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ABSTRACT

The Second Careers for Women conference is discussed as to its evolution and place in the scheme of continuing education programs for women. The keynote address, "A Decade of Innovation," by Martha Sturm White is reproduced, and summaries of 15 workshops are provided. The workshop summaries depict the situation for adult women seeking employment and educational opportunities on the San Francisco Peninsula as it was in May 1970. Opportunities in the following fields were discussed: Teaching; Educational Administration and Education Research; Counseling, Guidance and Clinical Psychology; Social Work; Library Service; Communications; Performing Arts; Fine and Applied Arts; Environmental Planning and Design; Law and Politics; Business and Finance; Paramedical Services; Medical and Biological Sciences; Physical Sciences, Engineering and Mathematics; and Computer Science-Data Processing. (DB)

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SECOND
GRADE
FOR
WOMEN

A View from the San Francisco Peninsula

Richard L. ...
Susan ...

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**SECOND
CAREERS
FOR
WOMEN**
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A View from the San Francisco Peninsula

*Description of a Program
and
Reports of Workshops
Held at Stanford University
May 2, 1970*

*Edited by
Jane D. Fairbank and Susan Groag Bell*

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**SECOND
CAREERS
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WOMEN**
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SECOND CAREERS FOR WOMEN:

A View from the San Francisco Peninsula

By Jane D. Fairbank* and Susan Groag Bell*

- I. A One-Day Analysis of Second Career Possibilities for Adult Women
- II. Evolution of the SECOND CAREERS FOR WOMEN Format and Program
- III. Challenge of the Future: A Plea for Regional Cooperation

I. A One-Day Analysis of Second Career Possibilities for Adult Women

The enthusiasm of Bay Area adults for continuing education opportunities and for career and educational counseling is convincingly demonstrated by the recurrence of this theme in the local newspapers, the enrollment in courses geared to adult needs, and the number and appeal of public lectures and conferences on this subject which have been held locally in the past few years.

The SECOND CAREERS FOR WOMEN conference held at Stanford University on May 2, 1970, is an example of women's interest in this matter. Operating strictly on a pre-registration basis,† the conference attracted a capacity attendance of 700 adult women.** Fifteen different areas of endeavor were discussed in morning and afternoon workshops at which mature women of the San Francisco Peninsula met with local experts to explore opportunities for continuing education, employment and community service. In each of the fifteen fields, five to seven experts served as panelists; they were selected so as to provide coverage of educational program types, employment possibilities, and opportunities for volunteers in that field of endeavor. All together, there were 93 experts (68 women and 25 men) who gave their time as panelists that day. The names of the panelists and their positions are listed elsewhere in this report. They include the president of a junior college, vice presidents of research, publishing and electronics companies, the director of the Port of San Francisco, a realtor, social workers, librarians, computer programmers, teachers at various levels, etc, many of them "second career" women.

All but four of the morning workshops were repeated in the afternoon, with the same sets of panelists, so that registrants had an opportunity to attend two different workshops in the one day and meet ten to fourteen experts in the fields of their interest.

Luncheon speaker was Dr. Martha S. White, Fellow of the Adult Development Program, University of California, San Francisco, and author of *The Next Step*, a pioneer work in women's continuing education. Her address, entitled "A Decade of Innovation," is included as one of the chapters in this publication.

* Biographical data at the back of this publication.

† \$4.00 registration fee (luncheon extra and optional).

** The initial news releases in mid-February (1970) brought such an overwhelming response that the organizers were faced with the possibility of more applications than could be accommodated. Therefore, publicity was curtailed a month before the conference. It is not possible to estimate what the registration might have been under conditions of unlimited enrollment.

The unique feature of the SECOND CAREERS FOR WOMEN conference was the constituency of the workshop panels. The purpose was to bring together on a single panel:

Local educators from graduate/professional programs
from 4-year degree programs
from 2-year certificate programs } all in the same field

Persons familiar with employment opportunities (or lack thereof) for adult women with these degrees/certificates

A person acquainted with interesting new uses of volunteers in the field.

Assembling panels of this "spectrum" in each of the fifteen fields was one of the most challenging of the organizers' tasks in setting up the conference.

The group of panelists selected for the workshop in *Social Work* exemplifies the coverage sought for all of the panels. Since the *educational* possibilities in that field in the Bay Area include 2-year certificate programs, 4-year degree programs, and graduate programs, the SCFW panel in *Social Work* included representatives from each type of program. Specifically, a lecturer from the School of Social Welfare at U.C. Berkeley served as moderator; other educators on the panel were the director of social services for a four-year degree program, and the chairman of the Social Sciences Division of a community college offering a two-year certificate program. Panelists who were chosen for their familiarity with *employment* possibilities included a psychiatric social worker, a probation officer, a staff member of the Social Security Administration, and a welfare department supervisor. Some special suggestions for *volunteer* service in the area of *Social Work* were brought to the workshop by the probation officer and others.

The educational levels represented on any given panel included only those for which there exists at least one institution within commuting distance of the Mid-Peninsula* which offers a program open to adult women in that specific field.

The key role played by the moderators in a conference of this format is obvious; the fifteen moderators for the SECOND CAREERS FOR WOMEN conference were very carefully selected by the organizers. Moderators and organizers met during the planning stages to share ideas on workshop goals and techniques for achieving them. The moderators took their responsibilities very seriously, and made major contributions to the success of the conference by the hours they spent in planning and by their advance contact with the other panelists in their group.

The morning of the conference, the panelists for each workshop met for half an hour together to finalize their presentations and their areas of coverage. While the panelists convened, the registrants assembled elsewhere to receive an outline of the day's activities and procedural instructions. The morning workshops which followed were slightly less than two hours in length; afternoon sessions were approximately the same length.

Many of the panelists brought pertinent publications for distribution to the registrants; these were supplemented with material from the Women's Bureau of the Department of Labor at San Francisco[†] and the County Volunteer Bureau at Palo Alto.[†]

Reports from the various workshops indicate there was considerable "give and take" among panelists, and between panelists and registrants, during the discussion periods which followed the panelists' formal presentations. In general, the response was lively, informative and to the point. Many panelists

* Home base of SECOND CAREERS FOR WOMEN.

† Through the respective efforts of Mrs. Madeleine Mixer (Women's Bureau) and Mrs. Eileen Hancock (Volunteer Bureau).

made specific suggestions as to ways and means of finding jobs; some had ingenious proposals for freelance work. Many were harshly pessimistic, but suggested that registrants should contact them personally to further discuss possibilities. In fact, a number of such personal contacts were made after the conference.

The message which threaded its way through all fifteen workshops from *Teaching through Fine Arts to Data Processing* was this: The situation is tough; colleges are over-enrolled and college entrance is restricted; interesting jobs at an upper level are hard to get; part-time employment is almost impossible to find. However, with courage, initiative, some originality and perseverance, a good woman cannot be kept down. She will find what she wants and she will be successful.

One of the important by-products of the day-long meeting was the reaction of many of the panelists. They were impressed by how much they themselves had learned, first about the opportunities (or lack of opportunities) in their own field, secondly about the needs and the wasted qualifications of hundreds of mature women of the Bay Area who attended their workshop sessions.

After the conference many of the moderators undertook to write summaries of their workshop proceedings, based on their own recollections and notes, and on notes submitted to them by "note-takers" assigned in advance to the various workshop sessions. The editors of this publication acknowledge most gratefully the summaries of workshops prepared by moderators and note-takers of the various sessions of the conference. All writing and editing for this publication have been volunteer efforts.

The fifteen workshop summaries, a copy of the conference address, and this chapter by the organizer-editors Bell and Fairbank, constitute the 17-chapter publication entitled *SECOND CAREERS FOR WOMEN: A View from the San Francisco Peninsula*, which sells at \$3.00 per copy (postpaid). Checks should be made payable to "SECOND CAREERS FOR WOMEN—Stanford University," and mailed to SCFW, P.O. Box 9660, Stanford, California 94305. (Please *PRINT CLEARLY* the sender's name, address and *ZIP CODE*, for mailing purposes.) An order form is enclosed in each copy of the publication.

II. Evolution of the SECOND CAREERS FOR WOMEN Format and Program

Concern for the *meaningful utilization of women's talents at the various stages of their lives* has increased exponentially during the 1950's and 1960's. Programs to promote educational opportunities for adult women have sprung up in many parts of the United States. More than 400 continuing education programs for women have been established in American colleges and universities, according to latest reports, and many other organizations have undertaken programs which evidence their interest in this matter.

Such continuing education programs offer benefits to a wide spectrum of adult women. Obvious beneficiaries are the working woman seeking to insure against job obsolescence, and the woman whose change in life style introduces the necessity or desirability of education or employment at a given time in her life. Additionally, such programs can be geared to assist the volunteer worker seeking new and challenging opportunities in the volunteer world, and the family-focused woman seeking cultural enrichment.

In 1968 a group of Stanford faculty wives, under the leadership of Mrs. Jing Lyman and Mrs. Yvette Gurley, formed the Job Opportunities and Continuing Education Section of the Stanford Faculty Women's Club. This group thereby became one of the early forces in the Mid-Peninsula concerned with these matters.* The group published two brochures: *Going Into Labor, A Bay Area Woman's Guide to*

* From 1965 to 1967 counseling for mature women was available at the Palo Alto Y.W.C.A. through a program organized by Mrs. Joan Gray.

Employment and Education (October, 1968), and *Continuing Education, The Woman's Selective Guide to Continuing Education in the Bay Area* (January, 1969).

In the fall of 1968 a subcommittee on continuing education was formed to write a proposal to Stanford University requesting consideration of a few exceptionally well qualified faculty wives for admission as part-time students at pro-rated tuition.

Preparatory to drafting the above proposal, the subcommittee members, Mrs. Helen Bryson, Mrs. Susan Bell, and Mrs. Jane D. Fairbank, made a study of the educational situation for adult women in the Bay Area, and came to the conclusion that all segments of the Peninsula educational community must be alerted to the continuing education needs of adults, specifically adult women. (The members of the committee were reluctant to limit their concerns to the needs of adult *women*, because of a belief in continuing education as a future way of life for large segments of the adult population, *female and male*; however, realistic considerations led them to accept this limitation of focus.)

The subcommittee wrote several proposals including one for a "funded" counseling and referral service for mature women of the Mid-Peninsula with links to education, employment and volunteer opportunities locally. Coming at a time when funds for innovations in educational procedures were practically non-existent, the latter idea never got beyond the proposal stage; however, it was one more step in the development of awareness of this special educational need.

Realizing that some smaller "compromise proposal" would be easier to fund, Jane Fairbank and Susan Bell espoused the idea of a *communications center* with "tie lines" to (1) the spectrum of educational institutions at which adult women might study; (2) individuals knowledgeable about employment opportunities; (3) volunteer organizations in the community. Though the idea of a communications center, which the authors envision as a *continuing* program, has not gone beyond the proposal stage, their "one-day version" of that communications center eventually became the SECOND CAREERS FOR WOMEN conference described in Section I.

Between the idea and the actual conference were long hours of effort by many individuals and groups. The first strides toward making the idea in reality came in January of 1970 when Dr. Rita Ricardo Campbell, Senior Fellow of the Hoover Institution and Member of the U.S. Citizens' Advisory Council on the Status of Women, agreed to handle the fund-raising, and Dr. Joseph Katz,* Director of the Institute of Human Problems (then located at Stanford), provided office space and professional sponsorship. Mrs. Susan G. Bell† served as conference coordinator** and Mrs. Jane D. Fairbank† as chairman of the organizing committee. Mrs. Helen Bryson, chairman of the Job Opportunities and Continuing Education Section of the Stanford Faculty Women's Club, organized a corps of faculty wives to help with the mechanics of the conference. Mrs. Marjorie Lozoff, research associate of the Institute for the Study of Human Problems, was also a member of the organizing committee.

The constituency of the organizing committee gives an indication of the breadth of base on which the conference was established. The unusually wide range of sponsorship which was obtained also proved to be advantageous. (See list of sponsors elsewhere in this publication.) A key factor in the successful operation of the various workshops on the day of the conference was the willingness of 93 specialists

* Now Director of Human Development, State University of New York, at Stony Brook, Long Island, New York.

† Biographical data at the back of this publication.

** A half-time salaried position for four months.

from the Bay Area to give their time and expertise. (See lists of panelists.) By final tally, 150 different individuals served in one capacity or another in this unusual cooperative endeavor.

The months since the conference have brought inquiries from several organizations interested in arranging conferences following the SCFW format for their own geographical regions. Ideas and written material from the Stanford program have been shared with all groups interested. A SECOND CAREERS FOR WOMEN conference for Inland Southern California using the same format was held on February 20, 1971, at the University of California at Riverside, with good attendance. *Eight* fields of endeavor were covered in morning and afternoon workshops at the Riverside conference.

