people is a strong factor influencing choices, or whether the perception of the desire to help other people as a feminine quality is such a factor, it is impossible to say, but it is very likely that one or both of these factors is operating. In addition, women are not unaware that in certain fields competition and objectivity in inter-personal relationships are very important - for example in industrial management and business administration. If, as much research suggests, women on the average tend to resist overt competition and to prefer warmth in inter-personal relationships, these perceptions would work against a choice of such fields.

Another factor is also indubitably significant in influencing women's occupational choices and in limiting them; that is a strong tendency for there to be a "feminine" pattern in education during childhood and youth. That is to say, on the average, girls tend to conceive of themselves as "not liking" mathematics or science, not doing well in them, and not desiring to pursue these subjects very far. This tendency is a strong deterrent to the entry of women into the various technologies; however, even when mathematics and science are not pre-requisites for entrance into a technical training course, women will tend to resist entry because, they say, they will not be able to do the mathematics and science required in the training (although many enter nursing, which requires both).

A small but noticeable number of clients, however, were interested in becoming computer programmers, an occupation requiring an ability to think logically - an ability which is also essential in mathematics. Whether women perceive computer programming as a certain kind of "helping" occupation at a higher level than the clerical, it is impossible to say at this point. Obviously women who advance in that field frequently assume appreciable administrative responsibilities, but clients at the Center expressing an interest in the field did not express an interest in carrying such responsibilities.

Finally, a most important factor deterring many women from making a strong commitment to career plans is their knowledge that discrimination against women in the labor force is still a very potent bar to acceptance and advancement in the higher echelons of the occupational structure. Women are well aware that a woman who climbs the employment ladder must not only be more able than her male colleagues, she must also be willing to give more of herself to the job. Wives and mothers who already have found a certain amount of satisfaction in their home responsibilities, and in addition, have had an opportunity to observe the demands which advancement in employment makes upon their husbands, are apt to be willing to settle for a very modest spot in the world of work - one which will give them some opportunity to use some of their time, some of their talents, and some of their training, but not one which might require an almost total commitment of self at the expense of all other personal relationships.

None of these deterrents to women's career development would be worthy of concern if it were not for the fact that our labor force suffers from a chronic skill shortage which women can help to fill, and for the fact that any individual, man or woman who is overtly and covertly discouraged from using his or her capacities to the fullest extent possible, cannot be, psychologically speaking, a fully healthy person. Our society places great value upon paid employment as an outlet for individual capacities. Until women have a more equal opportunity to use their capacities in paid employment or until other ways in which they might use these capacities - in the home, in creative arts and crafts, and, above all, in civic leadership - are more highly valued by the society, a great many American women are doomed to more than a reasonable share of frustration and neurosis.

The services which help women to develop into more fully and happily functioning human beings help not only the women themselves, but also those with whom they are most closely associated, especially their families. We have long since taken all of the important work of our society, except the care of young children, out of the home; women need to be helped to feel confident in their right to do work which appeals to them in the locations where it is now to be found, and to be helped to obtain preparation for such work, and to enter upon it on an equal basis with other comparably qualified workers.

(1) See, for example, Donald Super, The Psychology of Careers, New York, Harper & Brothers, 1957.

(2) See James Trent and Leland Medsker, Beyond High School, San Francisco, Jossey-Bass, 1968, for some thought-provoking findings on the tendency of girls who married immediately after high school to reveal, on the instrument used in the study, much greater intellectual rigidity than girls who went to college, when both groups were tested four years after high school graduation. While these findings may simply be the result of differences

in individual characteristics which existed at the time of high school graduation and helped determine why one group chose marriage and the other college, they may also be at least partly the result of the more limited experience of the housewives (a question which Trent is going to pursue in a future study).

(3) See, for example, Caroline Bird, Born Female, New York, David McKay, 1968 or Ruth Lembeck, 380 Part-Time Jobs for Women, New York, Dell, 1968 (Paperback).

COUNSELING AND TESTING SERVICES: DIFFERING CONCEPTIONS AND EMERGING PATTERNS

Any discussion of differing conceptions of counseling and testing services must necessarily begin with a definition of counseling. In the language of the layman, counseling merely means giving advice; in the professional lexicon of counseling psychology and allied fields, counseling means the process through which a professionally trained counselor helps an individual, through conversation with him, to arrive at a better understanding of himself and of his situation in order to reach a decision and take an action which will change his situation in a direction desired by and appropriate for the individual being counseled. In educational and vocational counseling the decision is necessarily related to an educational or vocational matter, but also, necessarily, frequently involves decisions about other matters (for example, in the case of women, the amount of time to be devoted to home cares). In this latter definition, counseling which is mere advice giving is not counseling, because advice is usually given on the assumption that the advice first asked for is the advice actually wanted and needed, and that further discussion is unnecessary.

The ability to give sound advice on, for example, the programs available in a given educational institution, or the positions available in a given area of employment does not require professional training in counseling; it does require a thorough knowledge of the field about which advice is being given. For individuals whose educational and vocational decisions have been made, and who need only further information upon which to act, accurate advice is far preferable to counseling.

But for individuals who are ambivalent or conflicted in the decision-making process - a very common state of affairs with mature women seeking to enter or re-enter employment, or in other ways move into some path of career development, counseling has to begin with a careful appraisal of the facts of self and the facts of the situation in which the self is presently found; such examination involves work on the part of the client being counseled, since only he or she is in possession of these facts. Encouraging the client to undertake this work takes training and skill on the part of the counselor. Counselors have to be extremely careful not to assume that they fully understand these facts before they are actually in full possession of them; they have also to be careful not to push

individuals into decisions which seem appropriate to the counselor on the basis of surface impressions or the client's initial statements about his or her educational or vocational problem.

There is much ferment in the counseling field today. Group counseling has become an established technique; technical devices, such as video tape recorders, are being used as counseling tools; work in the ghettos has drawn counselors out of the cubicle and into the streets. Over-professionalization of counseling services is being called into question; para-professional counseling personnel are gaining acceptance. But confusion is also widely apparent, in the counseling field itself, and among those who, as administrators or clients, employ the counselor's services. Adherence to traditional patterns of educational and vocational counseling - patterns established by vocational counseling agencies and rehabilitation counselors several decades ago, and borrowed from psychotherapy - still persist and compound the confusion.

Educational and vocational counseling, unlike psychotherapy, is not and should not be a long drawn out process. The educational and vocational counselor's responsibility is to help the client, whenever possible, to reach a realistic and acceptable decision (some clients have serious psychological problems to resolve first; such cases should be referred to more appropriate services). This may be accomplished in a single interview. More frequently it takes three or four.

Although counseling psychology has tended to borrow from psychotherapy the tradition of the 50 minute hour, this length of time is not necessarily appropriate in all instances. A longer period of time may place a psychological burden on both the counselor and the client, since the close attention required in counseling is psychologically exhausting; a longer length of time will also, in agencies where interviews are scheduled, disrupt the counseling schedule. But counselors can be flexible in shortening the length of interviews where it is appropriate. If a decision has been reached, the next step is action upon it; an interview need not be prolonged beyond that point. If counselors maintain an "open door" policy through which clients are made to feel comfortable in coming back, if necessary, at some future time should a decision prove to be inappropriate or action too difficult or impossible, the length of any given interview should not endanger rapport between client and counselor. Telephone calls can often take the place of interviews, especially when client is reporting the results of explorations or a counselor has information to share with the client. Flexibility in the length of interviews and in the substitution of telephone calls for interviews will markedly increase the number of clients who can be served by a given counselor. Such flexibility will also decrease the amount of formality and the mystique which sometimes tends to surround the counseling process and which can seriously threaten some individuals.

To adequately serve individuals who are in one way or another (economically, or through lack of adequate knowledge and sophistication) disadvantaged in taking action the counselor may have to leave his counseling cubicle and actively intervene. Intervention may take the form of a telephone call to an admissions officer (or even a visit to the admissions office with the client), a conversation with an instructor, or a discussion with a present or potential employer, or any of many other similar activities. Most

individuals from poverty stricken ghetto areas, and some women who have been long in the home or who suffer some special handicap, lack both the confidence and the sophistication necessary to make an initial approach to an educational institution or certain employers. The counselor's understanding of such individuals equips him to render active assistance if he will but put aside the conception of himself as a psychotherapist and see himself as what he really is - an individual trained to help others further their educational and vocational growth.

Over the years vocational counseling agencies have developed a model for vocational counseling services which may not be entirely appropriate to the needs of either women or of disadvantaged groups or of other disadvantaged groups in the population. Typically the model is a set number of interviews and a given battery of tests which are administered during the course of the interview series, interpreted, and used as a basis for decision making. In some, although not in all, such agencies, the agency takes little responsibility for providing specific information upon which the client can act to implement the decision. She may be referred to other sources for such information - admissions offices of educational institutions (usually several, described in rather general terms to the client) or to one or more placement agencies. In large cities it is obviously impossible for a vocational counseling agency to maintain a very useful file of job openings and therefore, the referral to a placement agency for specific job information is obviously essential; however, close liaison between the vocational counseling agency and several placement agencies is highly desirable and is, at least in some instances, actually maintained. There may be a flat fee for the series of interviews, including testing, in such agencies, or there may be a fee for a battery of tests and another fee per interview, or some sort of sliding scale may be used. The last is not a common practice.

The Center's experience suggests (without, admittedly, the benefit of a thorough-going evaluation) that disadvantaged groups, including women, need vocational counseling which includes, at the time it is appropriate, information which is as complete and accurate as possible and which may also include active help on the part of the counselor in the client's implementing of his decision. Batteries of tests seem not appropriate for a variety of reasons. Mature individuals, both men and women, tend to have (even when they do not think they have) a fairly clear knowledge of their aptitudes and interests and personality characteristics, and these have been demonstrated in previous activities. Therefore the most common use of tests with such clients is as a point of departure for self-examination; clients tend to place more confidence in their own self-observations when they are confirmed by a pencil and paper instrument. Which tests will best serve the purpose with a given client is a clinical judgment which should be made by the counselor.

Educationally disadvantaged groups have extreme difficulty with most currently available tests of interest, aptitude, and personality characteristics. The tests both threaten the client and produce inconclusive results due to client failure to understand the items. Even the most casual conversation may elicit more information about the client's attitudes, interests and personality characteristics than any number of tests.

New models for counseling and testing services for women and other disadvantaged groups are still in the process of development. Those that are beginning to emerge include group counseling combined with remedial educational programs (as in a few community colleges, including Rockland Community College); individual tutoring and counseling closely integrated with academic and on-the-job training (as in the College of Human Services in New York City - formerly the Women's Talent Corps); batteries of tests administered in connection with a continuing education program and interpreted in the course thereof, as at the Continuation Center at Oakland University; interest and personality preference tests administered as part of a career guidance course; informal counseling by professional and lay counselors in store-front locations in poverty neighborhoods; and the pattern of services which was being developed at the Center. Other modifications are doubtless possible. For example, the General Electric Company donated a video tape machine to the Center which the Center has unfortunately not yet been able to use as the machine arrived during the time of the funding crisis, when pressures on staff were too great to permit them to undertake new activities; video tape machine could be used for clients individually and in groups to observe themselves in inter-personal communication with the counselor or with a group and in role playing job-related behaviors.