III. Challenge of the Future: A Plea for Regional Cooperation

Publication of *SECOND CAREERS FOR WOMEN: A View from the San Francisco Peninsula* was the logical sequel to the one-day conference held in May of 1970. Through the vehicles of this publication, the SECOND CAREERS FOR WOMEN program continues as a voice on the San Francisco Peninsula dedicated to the meaningful utilization of women's talents at the various stages of their lives.

The SCFW organizers have long advocated *regional* cooperation toward the above goal, and welcome opportunities to explore such possibilities with other groups of the Bay Area.

If a regional program were organized, a network of "tie-lines" could be established to *all* local institutions willing and able to play roles in the education and employment of adult women. Hopefully, such a regional program for women would have at its core an organizational tie with the top-level educational institutions of the Bay Area. Those institutions could thereby assume positions of leadership in recognition of the new educational and career horizons arising from the changing life patterns of contemporary women. This would *not* mean that the top level educational institutions would be expected to open their doors indiscriminately to adult women. The very purpose of regional cooperation would be the ingathering of information regarding all the *existing* local opportunities, combined with careful counseling of candidates by specially trained counselors, and a selective referral procedure based on *matching* of candidates with opportunities. Thus, referrals via the network would be only to institutions and opportunities for which applicants were truly qualified, eliminating wasted efforts by administrators and applicants alike. A cooperative linkage would therefore be beneficial to employers and educational institutions as well as to the clientele of the regional program for women.

Similar advantages would accrue from linkages with local volunteer organizations. Many a woman who has worked as a volunteer has thereby found an employment opportunity or established her qualifications for one. Some women who have been away from the time- and schedule-requirements of the employment world for some years, have sought volunteer work as a testing ground for the time schedules, work loads, etc., that would be required of them in paying jobs.

The regional program as outlined would attract women with a wide range of talents and with serious intent toward education and/or employment; after counseling and various investigative procedures, a certain percentage of these women would *choose a volunteer role* in preference to degree work or employment. It is conceivable that the volunteer worker who emerged from such an investigation of other options would be satisfied with her role and thereby a better worker for the organization she chose to serve.

A regional program would thus bring answers and a sense of purpose to the lives of adult women who are searching for greater self-fulfillment. Such a program would also ease the administrative work of Bay Area institutions that assume leadership in the rapidly growing field of continuing education and the related areas of employment and volunteer service.

**SECOND
CAREERS
FOR
WOMEN**

A DECADE OF INNOVATION

By Martha Sturm White*

Luncheon Address at **SECOND CAREERS FOR WOMEN** Conference
Held May 2, 1970, at Stanford University

We have just finished the decade of the Sixties, a decade which witnessed a remarkable series of innovative programs in continuing education for women. Many of these programs embodied a new concept in women's education, a new approach to a topic much discussed and debated. How novel these approaches were was brought home to me the other day when I read a report of a research study on an Advisory Service for College Women. Created to explore the needs and problems faced by women college graduates, the Service hoped to develop a guidance facility that would assist educated women. After an intensive study of over a hundred college alumnae, the study came to the conclusion that educators and parents almost completely ignored the needs of women to be prepared for the many inevitabilities of their lives, that informal advisory services were unavailable to women during their college years, that those that were available were often too narrow, careless and incompetent, and that professors seemed more interested in their course content than in teaching or their students. The study also noted that colleges were isolated from the life of the communities surrounding them, and that women found it difficult to utilize their learning at later points in their lives.

These conclusions have such a familiar ring, and the current applicability is so great that it may surprise you to learn that this advisory service for college women was established in 1932 and interviewed women who had graduated from college during the twenties. The report itself was published almost thirty years ago, and was conducted by Merrill-Palmer Institute in Detroit.¹ What was true then is still unfortunately true now in all too many instances.

For when one examines the history of education for women, it is striking to note how *recurrent* are the problems, but how *elusive* are the solutions. The decade of the twenties was almost a half century ago, but the problems of women's education remain, and we too frequently are arguing the same old issues.

A New Approach

That is why it is so remarkable that in the late 1950's, new and different ideas began to appear concerning women's education. Though they too doubtless had their earlier counterparts, these ideas stressed fresh and original approaches and were implemented in a remarkable series of innovative programs in continuing education.

There is always the danger of injustice when one singles out specific persons or organizations as originators of ideas, but certainly much credit for these innovative programs must be given to the men and women who served on the Commission on the Education of Women sponsored by the American Council on Education. This Commission held conferences, consulted with experts in many fields, and set forth their developing ideas in a series of articles and publications. These proposals were drastically different from those of earlier decades.

*Dr. White is a Lecturer (Social Psychology), Department of Psychiatry, University of California (San Francisco).

The Commission was concerned with educating women at many levels of ability at different stages of their lives: women who continued on from high school to college; women who had the ability to continue but did not; women whose talents deserved training beyond the college years; and women who were trained and ready to enter professional life, but who experienced barriers to satisfactory employment.

The question, they said, of whether to educate a woman for homemaking or for participation in activities outside the home, is a pointless one and a fruitless approach to the problem. The more important consideration is realization that *the central fact of women's lives and education is interruption*. Instead of trying to fit her education into the same pattern as men, we should consider that her education is more irregular, more diversified, and covers a longer span of years—a span “that may extend from one's own freshman year to that of one's oldest child.” Esther Raushenbush, the distinguished educator, president of Sarah Lawrence College, and one of the foremost innovators, noted:

The stages of women's lives are quite different from the stages of men's lives, and a system of education created for men and adapted to women will not do for their present needs . . . We have said, “Unless you get this training in a single effort, as men do, and follow this profession without interruption, as men do, there is no place in it for you.” We need to find ways of making it possible for girls whose education is interrupted, to carry it on into training for professions, or for work of professional quality to be followed in the middle years of their lives. For this, a revolution in our attitudes and our actions is clearly indicated. . . . [We must] find ways of helping women continue their education through the early years of marriage and child rearing; and provide good opportunities for them to resume training in the later years, when they are freed from the most time-consuming duties of the earlier years.²

Other aspects were also considered. As John Gardner noted in a Presidential Commission report, not only must the pattern of higher education, and graduate and professional training be different, but institutions of higher learning “ . . . should make it easy for women to continue their education *part-time* (or interrupt it) during the period of heaviest family obligations.” Mary Bunting, the president of Radcliffe College, later put it both beautifully and forcefully:

There are few assumptions more unrealistic, foolish, and wasteful than the assumption that serious study and work in many fields must be full-time or not at all. Historically one can understand such a belief, but it has little merit in a world in which industrialization, automation, longevity, and population pressures not only offer but force upon us all new choices in the use of time. . . . For married women with education in a world which needs the educated, the key to better utilization lies in more opportunity for part-time study and work. Without continuing study, work—whether in the home or outside, whether paid or volunteer—can become trivial. Similarly, without the opportunity for significant use of developed skills, study can become superficial.³

The Commission on the Education of Women made one other important point: that the explosion of knowledge, the astonishing rate at which new knowledge is being produced, makes it imperative that higher education be not merely preparation for adult life, but a *continuing part of it*. Because of the special patterns of many women's lives, opportunities for re-training and for updating one's knowledge must be made accessible to women at the point in their lives when they need it. To assist them to take full advantage of whatever forms of continuing education that exist, they noted that educational guidance and counseling would be needed, to aid in clarifying goals, to assist women to make the fullest use of their talents, and to utilize the resources which communities may offer.

Pioneering Programs

In 1960 three new programs were established, each of which illustrated a different approach to more fully utilizing women's talents throughout their lifetime. Sarah Lawrence offered a special series of courses to former Sarah Lawrence students and other women who had left college without taking their degrees, who now wished to resume study. Their efforts expanded within a few years to include a Center for Continuing Education, which provided educational counseling and coordination of part-time study programs, and graduate programs designed on an individual basis. The Sarah Lawrence College program was particularly involved in helping women to complete their degrees and often went to extraordinary lengths to help individuals achieve this in cooperation with other colleges.

The Minnesota Plan began essentially as a facilitating agency which was committed to making the resources of a total university, the University of Minnesota, more available and useful to adult women. It offered orientation sessions to undergraduates concerning the multiple roles of later life, presented special courses and programs in continuing education as intellectual "rust-proofing," and provided guidance and help to the mature woman in using existing university resources. In recent years the planning and counseling function has been expanded to women at all levels of education, and women are referred to educational and employment opportunities throughout the local metropolitan area. Since 1966, the Minnesota Center has offered the program "Operation: Second Chance," through which institutions throughout the state provide advisory, counseling, and related services to adult women all over Minnesota.

The program I am most familiar with is the Radcliffe Institute. Established by Mary Bunting, president of Radcliffe College, with Constance Smith as its dean, the Institute gave fellowships to talented and educated women to sustain their professional interests on a flexible part-time basis during the years when family responsibilities claimed a major portion of their attention. The Institute program offers neither classes nor degrees, but is a community of women scholars and artists working and using the resources of the large University. It offers to each member a fellowship, a place to work, and the resources of laboratory and library at Harvard so that they may carry out some form of productive independent work. The majority of women in this program have advanced degrees or the equivalent in achievement in their fields.

The creation of the Institute produced great excitement in the Boston area. The first public announcement appeared in the *New York Times* and in a number of Boston papers. The response was immediate and widespread. Letters and phone calls from hundreds of women all over the country and from other parts of the world swamped the President's office at Radcliffe, applauding the establishment of the Institute and asking if more could not be done to help women.

As a staff member of the Institute, I later interviewed the first two groups of women awarded fellowships. This is how one of them, a successful college teacher and historian, expressed the depth of feeling not only she, but many others, experienced on learning that such a program was planned:

The morning the Institute was announced, my husband and I sat at the breakfast table reading the paper. When I read about it, I burst into tears—I just had this emotional reaction to it—I sat there with the tears running down my face and read about the new Institute. My husband couldn't imagine what in the world was the matter with me. But I was deeply moved, and I thought to myself, somebody is finally trying to do something about this problem.

Another member who had completed an outstanding doctoral dissertation before retiring to a period of child rearing, expressed another common reaction—a feeling that now many new solutions were possible which she had not thought of before.

The very fact that such an institute had been created changed my whole outlook. I had automatically assumed nothing could be done about my professional life at this point, and I was doomed to stagnate with diapers *ad infinitum*. The minute I read about this program, my whole outlook changed. I began to think about my future differently. I knew that whether I got a fellowship or not, somehow my life would be changed.

Recently the Institute has established other fellowship programs for women who hold advanced degrees in a professional field who may need further coursework to qualify for advancement or redirect their competency within their professions. Still other programs provide fellowships for part-time advanced degree study at colleges and universities in a number of New England states, and a special part-time residency program for women physicians. In addition the Institute has had an experimental guidance laboratory, and published a handbook on opportunities for educated women, a book which has served as a model for similar directories in many other cities.

Some Recent Programs

Since the establishment of these pioneering institutions, nearly 400 continuing education programs for women have been established across the country. They vary widely, depending upon the needs of the women of the region, the interests of the sponsoring group, and the educational resources that are available. But most take into account the fact that interests sometimes change, that women may wish to keep up their intellectual and professional interests when children are small, or may prefer to resume them later. They offer educational, not just employment or vocational, guidance; they stress part-time education and employment in addition to full-time opportunities; they offer daytime classes, as well as challenging independent study and interdisciplinary course offerings.

Many colleges and universities have established comprehensive continuing education programs, with workshops, counseling, and orientation to the resources of the university and the community. Such major programs may be found at the University of Michigan, Oakland University (Michigan), the University of Wisconsin, and the University of Missouri. The University of Michigan has had, in addition, an outstanding series of annual conferences, and published the proceedings. In these programs, fellowships are beginning to be offered for part-time graduate and undergraduate study, although the amounts and the number are still pitifully small in proportion to the need.

Some colleges have established graduate degree programs of unusual interest to mature women: Wellesley College has had for several years a part-time Summer Institute in Chemistry leading to the M.A. degree over a two-year period; Long Island University has offered a part-time M.A. degree in Career Counseling for Adults; the University of Pittsburgh has Mid-Career Fellowships for women who wish to train for professional careers in public and community service. Ideal for the well-qualified League of Women Voters alumna as well as the more academically oriented woman, the fellowships allow women to work toward Master's or Doctor's degrees in urban affairs or public administration. Syracuse University has a special mid-career fellowship and training program for persons with college degrees who wish to become elementary teachers. It prepares partnership teachers, two half-time teachers who share one full-time position, and does so through a self-directed education program combined with classroom experience teaching children. Syracuse also has a Partnership Teaching Service, which recruits and places two teachers in one full-time position, thus enabling the re-entry into the profession of committed part-time teachers. (A national organization, Catalyst, which seeks to help women college graduates return to work or study, has been particularly interested in partnership and part-time teaching, and offers assistance to colleges, universities, or school systems wishing to develop such programs.)