Finally, it seems obvious that if counseling services are to be thus increased in scope and flexibility, not only will greater use need to be made of para-professional or lay counselors, but also more thought given to appropriate means of training such personnel. One possibility is on-the-job training in agencies engaged in counseling of this kind. Another possibility is a combination of such on-the-job training with academic preparation in a curriculum comparable to that of the College of Human Services already mentioned, or to the new social service aide curriculum being developed at Rockland Community College. Such counselors can come from many different kinds of backgrounds - some might come from the poverty ghettos where they are going to serve; others might come from the more privileged educational and social backgrounds. Some of these might be women who would like to do this kind of work but do not wish to undertake graduate preparation for it. The responsibilities they can assume are varied - serving as liaison persons with groups and areas; rendering active assistance to individuals seeking to enter educational institutions or specific types of employment; gathering and disseminating educational and occupational information; (it is noteworthy, in this connection, that the Center's Library Supervisor is a non-professional woman with less than four years of college, but with extensive experience in handling records and dealing with the public); administering and scoring those tests for which special preparation in administration is not required; working with a professional counselor in group counseling and career guidance sessions; conducting initial interviews.

Hopefully, the new types of counseling services which are developed will find it possible to work closely with community mental health agencies. It will probably be some time, despite the relatively rapid spread of the community approach to mental health, before a majority of individuals

will be willing to regard themselves as receiving a "mental health" service when they receive educational and vocational counseling. That is to say, it is very possible that educational and vocational counseling agencies will need to maintain an identity and a location somewhat separate from the community mental health services if they are to attract the largest possible sector of the population needing such services, but such technical separation should not be a bar to mutual cooperation and understanding. Rehabilitation counseling has long maintained such a relationship; hopefully educational and vocational counselors working with a population less obviously handicapped than that which has been traditionally assigned to rehabilitation counselors, (a situation which has changed since legislation governing the scope of rehabilitation counseling has been interpreted to include handicaps resulting from poverty) will also be able to develop such a close working relationship.

NOTE:

Further discussion of some of the issues covered in this section of the report and in the summary is contained in three other reports issued by the Center during its period of operation: the First Interim Report published at the end of March, 1967; the First Annual Report, covering the period of operation to October 31, 1967; and the Second Interim Report, issued as of the end of March, 1968. Copies of these reports, which were prepared for State University, were sent to all members of the State and Community Advisory Committees at the time that they were issued, and to a number of other individuals and agencies on the Center's mailing list.

Section IV

A FEW CASE HISTORIES

Note: These case histories have been included to give the reader a first-hand impression of the people who came for counseling, the problems they brought, and the ways they used counseling to seek solutions. However, all counseling records are confidential, available only to members of the Center's professional staff. To protect confidentiality, characteristics of individuals and situations which would identify the clients have been altered, but the essential facts are as reported.

CASE OF MRS. L.

Mrs. L. was widowed in her mid 50's, with one married child. When she came to the Center, she was working as a nurse's aide, but was beginning to find this work too strenuous physically, and the job did not give her any sense of personal fulfillment. Mrs. L. was quite lonely, had very little contact with people, few friends, and was in great need of encouragement.

She had not graduated from high school, but had taken the high school equivalency test a few years ago and passed it, and was taking one of the basic courses at Rockland Community College at the time she began counseling. Client was administered four tests during the course of her counseling, a school ability test, a clerical ability test, an interest test and a personality test. She was floundering, lonely, with no one to turn to for any kind of advice, and needed a job to support herself.

During the course of counseling, client registered for a psychology course, and changed her apartment, both of which were positive steps for her to take. Counselor also advised her to take a civil service test for teacher aide, but was concerned that a 25 hour a week job would not pay her enough to live on. As it happens, she failed the teacher aide test, and was despondent about this.

The Center had heard from one of the large State institutions in the County that they needed someone for their community store. As it happens, during her married life, client had had some experience doing catering and cooking with her husband, so she was urged to apply for this job. She started the job as a cook, but she can aspire to a managerial position there in time, with good chances for success.

Testing and counseling helped client see possibilities that she had not realized were available to her.

CASE OF MRS. Z.

Mrs. Z. is married and the mother of four children. Her husband is self-employed and seems to earn a good living. Client did not need to earn money, but did need some interest to occupy her time, since her children are all teen-agers, and her duties at home are diminishing.

Client was a college graduate with a liberal arts degree; she had no special preparation or training, did not really know what her interests were, or where to turn for direction. She had not worked in over 20 years, and the only jobs she held were of an unskilled nature. In one of her early counseling sessions, client was administered the Strong Vocational Interest Blank, which confirmed much of the feeling she had imparted to the counselor, and that was that she really loved working with people in a helping capacity. She enjoyed counseling people with their personal problems, helping them. As a matter of fact, she had living with her, in addition to her own children, a young girl who had been in some sort of trouble, whom she was trying to rehabilitate. Basically, the client was not interested in further education; she was mostly interested in a job.