The idea of two women sharing one job is also being applied to other fields. Catalyst working with

the Department of Welfare in Boston has had a pilot project to fill 25 hard-to-fill caseworker jobs with 50 part-time workers. Others have done this with librarians and computer programmers.

Still other part-time employment opportunities have been developed by the Federal Government in Washington. A special Federal Women's Program not only is exploring opportunities for the upgrading and greater employment of women, but has a number of pilot projects experimenting with part-time employment on a career basis. One such is the Professional and Executive Corps of the Department of Health, Education, and Welfare; professional and executive women (mathematicians, chemists, economists) are hired through Civil Service, work part-time, conduct their own seminars, and have even designed a research program to examine the problems of part-time work for employers and employees. Women professionals are also employed part-time through the Atomic Energy Commission and in the Veterans Administration. Both the Navy and the Post Office have programs to upgrade women, encourage them to take qualifying exams for higher positions, and, in the Navy, to enter the higher-paying occupations in the trades.

What Lies Ahead for the 70's?

Most of all, we need more continuing education programs here in California and in the Bay Area. We are woefully behind. Many of the smaller colleges have been making a heroic effort to make up for the deficiencies of our larger institutions, but much more needs to be done. While women find encouragement in the community colleges, in some of the Catholic colleges, and in excellent extension programs, they need far more opportunities in graduate and professional schools. It is urgent that state colleges and universities become aware of the needs of women at both the undergraduate and the graduate level. In this geographic area we have a large number of unusually well-qualified women . . . well-educated women who seek professional involvement, or women who have high ability and motivation to finish an education. Yet it is the talented and bright woman who often faces great difficulty in resuming an education or in using her gifts. She needs to know the resources of this region, which, though inadequate, are more plentiful than most women are aware of; she needs help in making choices which are suitable to her life-style and family responsibilities; she needs more guidance in thinking through out-dated goals and choices which were more suitable to her younger self. She needs the institutions and opportunities of this area made more pertinent to her needs and appropriate to her time schedules. She needs more opportunities for professional involvement on a part-time as well as a full-time basis.

Some may raise the question: Aren't women now insisting on the same opportunities as men? Do women want the same opportunities, or do they want special opportunities? The answer is simply that they need both. Career commitment takes a variety of forms for women and may increasingly do so for men. If we become obsessed with simply giving women the same opportunities as men (important though this may be), we not only obstruct effective recognition of the differences in women's lives, but may fail to note what is already a trend--more complex educational and occupational patterns for both men and women.

We are now finding, as President Hitch of the University of California has recently noted, that many of the programs and innovations developed to suit women's lives are needed for men as well. They too are facing the impact of new knowledge, the expectation of intellectual retooling every decade, and the need for part-time refresher courses to up-date proficiency. They too have discovered that interests change after twenty years in a field, that challenge can outweigh security, and that mid-life may bring a desire to shift the focus of a career. And surely we are all learning the lesson that education is most useful when one is most ready for it. Many young students are no longer so eager to cram all their

education and professional training into the beginning of their adult years.

While the patterns of women's lives may be more varied, the interruptions more pronounced and profound, and possibly the needs for guidance greater, our attempts to foster a social climate which meets the complex needs of women today may well be pointing the way toward meeting the diverse needs of both men and women of tomorrow.

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2. Raushenbush, Esther, "Unfinished Business: Continuing Education for Women," in *Unfinished Business*, The Commission on the Education of Women of the American Council on Education, Washington, D.C., 1961. (Reprinted from the October 1961 issue of *The Education Record*.)
3. Bunting, Mary I., "Foreword" in *The Next Step: A Guide to Part-time Opportunities for Educated Women in the Boston Area* (Martha S. White, Ed.), The Radcliffe Institute for Independent Study: Cambridge, Mass., 1964.
4. The preparation of this paper was partially supported by a training grant from the Public Health Service (NICHD) HD00238.

WORKSHOP SUMMARIES

SECOND CAREERS FOR WOMEN Conference, May 2, 1970

These summaries depict the situation for adult women seeking employment and educational opportunities on the San Francisco Peninsula as it was in May of 1970.

In the intervening months some of the points discussed at the workshops have changed, in some cases for the worse, in some cases for the better. We hope however that the information presented here can serve as a point of reference for adult women seeking "second careers."

—The Editors

**SECOND
CAREERS
FOR
WOMEN**

TEACHING Workshop

Held May 2, 1970, at Stanford University

LIST OF PANELISTS and

Biographical Data as of May 2, 1970

NORMA FIFER, M.A.—MODERATOR Seventeen years of teaching experience, nine of which have been at Crystal Springs School for Girls in Hillsborough, where she is Academic Dean and teacher of twelfth-grade English. A graduate of Lawrence College, she taught English in an Ohio high school before taking an M.A. at the University of Illinois. She has six years of college teaching experience. Mrs. Fifer is the wife of a Stanford professor.

HERBERT DIXON, M.A. Director of Personnel in the San Jose Unified School District. After completing his A.B. and M.A. at San Jose State College, became a teacher in San Jose, first in elementary school and then in junior high school; he then moved from junior high school administrative posts to his present position. He and his wife, also a teacher, have a daughter in the fifth grade.

PAULINE NELSON, Ph.D. Associate Professor of Speech and Drama at San Francisco State College, supervises student teachers in Speech in Bay Area High Schools. She has a B.A. from Southern Methodist University, an M.A. from the University of Arizona, and a Ph.D. from Stanford University. She taught at Foothill College while working on her Ph.D. Mrs. Nelson has been an actress and a book reviewer. Teaching, which is her second career, has been on the college level.

EILEEN M. PAYNE, M.A. Instructor of teaching aides at Cañada College. Mrs. Payne has been an elementary school teacher for five years, a director of a parent cooperative nursery school for five years, a college teacher for three years, and a director of Head Start for five years. She has a son, 20, and two daughters, 18 and 12.

CLARK N. ROBINSON, Ed.D. Has had experience at all levels of education, from elementary to university teaching and administration, and has written a number of books about education. At the University of California, Berkeley, in his capacity as program head, he helped to organize and develop the Graduate Internship Program in Teacher Education and was Associate Head of Teacher Education. Although he retired last year, he is again at work assisting the University of California at Santa Cruz in developing a similar internship program for teachers. He received his B.A. from Washington State College, and the M.A. and Ed.D. from Stanford University.

RUTH SCHNEIDER, M.A. Assistant Director of Placement, and Director of Teacher Placement, at Stanford University. After receiving a B.A. from the State University of Iowa, she was a foreign service wife, acquiring five years of experience in living abroad. She has a Stanford M.A. and has taught in elementary school for five years. In 1965 she went to Costa Rica for the summer on a Fulbright Grant for elementary school Spanish teachers. Mrs. Schneider also had a year of graduate study on an Experienced Teacher Fellowship to prepare her for her present position. Her children are a daughter, 15, and a son, 13.

TEACHING Workshop
Summarized by Norma C. Fifer*

For Bay Area women gathered on a fine May day to inquire about teaching careers, the information dispensed by the six representatives of the teaching profession was less than encouraging. Whether the interest of the audience was a post-motherhood start in teaching or resumption of an interrupted career, the fact was plain: In 1968, job openings for teachers appeared plentiful, but by early 1970 the supply had outstripped demand. The U.S. Department of Labor was predicting that if the trend were to continue, the supply of elementary and secondary school teachers in the 1970's would eventually exceed demand by 1.8 million.

For the Teaching panel, moderated by Mrs. Norma C. Fifer, the responsibility was clear: to describe the situation realistically; to direct attention to present and future opportunities for jobs and training, from pre-school to adult education; and to encourage conference participants to meet the challenges of teaching in the 1970's.

The Situation

Even professional people in education were stunned by the quick accumulation of surplus teachers. Director of Personnel Mr. Herbert Dixon of the San Jose Unified School District acknowledged his surprise at the "shocking suddenness" of the change. He noted a two-thirds reduction in openings in his district in a year's time. All panelists reported their institutions affected by diminished funds.

As Director of Teacher Placement at Stanford University, Mrs. Ruth Schneider commented on significant recent changes. Financial cutbacks have already meant cancellation of some contracts without replacement. Many teachers will return in September to larger classes than they have taught in several years. School districts are not expanding, and they no longer can afford to hire in anticipation of future need. Young women teachers are not taking maternity leave as soon as formerly. Projection of school enrollment shows a decrease; kindergarten enrollments are down, possibly as a result of new birth control methods. Mrs. Schneider noted that in the Bay Area the surplus of teachers is especially visible because of the number of excellent teacher training programs attracting young people and the large number of those trainees who wish to remain here. A recent survey indicated that 60 percent of interviewed new college graduates wish to stay in their college area.

Not only does the woman considering re-entry into teaching have to face oversupply; she also has to contend with dramatic changes in educational thought and practice and in student attitudes. A ten-year absence from the classroom poses a serious handicap, Mr. Dixon said, and Mrs. Schneider mentioned that a credential can get rusty in even three years. Fortunately for Bay Area women, the credential that the State of California requires at each level can be refreshed or won at 12 nearby four-year colleges or universities[†] approved by the State Board of Education for teacher certification.

*With the help of notes taken by Mrs. Gloria Parks and Mrs. Katherine H. Reynolds.

[†]California State College at Hayward, Mills College, University of California at Berkeley, Dominican College, Lone Mountain College, San Francisco State College, University of San Francisco, College of Notre Dame, College of the Holy Names (Los Gatos), San Jose State College, Stanford University, and University of Santa Clara.

In a few fields, jobs are strikingly scarce or plentiful. Women holding social science credentials with no other talent or specialty will find job-getting hard; however, openings exist for combinations, such as social science and physical education or language. Elementary school teachers will also find jobs scarce. And yet in and near San Francisco in 1970 jobs were available in girls' P.E. and in almost every subject at the junior high school level, according to Mrs. Schneider.

The Opportunities

Mr. Dixon explained three avenues into the public school system at the present time: as volunteers, as classified employees, and as teachers with credentials. Volunteers are usually in short supply, as will be mentioned later. "Classified" personnel hold clerical or paraprofessional jobs or serve as teacher aides. With modular scheduling, team teaching, and the present emphasis upon individual help, the number of teacher aides will probably increase. Remuneration is by-the-hour and low: With a six-hour day, aides earn from \$3,000 to \$4,000 a year. Additional federal funds may enlarge the aide program; according to plan, a "four-step ladder" will lead high school graduates through a series of instructional aide positions to certification and, eventually, to the rank of Master Teacher.

For teachers with credentials, Mr. Dixon pointed to four "areas of opportunity": (1) curriculum specialization, (2) special education, (3) adult education, and (4) pre-school education (children three to five).

In subjects such as mathematics and reading, curriculum specialists conversant with the newest material and teaching techniques can find some jobs available. (Information about the Miller-Unruh Reading Exam, given four times a year for reading specialists, is available from the San Mateo County Department of Education.) Expertise in team teaching, Mr. Dixon suggested, may lead to jobs in elementary, junior high, or even a modular-system senior high school.

Special education offers the "brightest hope" at the moment, Mr. Dixon feels. Need exists and will continue to exist for trained people to teach children who are gifted, mentally retarded, deaf, educationally handicapped, or afflicted with speech problems. Cañada College offers courses that can count toward the Special Education credential usually required for these programs. A few topnotch teachers with regular credentials may qualify to teach classes for the mentally gifted or the group of educationally handicapped who are emotionally or neurologically unable to be taught in regular classes.

Substituting is the most promising wedge into a full-time public school job. Mr. Dixon urged every qualified woman to file applications, arrange to be available at every request, and take advantage of the chance to give tangible evidence "that she can outdo a young, inexperienced competitor." Substituting is a direct way to find out whether teaching in the 1970's is, after all, what she really wants to do.

A secondary school substitute qualifies with a B.A. and a provisional credential; at the elementary level, two years of college and a provisional elementary credential suffice. A school that wants to keep a particular teacher who lacks a credential will help her to obtain one.

Part-time jobs appeal especially to women with young children, but few openings are available. Mr. Dixon said that of 800 teachers in the San Jose District, only six or seven are employed part-time on a professional basis. Occasionally Mrs. Schneider has half-day or single-session openings for specialists in sewing, crafts, and dance. Two women, each working half-time, have been known to share a single job.

Finding a niche in an adult education program can be a satisfying way for a woman to fulfill her desire to teach. Both Mrs. Schneider and Mr. Dixon regard the field as promising. In early 1970 classes were awaiting teachers for English as a second language; business education (typing, shorthand, and office practice); foreign language, especially by a native or a person with travel or living experience in the country; and parent education by someone with primary school or kindergarten training and interest in

working also with parents, especially parents of pre-school children, in a cooperative nursery school situation. The Palo Alto Adult Education program has in the past offered classes for parents of children handicapped by blindness, deafness, or mental disorders, and such classes are a future possibility. An Adult Education credential is necessary, but it is not difficult to acquire; the applicant can fulfill the basic requirements with two university extension courses and with indication of competence in a particular field.*

Although in the larger districts some of these teachers are full-time with status equal to that of public schools, most adult education teachers are paid on an hourly basis with classes meeting from two to ten hours a week. Salaries in Santa Clara and San Mateo counties range from \$6.50 to \$8.50 an hour. The adult education program in each district receives both state and local funds. It acts as an independent agency within the school district. An applicant for a job should call the district director of adult education.

A woman with special abilities who can devise a program that will interest adults in the community may submit her proposal to the adult education director. If the State Department of Education approves the course, and enrollment is sufficient when the course is offered, the teacher may be on her way to an interesting career. Interior decorating, contemporary literature, and household management are examples of successful courses initiated by teachers themselves and continued for as long as their creators wished to teach them.

Pre-school programs are an "area of opportunity" because increasing attention is going to the early years of a child's life. Mrs. Eileen Payne, who instructs teaching aides at Cañada College, is concerned with programs for children from three to five. She anticipates the establishment of programs focusing on children from age two-and-a-half and even younger, because child studies have shown the crucial years in growth and development to be from birth to age three. Mrs. Payne foresees need for many trained people.

A woman with college training and experience in child care and teaching can find a job in a parents' cooperative nursery school, an activity which functions as part of the adult education program in parent education, as mentioned earlier. A few jobs in day care centers are available for Head Teachers with Child Care Permits. Much of the assistance in such programs comes from mothers and other volunteers, who are in the best position to win the paying jobs as they turn up. The Head Start program depends almost entirely on volunteer help to keep the ratio of one teacher to every five children. Although Head Start funds have been cut, most school districts are committed to early childhood education and as Head Start sponsors will continue to seek funds. Volunteer participation in any of the three programs described above can count toward fulfillment of course work leading to a credential.

Accreditation for pre-school programs is not difficult to acquire. Cañada College makes possible three stages of training: (1) 24 units of course work qualifying an Assistant to a teacher; (2) a two-year program of courses leading to a pre-school teaching permit in combination with a Terminal Associate in Arts degree; and (3) courses applying toward a teaching credential (to be completed at a school of education of a four-year college or university—see footnote page 20) and fulfilling requirements for a Transfer Associate in Arts degree. In the planning process are programs which will grant credit for experience gained in motherhood and will offer paraprofessional training for teaching assistantships in pre-school and elementary school programs. Recent legislation has created the Early Childhood credential which permits one to teach pre-school through the third grade.

*The source of specific information about adult education was Dr. Thomas Damon, Director of Palo Alto Adult Education.

Prospective teachers were advised by Moderator Mrs. Fifer that they should not overlook independent schools as job sources. Within a 20-mile radius of the Stanford campus are 18 such schools, 12 elementary and six high schools. Salaries are lower than in public schools, but lighter teaching loads and fewer students compensate. Classes are usually small, from five to 25 students, and averaging 15. A B.A. or B.S. is required, two years of experience is expected, and a California credential is not necessary. A Master's degree is attractive. Women of 50 and 60 are welcome. Salaries for full-time teachers range from \$4,500 to \$12,000. A teacher with a B.A. or M.A. and several years of teaching experience can expect to earn \$6,000 to \$7,000 a year. Generally boys' schools pay more than girls' schools, boarding more than day schools, and well-established more than newer schools.

The best method for getting a job in an independent school is to do some preliminary investigation, according to Mrs. Francena T. Hancock, Headmistress of Crystal Springs School for Girls, where the author teaches. Since every independent school has its own point of view, the applicant is advised to ask the kind of questions that would precede her enrolling her own child in the school. The preliminary letter of inquiry should indicate the applicant's knowledge of the aims, life-style, curriculum, and special strengths of the school and her assessment of the contribution that her background, talents, and personality might make. Crystal Springs School receives approximately 200 applications a year; some mid-year openings have been filled from letters on file. The personal interview, a visit to the school, and acquaintance with a member of the faculty are useful. For women unfamiliar with independent schools, the *Independent School Bulletin*, published by the National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts, will be informative.

The teacher's role in an independent school can be more academically varied than in a public school, by means of expression of special talents and interests in workshops and informal discussion groups. An applicant should give some indication of energy, initiative, tolerance, knowledge of subject, and willingness to fill in the chinks in the school program. In some schools the planning of courses, except for the basic outline for the year, is the individual teacher's responsibility. The teacher needs to be aware of the way children learn, and imaginative in responding to their individual turns of mind. She should have a sense of herself as an integrated person who does not depend upon the children as completion of herself.

In higher education, jobs for women are scarce. Recent financial uncertainties in the community college system have limited hiring of new teachers. The community college requires a Junior College credential and a Master's degree; in overcrowded fields such as English and History, a Ph.D. is expected. Teaching evening courses offered by a community college in the area occasionally may be a way to gain a position as a regular faculty member. An applicant should write to the Dean of Instruction or the Director of the Evening College in the community college district in which he wishes to teach.

Panel members agreed that there is probably no systematic discrimination against women professors within college and university departments. In fact, some departments consistently hire women. Yet men professors predominate. Openings are scarce, often require a Ph.D. and are usually filled by men. These factors make the present situation daunting. A woman must have made a very special contribution in research or writing and be distinguished in her field to move easily into college teaching. Mrs. Schneider observed that many men and women with M.A.'s and Ph.D.'s are discovering that if they wish to teach in a college they will have to move to another section of the country. Married women, who are usually not mobile, are definitely at a disadvantage.

Although more women now teach in colleges and universities than 20 years ago, the percentage has declined.* Probably the major reason for the decrease has been the shift to coeducation in women's

*Kate Millett has much to say on this subject in her book, *Sexual Politics*.

colleges where in the past women were often 50 percent of the faculty. Another reason has been the reconstitution of normal schools, once a welcoming terrain for women. Reorganization of these colleges has favored men.

In a bad year for paying jobs, one market has never-ending need: Volunteers may help at all levels from pre-kindergarten to adult education. Directors of county volunteer bureaus* believe that women can profitably avail themselves of volunteer opportunities to renew a special skill, to discover if further education will be worthwhile, to test whether or not the classroom is where they belong, and to satisfy practice teaching requirements. Volunteers may give half-days or full time. Mrs. Eileen Hancock, Director of the Volunteer Bureau in Palo Alto, and the source of this information, attests to the fact that volunteer work can turn into paying jobs.

The volunteer bureau represents another route to some of the jobs described by Mr. Dixon. Because the bureau has an overview of the special needs of all of the schools within its territory, it can save time and footwork. Within the school, the volunteer is not a flunky but can have a distinct teaching role, as an elementary school tutor on a one-to-one basis, as a discussion leader, or as an assistant to a teacher. In 1970 North Santa Clara County volunteers were needed to assist in teaching English as a second language at almost every grade level; foreign language skills or specific training were not necessary. The Head Start program was short-handed. San Mateo County was looking for people trained in speech therapy to give and score tests; also needed were volunteers to serve as teacher aides, to assist with the Laubach Reading System in the adult education program; to work with mentally retarded but educable adults, and to help in social rehabilitation programs.

Related to teaching in an oblique way are other services for which a woman can volunteer. Typing and taping books for the blind are volunteer activities directed by the San Francisco Peninsula Chapter of Recording for the Blind. Especially needed are readers in chemistry, physics, medicine, and language. The organization has a local studio in Palo Alto at 460 Cambridge Avenue.

Informal practice in English conversation is arranged for foreign students and students' wives by the Community Committee for International Students. A volunteer willing to help in this conversation program may call the English-in-Action Desk at the Bechtel International Center at Stanford University.

The Challenge

Panelist Dr. Pauline Nelson gave first-hand testimony about the satisfactions she has found in teaching as her second career. In her work with young teachers at San Francisco State College and in close association with what is happening in schools, Dr. Nelson observed that "the teaching situation today is as different from last week, and last week was as different from 20 years ago as Spiro Agnew is different from Bobby Seale." She described her experience in the middle of this period of transition and growth, as challenging and rewarding: "To see someone learn is a most exciting experience."

Contrasting education today with that of years ago in America she quoted Al Capp, who has said:

"When I was six years old, my parents put me in a clean shirt and pointed me toward school and told me not to come back for eight years. My parents knew and my teachers knew that neither group had any effect on the other. . . . We expected irrelevant education, rejection, to be unloved, and took it for granted that everyone hated us."

For Dr. Nelson the departure from the impersonal, authoritarian classroom is welcome, but it poses difficulties. Classes may take many forms these days, she remarked; some teachers lecture, and

*San Mateo County, Northern Santa Clara County, and Santa Clara County.

some teachers have forsaken all structure. She suggested that a teacher always be as fully prepared as possible, but be flexible enough to take advantage of students' ideas. She expressed appreciation of psychotherapist Carl Rogers' view that no one can teach anyone how to teach but can only provide the opportunity to learn. Many students would cheer his recommendation to do away with teaching in the traditional sense, examinations, grades, credits, and degrees. Students have removed teachers from pedestals, have urged curriculum changes, and want "relevant" courses.

Dr. Nelson believes in holding the line against deterioration of subject matter to "intermediate sandbox and advanced sandbox play." She recommends, however, hearing what students have to say, and summed up her beliefs this way: "Students like to learn but sometimes hate being taught. The act of learning need not be painful; it is a beautiful experience." She feels that all students . . . black, white, Mexican, and Oriental . . . "want you to be yourself, not phony. They don't want a pal but need your love and understanding."

From his rich experience in teaching, including the last 15 years in teacher education, Dr. Clark N. Robinson, Lecturer in Education at the University of California at Santa Cruz, has confirmed three assumptions about his profession:

1. There are many schools which are not doing an adequate job.
2. There are not enough competent teachers.
3. There are not enough programs to train teachers.

With this optimistic beginning, Dr. Robinson advised anyone considering teaching, for the first or second time, to ask herself:

Am I right for teaching?

Is teaching right for me?

What can I bring to teaching?

He continued: "Have you ever worked with small groups? Has anyone thought of you as a teacher? What have you been reading? Have you worked with young children? Why do you want to teach?"

Dr. Robinson defines a good teacher as one who has an open mind, recognizes that teaching is a learning experience, and does not think that he has all the answers. He must be an innovator and experimenter, always reaching for new ideas. He must develop his own style of teaching; whatever that style, he must be able to relate to his students.

To quicken the process of becoming a "premium person," Dr. Robinson and the other panelists suggested the following preparations:

Visit schools known for their innovations, not old traditional schools.

Review your academic record and bring your credential up to date. Send your complete transcripts to the California Department of Education in Sacramento. If you wish to discuss your credential requirements with a qualified person, make an appointment at the Credential Department,* San Mateo County Department of Education, in Redwood City. Mrs. Schneider advised individual credential analysis since everyone's preparation is different.

Search out school districts and colleges interested in experimental and special training programs. Some schools of education (for example, the University of California at Berkeley and at Santa Cruz under Dr. Robinson's guidance) are developing Approved Programs: the institution proposes a program, which, if approved, will become the basis of its teacher training program by 1974.

*Conference participants were advised to seek the aid of Mrs. Nichols in that department. However, in the interval between the SECOND CAREERS FOR WOMEN conference and the publication of this report, Mrs. Nichols was succeeded by Mrs. Ruth Mansell.

Collect practical information to assist you in your search for jobs. (See below.)

Stress to yourself, as well as to potential employers, the "plus factors" of your years of experience, making you favorably competitive with new college graduates.

Know what is going on in the field of education. Keep up with educational journals and read articles about education in *The Saturday Review*. How many of the following books published since 1960 have you read?

Ashton-Warner, Sylvia. *Teacher*. Simon and Schuster, 1963.

Bruner, Jerome S. *The Process of Education*. New York: Random House, Inc., 1960.

Gardner, John W. *Excellence: Can We Be Equal and Excellent Too?* New York: Harper and Row, 1963.

Glasser, William. *Schools Without Failure*. New York: Harper and Row, 1969.

Herndon, James. *The Way It Spozed To Be*. Simon and Schuster, 1968.

Holt, John. *How Children Fail*. New York: Dell Publishing Co., 1964.

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Kagan, Jerome (ed.). *Creativity and Learning*. Boston: Houghton Mifflin Co., 1967.

Kohl, Herbert. *36 Children*. New American Library, 1967.

Kozol, Jonathan. *Death at an Early Age*. Boston: Houghton Mifflin Co., 1967.

Leonard, George. *Education and Ecstasy*. New York: Dell Publishing Co., 1968.

Postman, Neil, and Weingartner, Charles. *Teaching as a Subversive Activity*. New York: Delacorte Press, 1969.

Silberman, Charles E. *Crisis in the Classroom*. New York: Random House, 1970.

Williams, Sylvia Berry. *Hassling*. Boston: Little, Brown and Co., 1970. (An account of tensions and disruptions at Cubberley High School, Palo Alto, 1968-70.)