The Center had been called by Ramapo Nursing Home at the time client was coming here with an urgent request for occupational therapy aide, whom they said they would train. Client was interested in this job, and went for an interview, and was desirable to the employers, but unfortunately the job had just been filled. Client continued to come for counseling, was administered an Edwards Personal Preference Test, which again pointed up her strong need for nurturance.

Counselor suggested that client apply to the Department of Social Services, which she did, and she was hired as a child welfare worker.

Although at the beginning of her counseling, client had put all sorts of obstacles in her path, saying that she only wanted to work a few hours a day, or a few hours a week, through counseling she became more and more enthusiastic about a career. She called the Center after she had been working for awhile, and was overwhelmingly grateful for our help and support, and extremely happy in her job.

CASE OF MRS. O.

Mrs. O. is a young negro woman who is separated from her husband. She has three children, one of whom attends a community nursery school in her area, where she works as a teacher aide. Mrs. O. was a member of a counseling group in one of the Center's Outreach programs in her area. She had completed two years of college, but left college to get married.

At the beginning of the group meetings, Mrs. O. had many problems in dealing with her children. She learned through group counseling that her own insecurity was probably part of the reason she could not deal effectively in controlling her children. Using suggestions of group members, she made some movement toward a more organized and disciplined home life.

Concurrently with this action, client was referred by counselor working with her group to the New York State Employment Service counselor, who was able to direct her to a special training program in secretarial skills which also offered weekly maintenance in White Plains, given by General Foods. Through supportive group counseling, which included role playing her interview for the program, test taking skills, etc., client gained the confidence to follow up on this referral.

After being accepted in this program, client returned to the group the following Fall and was able to contribute her positive experience to other group members. In addition, she continued to use the group experience to solve her own problems concerning transportation to her job, relating to her superiors, etc.

Mrs. O. completed the training program in less than the usual period required, and was hired by General Foods as a secretary. She has gained personal assurance and has a great deal to offer others now as a result of her experiences.

CASE OF MRS. W.

Mrs. W. attended the inauguration of the New York State Guidance Center at the College, and was one of our first clients in November of 1966. She graduated from high school with a commercial course, has five school age children, and is married to a man who drives a delivery truck for a bakery. Since their income is limited, she began working part-time as a library aide in her local school district two years before coming to the Center. She loves her work, but began to find that she was breaking in and training new librarians, who were getting high professional salaries, while she found herself doing much the same work, with the same responsibilities, at her much lower hourly rate.

Although she must continue to work part-time to supplement the family income, she realizes that the college education of her children, the oldest of whom is 14, is not too far ahead.

She came to the Center wondering if she would have the capabilities to go to college and take academic courses (her high school diploma was a commercial one). Client was administered the School and College Ability Test by counselor, and was delighted and surprised to find that she registered in the 87th percentile compared to college freshmen, which was an excellent score for her. She still felt unsure of herself, so she was urged to take the Fundamentals courses at R. C. C. to reinforce her skills, which she did. After completing these courses, she registered for regular matriculation, and is currently working toward an A. A. degree.

Mrs. W. came to the Center for five visits in 1966, and returned last month for another visit, and reported that she has gotten only A's in her courses, although she must work very hard to achieve these marks. She is looking forward to finishing at R. C. C., transferring to another school for her degree, and then going to library school. This is admittedly a long range goal for client, but she seems to be seeing it through thus far.

CASE OF MRS. Q.

Mrs. Q. is the mother of two school age children, and is married to a salesman. She is in her mid-forties, and was a little unsure of herself at the beginning of counseling. Client was finding time hanging very heavily on her hands during the day, and felt that she was spending her time in a very unproductive way.

She was a high school graduate who was hoping to go to college, but she came from a very large family, and when she graduated from high school, the money just wasn't there, so she took a clerical job. Since that time she has done some part-time work, doing billing and typing, but nothing of a regular nature, and nothing that gave her any satisfaction.

Basically, client wanted to go to college. She felt that she had missed out on this after high school, and now that her family was grown, she was most eager to try an academic experience. However, she was hard put to define any interests she might have, and uninformed about how to go about beginning an academic career.

Client was administered two tests, an interest test and a personality test. Client had found it hard to express herself and uncover her interests, and these tests were good devices to make the client more aware of what her interests and needs were. There had been very little in the client's life that she had genuinely enjoyed; she wanted to be more stimulating, have more interests. Counselor got the feeling that she was hungry for some kind of intellectual experience.

At last contact, client had definitely decided to register at R. C. C. and begin a college career.

CASE OF MRS. R.

Mrs. R. was in a rather depressed state when she came to the Center. Her husband had been laid off from his job, and he was over 60 years of age. She was concerned that his age would be a deterrent in his being hired. She herself was frankly middle-aged looking, and rather tired sounding, plain in appearance. She has one child, a son who is in college, and she was very concerned that she earn some more money so that he could stay there.

Although client had graduated from a fine college over 30 years ago, her current job was doing general office work in a factory.

Client had some very real problems: her husband's morale was at a low ebb, money was running low, her son needed money for college, and she did not know how to drive, which limited her opportunities for job exploration. In addition, she lacked the confidence necessary to present herself properly for jobs.

Through counseling, client gained a certain amount of self-esteem, and was given a number of ideas to pursue regarding careers which would be more in keeping with her educational background. She also obtained from counseling advice on ways to arrange transportation to and from jobs. She was immobilized in her job searching, depressed, and needed the encouragement of another individual who had the professional skill to give her impetus and direction. During the course of counseling, counselor was able to give her this encouragement, as well as information on job opportunities and leads.