"Don't expect success on the first job application, or the fifth, or the tenth," urged Mrs. Schneider. "Remember, it takes only one to click." She reminded the audience that the prospective teacher will need motivation, drive, patience, and persistence. Perhaps Dr. Robinson's final words, although unfortunate for the profession, were the most heartening note of the session: "We are in a fiscal bind, but education is expanding, and we're going to need more teachers. . . . Despite everything being done, **THERE IS STILL A SHORTAGE OF GOOD TEACHERS.**"

Suggested Sources of Supplementary Information

"Teaching Opportunities in California: A Guide for Those Seeking Teaching Positions in California's Public Elementary and Secondary Schools." Available from the publishing agency, California State Department of Education, Office of Superintendent of Public Instruction, Sacramento.

"Private Schools in San Francisco and Vicinity." Original list compiled by the Greater San Francisco Chamber of Commerce, Public Information Department, 420 Montgomery Street, San Francisco. A slightly more complete list can be obtained by sending a stamped, self-addressed envelope to Crystal Springs School for Girls, 400 Uplands Drive, Hillsborough, California 94010.

For information on child care centers, write to the appropriate school district.

For information about classes offered by the Young Women's Christian Association, call the director of the Y.W.C.A. in your community. In Palo Alto, Mrs. Karen Hyde has information about occasional openings, both paid and volunteer.

**SECOND
CAREERS
FOR
WOMEN**

**EDUCATIONAL ADMINISTRATION AND
EDUCATION RESEARCH Workshop**
Held May 2, 1970, at Stanford University

**LIST OF PANELISTS and
Biographical Data as of May 2, 1970**

PAULINE SNEDDEN SEARS, Ph.D.—MODERATOR Professor of Education (child development, educational research on personality and motivational development), Stanford University. A.B. Stanford, M.A. Teachers College, Ph.D. Yale. Has taught and/or been research associate at Yale, Iowa, Harvard and Stanford. Mrs. Sears has two children and five grandchildren.

STEVEN M. JUNG, Ph.D. Assistant to the Director of the Center for Research and Evaluation in the Applications of Technology in Education, American Institutes for Research. Received his Ph.D. in educational psychology from Arizona State University with a specialization in research methodology. In connection with Project PLAN, his responsibilities have included development of primary developed abilities and general information tests. In addition he has assisted in developing the PLAN system evaluation. He is currently coordinating a pilot study on the progress of American education from 1960 to 1970.

MARJORIE LOZOFF, M.A., A.C.S.W. Research Associate, Institute for the Study of Human Problems, Stanford. B.A. in sociology, M.A. in psychiatric social work, advanced post-graduate courses in education, Stanford. Medical psychiatric social work in V.A. Hospital, Menninger Clinic. Child welfare, foster home programs. Mrs. Lozoff is herself a re-entry woman, having returned to university studies and professional life after raising her three daughters. She has taught and written on effect of college milieu on personality development of students, autonomy and feminine role.

AUDREY A. MITCHELL, M.A. Mathematician, Stanford Research Institute. Worked in mathematical statistics, statistical analysis, computer applications, computer assisted instruction, educational research in effective domain using computers. Has been programmer for Lockheed, U.S. Naval Ammunition Depot. Mrs. Mitchell has taught at University of Colorado and Foothill College.

MARY LEE SANTEE, M.A. Assistant Principal, Capuchino High School, San Bruno. Has been a teacher at all grade levels, specialist in remedial reading and gifted programs, administrator in secondary schools. Has done curriculum teacher supervision and evaluation. Mrs. Santee worked in New York's ghettos and suburbs before coming to California.

H. H. SEMANS, Ph.D. President of Foothill College since 1967. Has been secondary school principal, junior college teacher and dean. Served as Assistant Chief of the Division of State Colleges and Teacher Education, California State Department of Education.

EDUCATIONAL ADMINISTRATION AND EDUCATION RESEARCH Workshop

Summarized by Valda Moelwyn-Hughes

Dr. Pauline Snedden Sears, Professor of Education at Stanford University, and moderator of the Educational Administration and Education Research workshop, opened the panel discussion with a brief survey of research opportunities in education. These have been increasing during the last ten years mainly through government support. The nation is becoming more oriented to improvements for minority group children, especially those with any sort of deprivation.

There are fifteen regional educational laboratories distributed geographically, one at Berkeley being the farthest west. The purpose of these is to improve educational practice. There are, in addition, nine centers for research development in the area, one being at Stanford. The federal government expenditure for all these is \$30 million per year. President Nixon has proposed the formation of a National Institute of Educational Research. If all these institutes are properly funded and have proper personnel, the job outlook in educational research will be reasonably optimistic.

Requirements for educational research are:

- 1) the doctoral program in education;
- 2) other training and skills, e.g., statistics, computer programming, interviewing skills, psychometric testing skills, linguistics, fluency in other languages (e.g., Spanish), knowledge of other cultures (e.g., Black, Puerto Rican, etc.), teaching experience, writing ability (e.g., T.V. writing), behavior modification techniques.

The second speaker was Mrs. Audrey A. Mitchell, a mathematician from Stanford Research Institute. Mrs. Mitchell discussed research programs at S.R.I. on the future of education. She explained the philosophy behind the use of a computer to develop an effective type of learning structure so that the student creates his own learning habits, leading from discovery through comprehension to verbalizing and conceptualizing the situation. She mentioned experiments conducted last summer with elementary pupils from the Guadalupe Institution. The experiments, using computers, involved tasks ranging from plotting the gravity pull on a bouncing ball, to writing poetry. The importance of this type of learning lies in the fact that there are no differentials of success and failure, and the student's learning is entirely self-directed. These programs are not intended to replace the normal function of a teacher but to augment the tools used in the classroom today. This is a growing field, and openings exist for retraining teachers.

Mrs. Marjorie Lozoff, research associate at the Institute for the Study of Human Problems at Stanford, outlined the Institute's research on the effect of education on personality development. She discussed the research conducted for four years among a chosen 200 students (50 men and 50 women from Stanford, and equal numbers from Berkeley) by trained university teachers and clinicians. Factors studied include: (1) the aspects of education of lasting value; (2) the influence of residential groups; (3) the transferring of identity from parent and family to the individual; (4) the clarification of sexual identity; (5) occupational choices after graduation. Mrs. Lozoff referred the audience to the book *No Time for Youth* by Joseph Katz.

Also studied by the Institute are the effect of co-education on male and female relations, and autonomy in the feminine role.

The skills necessary for such research are:

- 1) writing skills;
- 2) statistical skills . . . especially valuable when coupled with academic qualifications of an appropriate kind;

3) interviewing skills . . . for which a good background in psychology and sociology is necessary. Experience in the personnel field is valuable.

Dr. Steven M. Jung of the American Institutes for Research (A.I.R.) corroborated Mrs. Lozoff's reference to the increased employability of people with a combination of skills, technical and academic.

Dr. Jung described A.I.R. as a non-profit organization founded in 1949 on the experience of air-crew selection programs in World War II. The work of the five national and international offices of the American Institutes for Research is primarily devoted to contract research in the behavioral sciences. Such research is done in a variety of settings:

- (a) in public schools, mainly in improving the teaching process;
- (b) at the university level, mainly in the field of broad general principles of behavior;
- (c) in a regional laboratory;
- (d) in a private contract research organization.

Training and skills desirable for a person seeking a research position in such an organization include: knowledge of psychology and biology, engineering skills, computer programming skills, educational research experience, etc. In A.I.R. there are three types of appointments:

- (1) research assistant level—in the Palo Alto office, 19 of 20 are women;
- (2) research associate level—27 of 30 are women; over half of these have Master's degrees and teaching experience;
- (3) research scientist level—6 of 35 are women; a Ph.D. or extensive experience is a necessary qualification.

The emphasis in the workshop then shifted to Educational Administration, with Mrs. Mary Lee Santee, Assistant Principal of Capuchino High School, San Bruno, as the first speaker. She noted the different kinds of educational administration positions, ranging from elementary and junior and senior high school principals and deans, to college administrators and central office administrators. These are the top decision-making positions, requiring both educational and professional qualifications. However, Mrs. Santee does not recommend this field as a "second career" and has reservations in recommending it as a "first career" for women. Her reasons are: 1) the prejudice against women in leadership roles in education; 2) the need for long experience.

Mrs. Santee stated that since World War II there have been more men in education, fewer women doctoral students, and fewer women administrators. At the elementary level, prestige and salary scales have increased significantly in recent years; consequently, even the elementary level is removed from the category of a "woman's field."

The personal traits needed by an administrator are:

- 1) a basic emotional stability under the severest and most constant stress;
- 2) the ability to depersonalize criticism; often, the professional or traditional meaning of the role is being attacked rather than the personality of the incumbent;
- 3) more than average physical stamina;
- 4) the ability to provide a climate in which positive actions and decisions can take place;
- 5) the ability to grasp and distill and adapt ideas, to be open to new ideas while maintaining stability;
- 6) the ability to discreetly cooperate, to involve others, and to request information, instead of "asserting authority";
- 7) other desirable traits: humanity; a critical mind.

In closing, Mrs. Santee remarked about a missionary function in the position of educational administrator. She emphasized the insecurity of the position of administrator in contrast with the security of a teaching position.

Dr. H. H. Semans, the President of Foothill College, opened his remarks with advice to a woman thinking of a "second career": After working out what she has to offer in terms of qualifications and experience, she should consider carefully the requirements of a potential employer, and the time that will be required for further training, if necessary.

He cautioned that any advanced educational position is usually filled from within the profession, and a man usually has preference over a woman. Dr. Semans said that there may be possibilities in educational administration for women of minority groups or for women who have language specialties for minority groups.

On the subject of temporary part-time work in educational institutions, the possibility of work at rush registration periods during the college year was mentioned.

Women trained as teachers who are taking time out to be mothers can keep in touch with the educational world through work in P.T.A.'s, bond elections, and other educationally-related volunteer work. One registrant made the point that by doing volunteer work a woman may well kill her own job market. In the conversation which followed, however, panelists stressed the valuable role of volunteers in bringing the community and school together and creating more understanding.

**SECOND
CAREERS
FOR
WOMEN**

**COUNSELING GUIDANCE AND
CLINICAL PSYCHOLOGY Workshop**
Held May 2, 1970, at Stanford University

**LIST OF PANELISTS and
Biographical Data as of May 2, 1970**

RUTH B. SPANGENBERG, M.A.—MODERATOR Counselor and Instructor, Psychology Department, Cañada College. B.A. Pomona College. M.A. in Counseling and Guidance, Stanford University. Life-time credential; pupil personnel credential; California marriage, family and child counselor. Twenty-six years of volunteer and professional experience in education. Lecturer at San Jose State College. In-service training for schools in family-life education. Mrs. Spangenberg is the mother of six children.

VIRGINIA BLOCK, Ed.D.* Professor of Education and Psychology, San Francisco State College. B.A. Douglass College, Rutgers University. M.A. Teachers College, Columbia University. Ed.D. Stanford University. Author, former director of guidance of city schools of Seattle. Lecturer at Stanford, Western Washington College of Education, U.C.L.A., University of Washington, and U.C.

D. PATTERSON PETERS, B.A. Staff Assistant, Santa Clara County Suicide and Crisis Service. B.A. San Jose State College 1970. Has worked in nursery school teaching, telephone company special services, Pilot Poverty Program, Probation Department of Santa Clara County.

ORPHA M. QUADROS, M.S.W., A.C.S.W. Associate Professor and Student Personnel Counselor, San Jose State College. B.S. University of Oregon. M.S.W. University of California. Twenty-five years of social work. American Red Cross, probation department, adult and guidance clinic. Mrs. Quadros is the mother of one son.

JULIE RANSOM, B.A. School Psychologist, Whisman School District. B.A. Stanford University, general secondary credential. English instructor, College of San Mateo and California State Polytechnic College. Experience in the area of exceptional children. Mrs. Ransom is a wife and mother.

MARGARET E. TANG, B.A. Staff Associate, Office of the Regional Commissioner, Social Security Administration, San Francisco. B.A. San Francisco College for Women. Over twenty years with government service. Her present position involves the coordination of college recruitment, and also of equal employment opportunities.

EMILY B. VISHER, Ph.D. Clinical psychologist in private practice, and school psychologist, Portola Valley School District. B.A. Wellesley College. Ph.D. U.C. Berkeley. She has been a research chemist and, in her "second career," an instructor of psychology. She worked in a diagnostic capacity for the Vocational Rehabilitation Services and the Children's Home Society of California. Mrs. Visher has four children and three step-children.

*Deceased 1970

COUNSELING, GUIDANCE AND CLINICAL PSYCHOLOGY Workshop

Summary Prepared by Susan Groag Bell and Jane D. Fairbank
from the Official Notes*

The Counseling, Guidance and Clinical Psychology workshop was opened by the moderator, Mrs. Ruth Spangenberg, on the note that the life experiences of mature women are a definite help to them in getting started in "second careers." The fields of counseling and psychology are "naturals" especially for the woman who has already had professional training, which she can now supplement with her wealth of life experiences.

After the moderator's introduction, the podium was turned over to the panelists, whose remarks are summarized below.

Dr. Virginia Block†

Dr. Block discussed the credentials necessary for school counseling. For counseling positions in elementary through high school, a pupil personnel credential is required. Credentialing requisites change frequently; it is important to keep abreast of the latest requirements. Junior college counseling positions are usually on a part-teaching and part-counseling basis. A credential in pupil personnel is required, plus a Master's degree in the subject area to be taught.

Discussing the possibility of enrollment in educational institutions of the area, Dr. Block cautioned that requirements change frequently; so one must be sure to have current information. Places in schools, like jobs, are at a premium in the counseling field. For example, San Francisco State College had 109 applicants for its counseling program, but was able to accept only 25 . . . and there is no guarantee of jobs for those 25 when they finish the program. To study at S.F. State, a student must be classified in either a credential or a degree program. S.F. State no longer has an "unspecified student status," though San Jose State College and the University of San Francisco still do.

In addition to the local state colleges, other institutions in the area which offer either courses or full programs in counseling include:

Mills College—Practicum in counseling and guidance.

Notre Dame, Belmont—Counseling as part of the teacher preparation; also Montessori preparation which includes counseling.

Stanford—Ph.D. program in counseling-psychology; also M.A. program in counseling in Education Department.

Lone Mountain College—One course in counseling.

University of San Francisco—Program for credential in counseling; also M.A. in counseling.

University of Santa Clara—Program in counseling and guidance.

U.C. Berkeley—M.A. and Ph.D. in counseling and guidance.

In addition to school counseling positions, there are many other needs for persons with this training. Some suggestions are:

County, state and federal agencies which deal with human concerns, e.g., programs for deprived youth.

Programs for youngsters with emotional problems.

Agencies listed in Bay Area Directory of Health and Welfare Services.

*Official note-takers: Mrs. Alma C. Kays and Mrs. Carol Willeke.

†Deceased 1970.

Volunteer Services (volunteer work often leads to a paid position):

Satellite Housing, Belmont;
Haight-Ashbury Clinic—drug abuse;
Huckleberry House;
Sunset Mental Health Services;
Half-way houses;
Community programs for ethnic groups with language problems;
Alcoholics Anonymous;
Community centers such as the Booker T. Washington Center;
Youth guidance centers;
Family planning centers.

More attention needs to be given to helping men and women over 35 find jobs, and getting people to understand the needs and problems of this group. Organizations such as Soroptimist Club and A.A.U.W. are working on this with private industry.

Mrs. Orpha Quadros

Mrs. Quadros, an associate professor and student personnel counselor at San Jose State College, is currently working with women over 30 at the college, as well as younger students. She had previous experience in welfare, Red Cross, and child guidance clinics before stopping work to have a family. She started back to work in a ¼-time counseling position which soon became a full-time job, a common occurrence.

The mature woman returning to school or a job needs: stamina and physical strength; a sense of humor; encouragement and support from family; finances (usually a problem, since women feel guilty about spending on themselves); extra self-esteem. According to Mrs. Quadros, the re-entry woman must recognize that as she returns to school she is a threat to her family, to younger college students, to males in general, and to the status quo.

She should face the problem of getting a job positively. If she makes herself an interesting and worthwhile person, someone will choose her to fill a job.

Regarding new trends in the field of counseling, Mrs. Quadros pointed to the counseling of older women re-entering school or employment. She observed that as yet very little is being done for the older men returning to school or changing fields.

Mrs. Julie Ransom

Mrs. Ransom is the school psychologist for the Whisman School District. This district of 2,800 children has only one psychologist.

She started back to school at age 39, on a part-time basis, also was employed part-time. At a professional meeting she learned of a mid-year opening in the Whisman District.

Mrs. Ransom strongly urged people to go ahead with study in any field in which they have a real interest. She reminded the registrants of the possibility of entry to the working world by taking a volunteer job which has possibilities for paid work later.

To previous panelists' lists of educational programs in counseling, Mrs. Ransom added the following: (1) Mental Research Institute, 555 Middlefield, Palo Alto, has a training program for family counselors. (2) In the fall of 1970 the California Psychological Association is starting a three-year Ph.D. program in clinical psychology. At present, the prerequisite for admission is an M.A. in psychology. Future plans are to admit students with four-year college degrees. Further information may be obtained from the office of Dr. Nicholas Cummings, President, California School of Professional Psychology, 2150 Judah Street, San Francisco, phone 665-0810.

Miss Margaret E. Tang

There is a place in government for women, and the government is more open-minded about age than is private industry. Miss Tang has been in Social Security for 13 years. After graduating from college as a Liberal Arts major, she worked as clerk-typist for six years. At a supervisor's suggestion, she took and passed the Federal Service Entrance Exam (F.S.E.E.) for college graduates. She went into the Social Security Administration with grade 6 rating, is now grade 13. She is in the Staff Development Program, heading for an administrative position.

Current pay scales in the federal government start at GS2—\$4,621 for clerical positions. One who has passed the F.S.E.E. would start at GS5—\$6,548. Some agencies including Housing and Urban Development, Social Security, and Health, Education and Welfare have management-intern programs; the starting level is GS7—\$8,098. To be eligible for these programs one must score 95 or above on the F.S.E.E. There are regular step increases in pay within grade level, as well as grade raises.

A governmental brochure published by the U.S. Civil Service Commission describing the F.S.E.E. may be obtained from the Post Office. The public library has books on how to take the examination (e.g., ARCO books and others). The post office has listings of when and where the examinations are given.

There are training programs within the federal government, also some outside programs which the government will finance. Information may be obtained from the *Federal Career Directory, Guide for College Students* (published by the U.S. Civil Service Commission), which can be seen, for example, at the Government Document Department of the Stanford University Library. Miss Tang concluded her remarks about federal employment by suggesting that candidates explore counseling possibilities in the Veterans' Administration.

Dr. Emily Visher

Mrs. Visher graduated from college in 1940, worked for one year as a research chemist, married, had children and was away from professional work for 11 years. She decided to return to school in psychology; but since she had on her record only 6 units in that field, she began with some undergraduate courses in psychology plus some correspondence courses during the summer. She entered the graduate program at U.C. Berkeley the next year, and spent six years completing a Ph.D., including three years in field placement.

The problems of a "re-entry" woman can be significantly lessened by: (1) ability to make her schedule flexible; (2) cooperation at home; (3) great personal determination.

Psychology is a field that people often enter later in life. The experience of living gives one an advantage over the younger person. In the field of psychology a woman may possibly have a working/training arrangement even before she finishes her degree.

Recently, both federal and state psychological services have undergone big cutbacks. Graduates with the M.A. degree in clinical psychology are finding few positions open. County health services, for example, are required to hire Ph.D.'s. A position as a school psychologist requires an M.A. plus a credential. The starting salary is \$9,000. To be a clinical psychologist, one must have a license from the state; this requires a Ph.D. (A clinical psychologist works as a therapist and diagnostician, often in private practice.) A psychometrist (who does diagnostic testing), must have an M.A. plus a credential for school work.

The Wright Institute, Berkeley, offers training similar to clinical psychology but with emphasis on social psychology. The Institute places its graduates in research, teaching and social agencies. The cost for the program is \$4,000-\$5,000 per year.

Other programs mentioned by Dr. Visher were the San Francisco State College M.A. program in clinical psychology, and the California School of Professional Psychology program described in an earlier section.

Persons wishing to work for a Ph.D. in clinical psychology should investigate a possible arrangement with the University of Southern California allowing certain coursework available in this geographical area, to partially fulfill degree requirements. That work would be supplemented with summer sessions at U.S.C.

Stanford University no longer has a program for a Ph.D. in clinical psychology.

Mrs. Ruth B. Spangenberg

Mrs. Spangenberg returned to school at Stanford five years ago, switching from history and math, her majors as an undergraduate, to psychology. She received an M.A. in counseling, plus a pupil personnel credential. Stanford had a policy of not accepting anyone over age 45, but this requirement was waived in her case. Also, she was given college credit for community work.

From her recent college experience Mrs. Spangenberg concludes that mature women can compete with college-age students. There is a carry-over from life experiences and volunteer work. The addition of studies to a busy home schedule requires managerial ability.

Mrs. Spangenberg's re-entry into the employment world began as a part-time teacher, evenings, at College of San Mateo when it first opened. Later she became head of the counseling program at Cañada College. Currently her (full-time) duties are divided between teaching and individual counseling at Cañada. The salary range at community colleges depends on education and years of experience. The San Mateo Junior College District gave her five years of teaching experience for her community volunteer experience.

Mrs. Spangenberg also works six to ten hours per week as a marriage, family and child counselor, working out of her home. For this type of work a state license is needed; such a license requires five years of counseling experience. Pending before the state legislature is a proposal that, in addition, each applicant be required to have 1000 hours of personal therapy and pass a comprehensive examination given by the professional licensing department of the State of California. This is a field in which one can work part-time or full-time.

Mrs. D. Patterson Peters

Mrs. Peters told of her work with the Suicide and Crisis Service of Santa Clara County. As a staff assistant she talks to prospective volunteers. Most volunteers are used in the area of mental health, e.g., in the Suicide and Crisis Service, drug abuse program, alcohol information center, and day treatment centers.

Each volunteer is interviewed by the staff psychiatrist and psychologist. If accepted as a volunteer, she is then scheduled for a training program of about ten weeks, one day per week. After the training, the volunteer will work in the office for one month, four hours per day, assisting other volunteers on the phones. This experience serves as an internship in operating the central referral service. After the internship the volunteer is assigned her own schedule of manning the phone or serving in special programs in the community.

Training programs in suicidology and community services are available. Such programs include research and treatment. One-year fellowships of \$6,500 are offered through the National Institute of Mental Health, 5454 Wisconsin Avenue, Chevy Chase, Maryland 20015.

Summary

Overall, the message of the panelists, as reflected in their personal experiences and in their advice to participants, was that a re-entry woman should follow her own interests in study, go ahead and prepare for the field of her choice, and not worry too much about the specific job that will be available in the future. Chance and timing play important roles in the employment picture. Jobs are short right now; a woman might try to enter the field through volunteer work. Volunteer jobs frequently work into paying positions.

* * * * *

Added in May, 1971:

Since the **SECOND CAREERS FOR WOMEN** conference, at least one of the panelists of the Counseling, Guidance and Clinical Psychology workshop has had follow-up contact with conference registrants. Dr. Visher was consulted by two of the registrants who were stimulated by her panel presentation of "second career" possibilities in clinical psychology.

**SECOND
CAREERS
FOR
WOMEN**

SOCIAL WORK Workshop
Held May 2, 1970, at Stanford University

LIST OF PANELISTS and
Biographical Data as of May 2, 1970

GENEVIEVE OXLEY, M.S., A.C.S.W.—MODERATOR Licensed Clinical Social Worker. Lecturer, School of Social Welfare, University of California, Berkeley. Mrs. Oxley teaches casework methods and consults with Peninsula agencies offering practice training to Master's students. She was formerly on the faculty of the Hunter College School of Social Work in New York City and has had practice experience in family and children's agencies. Mrs. Oxley is the wife of a Stanford professor.

GEORGE BARNES, M.S.W., A.C.S.W. Licensed Clinical Social Worker. Director of Social Services, College of Notre Dame, Belmont. Mr. Barnes was on the faculty of the University of Oklahoma School of Medicine Department of Preventive Medicine, and lecturer at the School of Medicine, Stanford. He has had wide experience as a social work practitioner and administrator. He was instrumental in developing the undergraduate program in social services at the College of Notre Dame.

CLEO EULAU, M.S.W., A.C.S.W. Licensed Clinical Social Worker. Chief Psychiatric Social Worker, Child Psychiatry Clinic, Stanford Medical Center. Mrs. Eulau also teaches in the Certificate program for Social Welfare, University of California Extension. Mrs. Eulau was formerly Director of Professional Services at Family Service Society of Palo Alto. She combines her professional career with the roles of wife of a Stanford faculty member and mother of two teen-aged children.

MAUREEN A. LEVITAN, A.B. Senior Staff Assistant, Bureau of District Office Operations (San Francisco), Social Security Administration, Department of Health, Education and Welfare. Mrs. Levitan has held positions of responsibility with Social Security Administration since 1961. She will be involved with the staffing for medicare and social security payments. Mrs. Levitan combines her professional career with the roles of wife and mother of two young children.

SUSAN MANCE, A.B. Supervisor, Santa Clara County Welfare Department (on leave), student in the Master's program, University of California, Berkeley. Mrs. Mance was formerly with the Sacramento County Welfare Department. She came to the field of social work with graduate education and professional experience as a musician. Mrs. Mance combines her career with the roles of an I.B.M. wife and the mother of two teen-agers.