The client wrote the Center soon after she finished counseling here, advising us that she had applied for a job as a teacher in one of the large State institutions near her home, had arranged with a neighbor for a car pool, and was quite satisfied with the moves she had made.

Her teaching job is provisional until she gets her State Certification, and the Center was able to provide her with the information she needed on where and how to go about getting this.

CASE OF MRS. B.

Mrs. B. has two children who are now in school; her husband is in the retail business, their financial obligations are being well met, but she was beginning to think in terms of a future career for herself. Her children were growing and needing her less, and time was hanging heavily on her hands. She felt unproductive.

She had graduated from college in 1950, and had held one job after that for a year as a secretary. She married, had children, and had not worked for 18 years.

She took interest tests and personality tests here at the Center, and they pointed up a strong need for achievement, and high interests in the therapy areas, occupational, physical, and in the other areas of working with people in a helping capacity. At that time, the Center had invited Dr. Adelaide Deutch of the Columbia School of Physicians and Surgeons to talk to a group of women here at the Center who had evidenced an interest in occupational therapy. The client attended this meeting, and became very interested in the field of occupational therapy, but felt unsure, after all these years, of her ability to concentrate in school and achieve. Counselor suggested that she try one course at Rockland

Community College, in a related field, to test herself, which she did. She took a course in zoology, and got a 95 average. She was so delighted that she registered for the one year course at Physicians and Surgeons, Columbia University, and will graduate a registered occupational therapist.

Client has reported back to the Center during the course of her year of study and is thrilled with the kind of direction and supportive encouragement she received from the Center and her counselor, and will be ready to enter a field which has great need for professional workers this Fall.

CASE OF MRS. McW.

Mrs. Mc W. is in her late 60's, and has spent the last 20-25 years of her life in mental institutions. She had two years of college credit, and is a pleasant, likeable individual, who is articulate and creative, doing painting and writing poetry from time to time. She has been out of a mental institution for two years, is still on medication, and still has contact with the hospital on an out-patient basis.

Mrs. Mc W. is on social service rolls, and was told by her welfare investigator that she could make up to \$10 a week without having her welfare allotment diminished

She is a very motivated woman, but was unable to accept many jobs because of lack of transportation (she lives in a group home in the Spring Valley area, far from any public transportation).

The counselor knew about the Foster Grandparent program at St. Agatha's, and felt that this woman would probably be able to function very well in this kind of atmosphere. Counselor called the director of the program and laid some of the groundwork for client, who subsequently went for an interview. She was hired for the job, and called the Center to say that she was ecstatic about the job, enjoyed her duties immensely, and said that she had her first pay check in her hands, and was almost hesitant to spend it because it had been so many years that she had received any kind of pay for work that she just wanted to "look at it."

The position turned out to be an especially fortunate one for her in many respects, since she lives within walking distance of the home, and she feels quite comfortable in the non-pressured surroundings.

At last contact, it was found that client's adjustment to her job was remarkable; she has managed to maintain the four hour per day schedule, and has become a valuable asset to her employers. She works beautifully with the children, and since this Foster Grandparent program has been re-funded, client was re-hired by the coming year.

Client has gained much more confidence in herself, and is now thinking about expanding her own life and becoming more socially active.

CASE OF MR. L.

Mr. L. is a 50 year old man, a cerebral palsy victim, who looks older than his age, and walks and talks with some degree of difficulty. However, he is outgoing and manages to express himself, although haltingly.

He has spent much of his adult life in mental hospitals, and was counseled by a member of the Guidance Center staff at the Elmwood Club (which is a club for discharged patients from mental institutions). Mr. L. lives at home with family and had no income of his own.

It was brought to the attention of the Center that a public educational institution quite near where he lives was in need of someone to do light cleaning there a few hours a week.

Our counselor contacted the institution to learn the difficulty and extent of the work, and to pave the way for our client, and we suggested that he be given a trial period. Although the employer was apprehensive about hiring someone with Mr. L's background, he was assured that he could be quite straightforward with him if he did not work out.

The client contacted the employer and was hired. He was immediately enthusiastic about the setting, since there was not too much pressure and it was close to his home. His hours were flexible, and he found the work quite within his capabilities. Although the client was quite nervous relating all this to the counselor, stuttering even more than he usually did, he was quite enthusiastic about the job.

Counselor made a visit to client on the job and was told that he liked the job very much, and his employer was pleased with him. He has earned a considerable amount of self-respect as a result of earning some money, and has used this on occasion to contribute toward purchases for the Elmwood Club, which gave him a great deal of stature there as well.

CASE OF MRS. A.

Mrs. A. is a lively, energetic woman, the mother of four children, one of whom is a pre-schooler and home with her. Her husband is employed by a large manufacturing company and seems to provide well for his family, but Mrs. A. was thinking ahead to when her children would be entering college; two will be in college at the same time, and she wants to be able to help her husband with this financial burden.

Mrs. A. graduated from high school, but had no further education or training of any kind. However, she is quite active in civic affairs in her community, but lacks confidence because of her lack of any education beyond high school. Her work career was brief, doing clerical and factory work before her children were born.

In spite of her lack of any formal education beyond high school, client impressed counselor as an extremely bright and motivated woman, but a woman lacking in confidence in her academic ability.

Client and counselor, after three interviews, felt that an Associate of Arts degree, which client could take at R.C.C., would certainly be a good beginning, and since client was still unsure of her academic abilities, she was administered the School and College Ability Test. She scored very well on this test, in the 89th percentile compared to entering college freshmen, which was no surprise to counselor, who had considered this woman bright. The test scored indeed gave the client the confidence to register at R.C.C.. At the same time, the Strong Vocational Interest Blank was administered to client, and this test indicated high interests in the medical fields, such as nursing, medical technician, as well as high interests in the secretarial field.

At last contact, client had registered at the college for the first year without choosing a definite direction as yet, but keeping in mind either the secretarial field or the medical technology or nursing field as her goals.

CASE OF MRS. D.

Mrs. D., a housewife in her forties, visited the Center after hearing a "Careers for Women" radio talk by Dr. Westervelt. She felt thwarted -- she could use some extra money, but had no clear job goal. Volunteer work or community activities didn't interest her any more. Born of poor parents (her mother quit school after the sixth grade) who were later divorced, she had been encouraged by her minister to go to college where she majored in sociology but had no strong motivation. She dropped out in her third year to get married.

Mr. D was a salesman. Mrs. D. had worked for a few years after marrying, gave it up after the first of six children was born. The family had a moderate income. Two of the children now were in college, one in the Peace Corps, three in elementary or high school. In four visits to the Center, Mrs. D. took interest and personal preference tests. They pointed towards a literary area, which she said always had interested her. The counselors helped her organize her plans. Mrs. D. decided she wasn't in immediate need of money. She thought it best to resume college work towards a degree, then seek a job. Mrs. D. enrolled last September in a college, not Rockland Community, and is taking a course in journalism.

CASE OF MRS. C.

Mrs. C., a 45-year-old Westchester housewife, who learned of the Center at a women's club meeting, made the trip from across the Hudson River for her five counseling sessions. A college graduate with a B.S. degree, she had worked in the early years of her marriage as a telephone company representative and in clerical jobs. She had no ambitions in her early years for work more in keeping with her college education. Now, with four growing children, she was groping for "something stimulating and interesting". The family had no financial problems. Mrs. C. thought she might want to become a volunteer, perhaps teaching children. At the same time, she said, her interests were "going off in ten different directions". She wasn't interested in further schooling or in a paid position; in fact, she had a dread of the responsibilities of a regular job.

An interview was arranged for Mrs. C. with the volunteer social services unit of a State hospital. She decided that wasn't for her. Her guidance center counselor gradually helped Mrs. C. overcome her fear of full-time work. She went after a job as occupational therapy aide in another institution and found it had just been filled. After another period of discouragement, she perked up and got a list of upcoming Civil Service examinations. Among them was one for social service caseworker. The counselor advised her on books and other preparations for the exam. She passed the exam and now has a full-time, paying position.

Mrs. X. is an extremely obese woman in her mid 30's. Her appearance, grooming, clothing, were rather unkempt and sloppy. In addition to her obesity, she mentioned immediately at the first session that she had had many operations, and some sort of kidney trouble. Her husband is an auto mechanic, and they have five school age children. Mrs. X. finished high school, and had no other schooling nor did she have any employment experience of any kind.

She came to the Center saying that she had heard that there was some sort of "free tuition" for college, that she had done some art work for her high school year book, and that she wanted to become an art teacher. She does not drive, and came for all her appointments with her husband and children. She was rather consistently late for her appointments, sometimes as much as three-quarters of an hour.

As the sessions continued (there were five in all) client mentioned a multitude of personal problems. She had had a nervous breakdown at one time and was committed to a mental hospital; she has kidney and gall bladder problems; her husband has had a bout with alcoholism; at the last session she told the counselor that she had "petit-mal". Since the counselor felt that this woman would have difficulty carrying through a college career due to her intellectual limitations, she tried to direct her to job possibilities such as teacher aide, lunchroom helper in school, occupational therapy aide. The client was concerned that she would not be hired anywhere if she wrote that she had been a patient in an institution on an application.

Client insisted that she wanted a tuition-free college education so that she could teach. Counselor tried carefully to point out that perhaps with her history of epilepsy, working with children in a public school might not be the best situation for her. Although counselor tried very hard to suggest jobs more in keeping with client's problems and physical handicaps, including suggestions for work client could do at home, client was unresponsive to any suggestions given.

This case was an incomplete one. The client had an unrealistic view of her own capabilities, was bogged down by many physical problems in addition to her five children, and was not even able to get to the Center for her appointments on her own, since she could not drive; but had to depend on her husband to bring her here. Counseling was terminated since there seemed to be nothing further the Center could do for her, and client already had contacts with the various psychological and medical resources to which she might have been referred.

CASE OF MRS. E.

Mrs. E. is a young, very attractive, well-dressed mother of two children, aged 8 and 5, and the wife of an attorney. She was uneasy, reticent, and had difficulty expressing herself at first. She wrote on her application, under the section on what help she expected to receive from the Center, "I would like to find some type of work that I will be happy doing". When questioned about this during the course of counseling, client admitted that there is nothing she really enjoys doing; her household does not give her any great enjoyment, she has few close friends, and that she had never done anything in her life which gave her any satisfaction. She resents her husband's hobbies which take him away from home, and generally was a lonely, unhappy young woman. As a matter of fact, she broke down and cried during the first interview.

At subsequent interviews, severe marital discord was revealed by client, as well as difficulty with her children as a result of her own unhappiness and inability to respond to them properly.

Counselor perceived the severe underlying turmoil in this case, and she was not sure that this woman needed vocational counseling at this time as much as she might need some sort of psychological help. However, she did not feel she could suggest this to the client immediately, so an appointment was made for the client to come back and take some tests. In this case, tests were used as a device to try to get client to talk more freely, and for counselor to gain a certain amount of rapport and confidence with client.