MELVIN E. PRATT, Ph.D., B.D. Chairman, Social Sciences Division, Cañada College. Dr. Pratt has been active at Cañada College in developing new programs in Public Service Careers (Social Services, Probation, Mental Health and Community Workers). Dr. Pratt was formerly on the History faculty at Stanford University and the College of San Mateo.

GORDON SWAN, B.S. Supervising Probation Officer, San Mateo County Probation Department. Mr. Swan has had 19 years of experience in the correctional field including positions with the Juvenile Court in Minneapolis and in the State Prison at Soledad, California, after which he then came to San Mateo County. He has been instrumental in developing successful programs utilizing volunteer workers with young probationers in San Mateo.

SOCIAL WORK Workshop
Summarized by Genevieve B. Oxley*

Several themes emerged in the Social Work workshop: the tremendous need for social workers, the satisfactions which come from working with people, and the present scarcity of job openings in the Bay Area. There is a dichotomy between human needs and financing services to meet those needs. There are many people who are alone, handicapped, facing a crisis, or lacking the personal or community resources to meet a pressing need. There are many useful and exciting volunteer positions available to work with these people, according to Mrs. Eileen Hancock, Director of the Palo Alto Volunteer Bureau. Mrs. Hancock is a trained psychiatric social worker, and, as Volunteer Bureau director, has skillfully helped many volunteers find positions of service which "fit" for them.

To secure the paid position in social work may require greater ingenuity and resourcefulness and perhaps professional education. Dr. Melvin Pratt suggested one route to a paid position: become so indispensable as a volunteer that you create a job for yourself. A participant suggested a novel way to secure the highly-sought-after part-time position: two persons apply together for one full time job.

These and other specific suggestions characterized the presentations of panelists and the question periods in the morning and afternoon workshops, moderated by Mrs. Genevieve B. Oxley. For the purpose of these meetings social work was defined in its broadest scope: to help people in relation to their economic, social and psychological needs. Work opportunities ranged through the administration of social security, public welfare, probation, and clinical practice.

Education for Social Work

It is possible to practice social work from various levels of education. Dr. Pratt, Chairman of Social Science Division, Cañada College, discussed the two-year career preparation for human services, leading to the AA degree. The College offers a Community Worker program which trains for para-professional careers. One aspect of this course is the New Careers program whereby members of minority groups work part-time and go to school part-time. The course also provides opportunity for volunteer work with cooperating social agencies in the community.

At Cañada College students who already hold degrees are welcome to take courses on a non-credit basis to improve their skills in a particular area.

West Valley College in Santa Clara County is in the process of developing two training programs: 1) Community Health Workers to work as indigenous neighborhood health workers (no formal educational qualifications), and 2) Social Service Technicians to work as Welfare Department eligibility workers (high school diploma required).

Social work preparation at the B.A. level was discussed by Mr. George Barnes, Director of Social Service, College of Notre Dame. The Council on Social Work Education has recently become active in developing social work programs at the undergraduate level. The professional status of the B.A. social worker was improved in 1969 when the National Association of Social Workers admitted to full membership graduates of social work programs in constituent schools.

The College of Notre Dame has developed an interesting program combining academic work with clinical experience involving one day a week in the senior year. Some public and private agencies

*Summary based on notes taken by Mrs. Eileen Hancock and Mrs. Cecile Lyons.

accept B.A. social workers, i.e. Red Cross, Scouts, Y's, Hospitals, Probation, Social Welfare, Social Security, Bureau of Indian Affairs. Some students seek jobs following their college work; others go on for their M.S.W. degree. Notre Dame welcomes applicants who have completed a part or all of their college work. Such students can work out a program to fit their interest in social work education.

There is a Certificate Program in Social Work offered by the University of California Extension and taught in several places in the Bay Area. Mrs. Cleo Eulau teaches the course at Stanford University Hospital. The program consists of three courses and three weekend workshops which can be taken in one year and in any sequence. A certificate is awarded by the Extension Division; however, the courses do not carry degree credit. The courses include: "Helping Individuals and Families," "Dynamics of Social Interaction," "Working with Groups." The sequence is intended for persons who do not have the M.S.W. degree. They may be working as social work assistants at the hospital or in the welfare department, or they may be exploring this challenging field. Additional information can be secured by calling Stanford Hospital, or U.C. Social Welfare Extension at Santa Cruz or Berkeley.

The M.S.W. degree opens the doors to a wide range of clinical and administrative positions. The Master's program involves two years of full time study combining academic work with closely supervised practice experience in selected social agencies. The students spend two days per week during the first year and three days per week during the second year in their field work placements.

In the Bay Area, the University of California at Berkeley offers a Master's degree with a choice of emphasis such as Community Organization, Community Mental Health, Work with Children, Work with the Aged, etc. Although the admission statistics are discouraging, 137 to be selected from among 867 applicants in 1970, Mrs. Genevieve Oxley, Lecturer at Berkeley, urged those who were interested to apply. Undergraduate grade point average and work and volunteer experience, plus references, are important determinants of selection. Age, per se, is not a barrier to admission. Mrs. Susan Mance, Supervisor from Santa Clara County Welfare Department (on leave), shared with the group the way in which she has successfully combined full time attendance at graduate school with being a wife and mother of two children.

San Francisco State is reopening its graduate program in the fall of 1970. San Jose State is in the planning stage with a program oriented to the needs of the Mexican-American community. It is hoped that the first students will be admitted in 1971. California has five graduate schools outside the Bay Area: San Diego State, Fresno State, Sacramento State, and UCLA and USC.

The Doctor of Social Welfare degree (D.S.W.) is also given at the University of California. The major interest of students in this sequence at Berkeley is teaching and research.

Job Opportunities in Social Work

There is a great fluctuation in the job market, depending often upon government funding for new programs or retrenchment of current programs. At the moment there is a dearth of positions available in the Bay Area; however, several panelists were optimistic about the future. As in so many other fields, the great attractiveness of the Bay Area lures social workers from across the country to compete with persons who live and train here. If a job in social work is your ambition, and you are free to move outside the Bay Area, there are many, many opportunities.

Positions with the Social Security Administration were discussed by Mrs. Maureen Levitan, Senior Staff Assistant in the Bureau of District Office Operations of the Social Security Administration. Work in this largest insurance program in the world is not generally considered social work. However, in some capacities staff members serve individual applicants and thereby have an unusual opportunity to affect the way in which an applicant feels about himself. The work requires intelligence and compassion

and a capacity to quickly relate to individuals who are often in a crisis period in their lives. In addition to those positions which involve direct work with the public, there are important behind-the-scenes administrative positions. At the present time, there are few vacancies; however, this situation could change rapidly, particularly if the Social Security Administration should be the agency chosen to administer the Family Assistance program when this legislation is passed by Congress. Mrs. Levitan urged anyone who is interested to take the Federal Service Entrance Examination. Applications and testing schedule are available at any Post Office or Civil Service Commission. Depending on score, experience, and education, an individual is classified as a GS-5 (\$6,548) or GS-7 (\$8,098). When an opening occurs, the list is used as a basis for job offers. There is one great advantage to Federal employment, the importance placed on equal opportunity for women.

Mrs. Susan Mance, Supervisor, Santa Clara County Welfare Department, discussed the job classifications at her agency. Recently a division of responsibility has been created between Eligibility Workers who handle the financial grants to families, and Service Workers who have smaller caseloads and attempt to help families with their social and psychological problems. The Eligibility Workers need a high school diploma and two years of college or two years of working with the public. Social Worker I, the first level of service worker, needs an A.B. degree or equivalent to take the examination. Mrs. Mance expects that the examination for Social Worker I will be given in the near future. It has not been given for some time, creating a situation in which many persons who apply for Eligibility Worker are overqualified, taking positions to wait to move to the Service classification. Another category of employment, Social Worker III, requires an A.B. degree and five years of experience, or an M.S.W. degree.

Mr. Gordon Swan, Supervising Probation Officer from San Mateo County, was specific in describing job opportunities and current openings in his department. Since probation departments are generally well funded, this field is still easy to enter, and part-time as well as full-time work is available. Mr. Swan acknowledged that there are aspects of the work which are unattractive to some, because of the authority role inherent in the positions. The employees are often associated with the police in the minds of the public, and they are expected to carry out judges' orders whether or not they agree with the decision. However, it is possible to make recommendations on general procedure or in specific cases, and increasingly probation officers are moving into the area of prevention and mental health. The position classifications are as follows:

Juvenile Hall—Juvenile Group Supervisor I	\$649-811 per month
II	725-906 per month
Field Supervision—Assistant Probation Officer I	811-1013 per month
II	906-1133 per month
III	958-1198 per month

In addition to these paid positions, Mr. Swan described some exciting ways in which volunteer workers had worked with individual children, a program in which mature women have made a real contribution.*

Mrs. Eulau, Chief Psychiatric Social Worker, Child Psychiatry Clinic, Stanford Hospital, discussed job opportunities in the private sector of social work. She related her experience as a member of a professional team in a clinical psychiatric setting at Stanford Hospital. Her job involves team teaching of medical students and residents. She makes her contribution in the area of the psycho-social under-

*See additional comments at the end of this section.

standing of the patient and his family. The psychiatrist offers his expertise in human development, the psychologist in testing and research. Some of the private agencies in the area which offer challenging clinical positions to social workers with M.S.W. degrees include: Children's Health Council, Family Service Association, Peninsula Children's Center, Eastfield Children's Center, Stanford Children's Convalescent Hospital, Stanford University Hospital, Kaiser Clinics. The publicly financed Community Mental Health Clinics and Veterans' Administration Hospital offer clinical positions to M.S.W. graduates.

Mrs. Eulau described the career of social work as having much to offer women who are concerned with individual growth and family health. It is a profession where youth is not a primary virtue. She cautioned that a social worker must be content with slow progress, for changes in individuals and families do not usually occur rapidly. Her words served to summarize the feeling of the workshops, "As you learn and work and train, you are increasingly enabled to contribute."

Added August 23, 1971:

During the months since the SECOND CAREERS FOR WOMEN conference, probation officer Gordon Swan has had valuable volunteer assistance from one registrant who learned at the conference about the need for volunteers in that field, and who has since served in several difficult probation cases. Mr. Swan's description of the program and his tribute to the volunteers' services follow:

"Our experience with volunteers goes back over five years, and have involved various personnel in the department. In my South San Mateo County unit, we had some extraordinary success in one or two instances and it convinced us that, given the right combination of people, results could be achieved that were beyond the capacity (both in time and in quality of relationship) of our professionally trained staff.

"In the last two or three years our volunteer program, now called 'Volunteers in Probation' (V.I.P.), has become an important adjunct of our probation department. Within the last month we have budgeted for a full-time director of volunteer services. His duty will be to recruit, train and supervise those individuals who are interested in working with people who are under the jurisdiction of our probation department, i.e., those legally placed on probationary status by the Juvenile or Superior Courts of San Mateo County.* I should add that the volunteers usually also become involved, to a greater or lesser degree, with other members of the probationer's family.

"Following my panel presentation at the conference SECOND CAREERS FOR WOMEN on May 2, 1970, a registrant from San Bruno contacted me regarding the volunteer program. In the intervening months she has assisted us with two or three difficult probationary situations; in one of which I am personally aware, she provided the care and interest that enabled a pregnant 16-year-old girl to effect a reconciliation with her family and eventually get married.

"The successful resolution of this situation I attribute in good part to the helpful assistance provided to the girl and her boy friend by the volunteer. She took the girl into her home, counseled her as best she could, and helped both of the young people to realistically assess their situation.

"With the kind of help and understanding given by the volunteer, the hostility and bitterness that existed between the girl and her parents was significantly lessened. She was able to think practically and

*Two categories of children come under the jurisdiction of the Probation Department, children who are on probation for delinquent behavior, and children who are under probation supervision because of neglect or abuse on the part of their parents.

plan reasonably for the future. I don't mean to minimize the part played by our probation officer. Our representative devoted much time to all members of the family, and offered advice and instructions to the volunteer. But it is very doubtful as to the outcome of the situation if the volunteer had not been available.

"As to the type of people who would be suited to this volunteer work, I would say that a considerable degree of emotional maturity is the prime requisite. The most helpful volunteer is a person who has lived enough to understand that there are very few absolutes in human relationships. She/he should have the capacity to convey a genuine interest in people that is not in any way condescending or patronizing. The person who has notions of superior status, education, family background, etc., cannot relate effectively to people who may come from less fortunate circumstances. The effective volunteer is one who does not insist upon reforming people. She/he will be patient, and will assert her/his own values when appropriate, but does not demean the other person for lack of success or obvious mistakes."

Further information about these volunteer opportunities may be obtained from Mr. Vern Johnson, Director, Volunteers in Probation, San Mateo County Probation Department, 21 Tower Road, Belmont, California (Phone: 573-2173).