It became clear in the first two sessions that client needed another kind of professional help, but had obviously been reluctant to go to any kind of mental health center, and had come here instead.

In time, counselor was able to broach this subject, and a proper referral was made to a mental health facility. Client by this time was receptive to the counselor and the counseling process, and therefore receptive to the referral. In addition, counselor recommended that client become involved in some volunteer work with children in one of the many county institutions to help relieve her loneliness, and put her in contact with other women.

CASE OF MRS. F.

Mrs. F. was referred to the Center by her caseworker from the Department of Social Services. She was a divorced mother of two children, and receiving welfare allotments. She had been very unhappy living at home during high school, and thought that marriage would be the ideal solution. She left high school before graduating to marry. For a short time after marriage, she had worked in a clerical capacity, but then became pregnant with her first child.

However, a few years ago, she realized that lack of a high school diploma was a handicap, and without any prior preparation, she took the high school equivalency test and passed with a fairly high score.

Although client seemed rather reticent and quiet, she was very determined. She very much wants to be able to support herself and her children independently. She likes working with children, and had decided that she wanted to begin study

to become a teacher, since the hours and vacations in this profession would enable her to be with her children when they were home.

Counselor was impressed that this was a bright and motivated young woman and one who was anxious to get herself off social service rolls. Counselor and client together investigated the college catalogs in our Center library, and tried to find out what financial aid would be available. In the meantime, counselor called the college, and spoke with one of the counselors there, trying to pave the way for this client who would need much encouragement and financial aid to begin a college program.

Client had an appointment at the college, and called the counselor at the Center, quite elated. It would appear that the college was as impressed with Mrs. F. as counselor here was, and client was immediately enrolled as a scholarship student at the school.

Prognosis for Mrs. F. is good. With the supportive encouragement the counselor was able to give her, and the intervention with the college (so that client would not have to go there "cold"), client began her college career which should, in time, prepare her for a working career, removing her from public assistance.

CASE OF MR. T.

Mr. T. heard about the Center through a friend, and had no compunction about coming here, although we were listed as a "Women's Guidance Center". He is 50 years old, divorced, and had spent all of his life in the Navy, mostly overseas. He was retiring from the service, and was back in the United States, but at a loss as to what to do with the rest of his life. He was an energetic, vital, still young man, with many productive years ahead.

The client lived alone, and was quite without any friends or social contacts, having spent so much of his life in a structured environment, and out of the country. He was not without financial security, having put aside some money over all the years of his service, but had absolutely no idea where to turn. He did not know what he could do, if he wanted a job, what kind of job, if he wanted a business, what kind of business -- he was, in fact, in great need of someone to talk to to help him sort out his feelings.

Counselor felt that this man needed contact with other people desperately, and that a field in which he could work with other people, rather than alone, was primary, since he was quite forlorn and lonely. Counselor and client discussed many possibilities, and eventually narrowed them down to two, that of a travel agency, (client had done so much traveling that he felt quite knowledgeable in this field), or some kind of restaurant or tavern owner, where he could be exposed to people and form some new relationships and friendships.

At the end of counseling, client had actually investigated these two fields, and had found some property for sale with an old house on it. His plans were to use some of the funds he had accumulated over the years, and rehabilitate

the house into a tavern. He had discarded the idea of a travel agency, since counseling had helped him see that he might not have the administrative and office ability necessary to run such an agency. However, he felt confident that he could successfully operate a tavern, and that this kind of business would certainly fulfill his personal, as well as business needs.

This gentleman had led a structured and sheltered life for his entire adulthood, and when counseling began, he was floundering in civilian life. By the time counseling was terminated, he had begun to make a new life for himself. The counseling process helped him in finding out what his needs were, and how best he could satisfy them.

CASE OF MRS. G.

Mrs. G. is a wholesome woman in her middle 40's, neat and attractive looking, the mother of four children all in their teens, and one of whom was in college. Her husband had a managerial position, and the family seemed to be a well-knit and happy one.

She had graduated from high school almost 30 years ago and done some secretarial work for two years at that time. She had been unemployed for over twenty years, but was looking forward to the near future when her children would be leaving home. She wanted to begin to think of some interesting activity for herself. She had done much volunteer work over the years of child rearing, and so her ability to deal with people, and even her office skills had remained fresh. However, none of this gave her the assurance she needed to face any kind of business career. She was quite unsure of herself, concerned about going on a job interview, felt her skills were rusty despite the fact that she had used them intermittently in her volunteer work, and felt worried about returning to work after over two decades of keeping house and rearing children.

Counselor was able to help the client to perceive the value of the volunteer work she had done, and the kind of experience it had given her, in dealing with people, and in keeping her typing skills fresh (typing minutes and other work). At the same time, client was administered the Strong Vocational Interest Blank, since, after so many years at home, she was anxious to find out more about herself and her own interests. She was also given the Edwards Personal Preference Test.

At the next interview, counselor and client discussed at length the results of these tests. On the Strong test, client came out exceptionally high in the areas of office worker as well as secretary. The Edwards Personal Preference Test almost confirmed these areas of interest, pointing up the fact that the client had a rather low need for autonomy, and a high need for order; both of these characteristics would suggest that a position as secretary would be congenial to her.

Client gained a good deal of confidence during the course of counseling, and the tests gave her an affirmative direction. By the end of the counseling process, client was ready to face looking for a job, and, as a matter of fact, found one almost immediately with a social agency. She had gained a good deal of self-assurance, and was delighted with the results of her contacts at the Center and with her new career.

CASE OF MRS. Q.

Mrs. Q., a mother of four, was a student at Rockland Community College, taking one course at the time the Guidance Center was launched there. She went to the launching and was eager to explore the kind of help we could give her. She was one of our very first clients.

Client's youngest child would soon be in school full-time (at the time she applied for service), and she was anticipating an economic need for her own future employment and wanted to prepare for this in some way. She was involved in a course at R.C.C., but had no idea as to future direction. She never had any guidance or training in art, but was rather artistic and liked to do things with her hands.

Counselor found client to be quite unsure of herself. She needed a good deal of supportive counseling. She was not sure of whether she wanted to continue in college (she had only 9 credits) or whether she wanted to take some kind of a job. During the course of early counseling, she went on several job interviews (suggested by the counselor through our files) but nothing materialized. She was generally unsure of herself, but by the end of counseling, she had decided that she would take three courses at the college the following fall. Counseling was terminated at this point, and counselor told client that she was free to return for further discussion at any time that she might need direction.

Six months later, client came for one interview, since she claimed she needed some "objective thinking help" on the courses she should take the coming semester. It seemed that client had definitely discarded the idea of working, and was now finally seriously pursuing a college career, but was directionless. She had begun to really enjoy her courses, and claimed that she was disappointed when she woke up in the mornings when she did not have classes; she looked forward to them with great enthusiasm, and she said that going to school had made a great difference in the level of her morale. Counselor helped client work out an academic schedule for the fall, and at the same time, administered the Strong Vocational Interest Blank, so that a more definitive view of client's interests could be established.

The interest test showed high ratings in artist, librarian, and speech pathologist, and client was most interested in the results. She was well aware of her high interest in art, but the field of speech pathology was something that had not occurred to her, and she used our library facilities to read more about opportunities in this field.

When counseling was terminated for the second time, client was well on her way to completing her A.A. degree, and had definite plans to continue on to finish a full four-year college program, with either art education, or speech pathology as her major.

CASE OF MRS. H.

Mrs. H. is a young, attractive, petite woman in her mid 30's, with three school age children. Her husband is an attorney, and the family seemed to be a happy and close one. She graduated from college 15 years ago with a liberal arts degree, and feels now that she would like to start thinking in terms of the future, and preparation toward some sort of career for the time when her children are grown.

Her only work experience was in the secretarial and clerical field, and she had no desire to return to that. The counselor concurred that, with her college background, this kind of work was not truly in keeping with her abilities. Client impressed counselor as a very wholesome, well-oriented and effective individual. She is highly intelligent, and her values are considered and thoughtful. However, she needed some kind of objective view of her goals, and was thinking in terms of beginning a master's degree, but was unsure of what field to pursue.

Client was administered the Strong Vocational Interest Blank (both Male and Female forms) and in both tests, scored at the very highest point in librarian. This was an exciting thought to the client, and one she had thought about tentatively, but the confirmation of these tests was extremely reassuring to her. Her other extremely high score was as author, which certainly tied in completely with this profession.

One complete session was spent with client in the Center library, going over the different kinds of positions open to qualified librarians, and she was particularly interested in specializing in medicine, recordings, or art within the framework of library work.

Client was an extremely motivated woman, and at the last counseling session, she had decided to apply to library school for her graduate work.

A few weeks after counseling had terminated, client called to inform counselor that not only had she been accepted to library school, but she had also won a New York State Training School Grant to cover her tuition for this course of study. (The information on this training grant had also been investigated in our library).

CASE OF MISS Y.

Miss Y. was referred to the Center through her psychiatrist. She has been in therapy for a few years, and seems to have some complex family and emotional problems which counselor did not go into at great length, since they were obviously being discussed with another professional. She is in her late 20's, is single, and lives at home.

Client graduated from high school, and has been working as a clerk ever since. She is dissatisfied with her job, and unhappy living at home, and came to us to help her sort out these feelings, and their relationship to her hope to select and make plans to enter another field of work. She must support herself.

Counselor scheduled client for a General Aptitude Test Battery session which was being held at the Center, and administered the Strong Vocational Interest Test, and the California Psychological Test as well. The result of the GATB indicated that client was above average in verbal ability, and above average in general intelligence, as well as in numerical-spatial average. Client was quite pleased with these results, and gained a good deal of self-confidence from them. In addition, the Strong Vocational Interest Blank pointed up high interests in the medical fields, such as physical therapist, laboratory technician and nurse. She was extremely interested in all of these fields, and after reading about allied para-professional scientific fields in the library, became particularly intrigued with the field of X-ray technology. Counseling with this client necessarily involved a great many digressions into personal, non-vocational matters, and therefore seemed to move slowly, but at the next session, in spite of the fact that six or seven fields had been discussed, client immediately announced that she had decided not to explore any other fields, but rather to stay with the field of X-ray technology.

Client was eligible for training with the Division of Vocational Rehabilitation, so counselor and client investigated the opportunities available through this source. She applied to DVR, filled out the material they had sent her, but was not counting on this exclusively for help. She had decided to pursue training schools for this field on her own as well, and used our library again for this study.

By the time counseling was terminated, client was well on her way toward preparing herself for a new and more challenging career. She had applied to DVR, and was waiting to hear about her acceptance for a training course through this agency (which would give her the necessary living expenses she needed as well to support herself).