**SECOND
CAREERS
FOR
WOMEN**

LIBRARY SERVICE Workshop
Held May 2, 1970, at Stanford University
LIST OF PANELISTS and
Biographical Data as of May 2, 1970

JUNE FLEMING, M.L.S.—MODERATOR, Morning Session Director of Libraries, City of Palo Alto. Experience: Librarian II, City of Mountain View; Chief Librarian and Head of Library Science Department, Philander Smith College, Little Rock, Arkansas. Volunteer work in establishing library at British West Indies Institute, Liberia, West Africa. Mrs. Fleming is married to an engineer and has one daughter. (Morning session only.)

DOROTHEA H. ROWDEN, M.L.S.—MODERATOR, Afternoon Session Has served as Career Consultant for California Library Association; school librarian in New Jersey. Has teaching experience in elementary, junior high and senior high schools. As career consultant visited forty-three different colleges to counsel students on library careers. Mrs. Rowden is married and has grown sons.

JOHN B. DOOLEY, M.A. Assistant Dean of Instruction for Library Services, College of San Mateo. Has served as Director of the Library, Chabot College, Hayward. Mr. Dooley has been a librarian and teacher in high schools and junior colleges for twenty-five years.

JUDY H. FAIR, M.L.S. Chief, Government Documents Department, Stanford University Library. Library science training at U.C. Berkeley. Mrs. Fair has worked for two years in the Technical Information Service at Stanford; the service provides a liaison between the University and industrial establishments in the Bay Area.

LESLIE H. JANKE, M.L.S. Head of Department of Librarianship, San Jose State College. Experience: Professor of Audio-Visual and Library Science, Idaho State College; Director of Adult Education, Whiteside County, Illinois; high school teacher, librarian. Has served as national chairman of the A.A.S.L., L.A.D. and L.E.D. of American Library Association; also assisted in School Library Manpower Project. Author of numerous articles in professional library and audio-visual journals. (Morning session only.)

ROBERT E. MULLER, B.L.S. Director of Instructional Materials, Jefferson Elementary School District, Daly City. Experience: High school teacher, high school and junior high school librarian, county schools library consultant. Mr. Muller has also been an instructor in school library administration at the University of San Francisco.

WILLIAM WOOD, M.A. Assistant Professor, Department of Librarianship, San Jose State College. Experience: Library administrator nineteen years, including ten years as Assistant Librarian in charge of personnel, St. Louis Public Library, and four years as Head Librarian, Portland (Oregon) Public Library. Six years of full-time teaching in library schools at University of British Columbia and San Jose State College. (Afternoon session only.)

LIBRARY SERVICE Workshop

Summarized by Jane D. Fairbank from the Official Notes*

The morning and afternoon workshops in Library Service at the **SECOND CAREERS FOR WOMEN** conference on May 2, 1970, brought together panelists knowledgeable about educational, employment and volunteer opportunities.

Mrs. June Fleming served as moderator at the morning workshop, with Mr. John B. Dooley, Mrs. Judy Fair, Mr. Leslie H. Janke, Mr. Robert Muller and Mrs. Dorothea Rowden as panelists.

Mrs. Rowden served as moderator at the afternoon workshop, with Mr. Dooley, Mrs. Fair, Mr. Muller and Mr. William Wood as panelists.

Educational Opportunities

Educational opportunities range from the para-professional training programs at the community colleges to the graduate programs at San Jose State College and University of California, Berkeley.

Mr. John B. Dooley presented information about the training program in library technology offered by the Evening Division at the College of San Mateo, which course is typical of those taught in many Bay Area community colleges (e.g., San Jose City College, Foothill College). The field of library technology is a special field, a career in itself, and not a way to get into the library profession. This training program prepares students for non-professional and semi-professional jobs in libraries of all types.

At College of San Mateo, the program consists of twenty-four units: 5 required courses (15 units) plus electives totaling 9 units. The five required courses are: Introduction to Library Technology, Library Technical Processes, Elementary Cataloging Procedures, Public Services, and Non-Book Materials. On field trips the students learn about the latest developments in audio-visuals. Courses which may be taken to fulfill the 9 elective units include business, English, data processing, typing, story-telling and speech. A certificate is awarded at the completion of the program. The units from this program are not transferrable to San Jose State College degree programs.

Anyone holding a B.A. degree who registers for the program will not be required to take all the electives.

The ability to type is essential for a person expecting to work in library technology.

Last year's six graduates from the San Mateo library technology program are all employed.

Mr. Dooley mentioned the following local employers who hire para-professionals in the library field:

- (a) Stanford University—50 positions, a few of which are likely to be open due to normal turnover;
- (b) the community colleges;
- (c) industry.

A typical beginning salary would be \$450.00 per month.

Professional library training was discussed by Mr. Leslie H. Janke and Mr. William Wood of the San Jose State College Department of Librarianship.

In the Bay Area, a graduate degree in Library Science[†] is generally required for a professional library position. (In some locales, a B.A. in Librarianship may be sufficient.)

*Official note-takers: Mrs. Jeanne Pinneo and Mrs. Marian Rees.

[†]M.L.S., M.A. in Library Science, or M.S. in Librarianship.

Six hundred schools in the United States offer degrees in librarianship. Of these, fifty are accredited by the American Library Association. The University of California Berkeley and San Jose State College are thus accredited. Others in the western United States include the University of California at Los Angeles, University of Southern California, University of Washington, University of Oregon, and Brigham Young University.

Applicants seeking admission as graduate students in the Department of Librarianship at San Jose State College must have a B.A. in an academic field, a "B" average or better in upper division courses, and a reading knowledge of at least one modern foreign language.* In addition, the department requires that each applicant supply personal information and references. There is also a Graduate Record Examination "score" requirement.

The competition for admission to the San Jose Library School is keen; only one of three applying is accepted. A student may attend the library school part-time at San Jose, in contrast with mandatory full-time attendance at the University of California, Berkeley. Presently, 70 students attend the San Jose Library School full-time and 230 part-time.

Once admitted to the Master's Program, a student must take basic courses in cataloging, reference work, etc. A total of 36 units of course work is required, plus field work. To complete the thirty-six units of graduate work usually takes 2 semesters and 2 summers of study for the full-time student. Some library schools also require a thesis or a special research course and a comprehensive examination. Other courses offered include: Dewey Decimal and Library of Congress cataloging systems, subject headings, services in special libraries, library administration, and electives of a specialized nature, such as documents and systems analysis.

To qualify as a school librarian, a student must complete 50 units of work (beyond a B.A.), including 18 units each in library school and education, and obtain a teaching credential, either general or special, issued by the State Department of Education. Course work includes cataloging, reference work, child and/or adolescent literature, school library administration, and directed library practice (in addition to the practice teaching required for the teaching credential).

The fact that some University of California library schools offer not only the M.A. in Library Science but also the M.S. in Information Sciences was mentioned by panelist Dorothea Rowden. Candidates for this degree need a background in mathematics and science.

Work on a Master's degree must be completed within seven years.

Mrs. Rowden, who has served as Career Consultant for the California Library Association, brought to the panel considerable information about sources of financial support for library students, as follows:

A *List of Assistance* compiled by the American Library Association may be obtained by writing to Miss Peggy Barber, American Library Association, 50 East Huron Street, Chicago, Illinois 60611. Obtainable for 50 cents from the U.S. Superintendent of Documents, Washington, D.C., is a booklet, *Financial Aid for Students—Graduate*. Widows and wives of disabled veterans should investigate sources of educational support from the federal government through the Veterans' Administration.

The various schools of library science have financial aid programs for students.

A little-known fact is that financial aid may be available from certain states[†] in which no accredited library schools presently exist. Grants of aid are made contingent on the student's returning to work in the particular state furnishing support.

*The preferred languages are French and German. However, students should be aware of the urgent need for librarians able to read technical Russian; the financial rewards are great.

[†]Montana, Idaho, Nevada.

If it is necessary to borrow money for education, special low-rate, long-term commercial bank loans are available, as well as loans in many career categories offered by the federal government through the National Defense Education Act.

Employment Opportunities

The employment situation in and near large cities and particularly in the Bay Area is not encouraging. There is an oversupply of librarians, and the competition is keen. There are jobs, however, for well-trained candidates. Away from congested areas, employment potential improves; in fact, many branch libraries in outlying areas need trained professionals urgently.*

Persons seeking employment as reference librarians need a high degree of training; more professionals are found here than in the circulation department. In contrast with these two reader-oriented services, the technical services section is a business operation which in recent years has needed fewer professional catalogers due to the availability of prepared cards from outside agencies.

To librarians seeking employment, Mrs. Rowden offered some suggestions: They should keep in contact with the institutions where they wish to work. They should follow the classified sections of the professional journals, for information on job openings and salaries: (1) *American Libraries* (American Library Association), (2) *Special Library Magazine*, (3) *Wilson Library Bulletin*, (4) *Library Journal* and (5) *School Library Openings in California*. The latter, a bi-monthly circular, may be obtained by writing Mr. Robert Muller, 101 Lincoln Avenue, Daly City, California 94015. The others are available at university library departments.

Beginning salaries for librarians with an M.A. in Library Science and no experience average \$8,000 a year. The federal government now pays \$9,881 (GS-9) for an inexperienced person with an M.L.S. degree.

A large portion of the workshop discussion was devoted to the various institutional needs for library workers, namely in public libraries, in special libraries, in departments of the federal government, and in school libraries.

Public libraries in the Bay Area generally require professional librarians to have Master's degrees. However, as Mr. Wood pointed out, only 25 to 40 percent of public library workers are professionals; technologists and clerks supervise many small branches and bookmobiles in outlying areas.

Some local public libraries offer trainee positions for Master's candidates. As part of a survey conducted by Mrs. Rowden in 1968-1969, she learned that the following community libraries have offered such trainee positions: Alameda, Belmont, Hayward, Menlo Park and San Leandro.

Mrs. June Fleming, Director of Libraries of the City of Palo Alto, suggested that persons interested in public library employment should consider what area of work interests them, the processing of material or public contact. Married women with families should also consider the hours of employment. Public libraries are open day and evening, six or seven days a week; for a woman with family responsibilities, public library work may not be feasible.

The City of Palo Alto employs professional librarians and library assistants, and also makes use of volunteer help. The professional librarian must have an M.A. degree in Librarianship. Library assistants No. 1 do not need to have units in library science. The majority are employed in the circulation department. Library assistants No. 2 need six units of either technical or graduate work.

*Women exploring "second career" possibilities will be interested in the fact that Mrs. Rowden's professional position as Career Consultant for the California Library Association grew from a volunteer service which she rendered.

At present there are few openings for professional librarians; in fact, persons with M.A. degrees are applying for jobs as library assistants No. 2. The Palo Alto Library operates on a "merit system." Vacancies are filled first from within the system.

Volunteers may be used for storytelling and art work. There is no organized volunteer program for the Palo Alto Public Library.

Mrs. Judy Fair, Chief of the Government Documents Department at the Stanford University Library, discussed employment opportunities in *special libraries*. These are libraries designed specifically to serve a business, an industrial concern, a department of a college or the like. Some examples of special libraries are: music libraries, such as the one at Lincoln Center, New York City; fine arts libraries, found at many museums; libraries of social sciences, one of which is located at the World Affairs Studies Council in San Francisco; business and finance libraries, in banks; and technical libraries, such as those designed for the specific needs of electronics companies.

To be a professional librarian in such a facility, one needs a Master's degree in Library Science plus an additional M.A. in a specialized field; or an undergraduate degree with a major specialization, plus the library degree. One favorite combination these days is the M.A. in Library Science superimposed upon a B.A. in chemistry.

Typically, one professional librarian, performing all tasks, operates a special library. While good salaries prevail in industry libraries, jobs evaporate with government contract cancellations. Conversely, low pay accompanies high security at academic institutions. Job opportunities in the Bay Area are less than impressive at this time.

Service and challenge are the rewards of working in special libraries. In both business and industrial libraries, reference work proceeds under stress, with accuracy an essential; in academic institutions, the pace is less frantic but the reference work may be even more exacting.

Departments, agencies and related organizations of the *federal government* employ librarians; some examples are the Department of Health, Education and Welfare, the Interior Department, the Veterans' Administration Hospitals, The Smithsonian Institution. The federal government hires librarians for work in its overseas dependents' schools and overseas base libraries. Salaries paid librarians by the federal government cover a wide range, beginning with \$9,881 (GS-9) for an M.A. in Library Science from a school accredited by the American Library Association.

A vacancy roster of federal positions is made available monthly to graduate schools through the Federal Library Committee headquartered at the Library of Congress. For federal positions, there is an oversupply of candidates in metropolitan areas, though jobs may be available in cities which are growing.

Speaking about opportunities for library workers in *school libraries* was Mr. Robert E. Muller, Director of Instructional Materials, Jefferson Elementary School District, Daly City.

Mr. Muller mentioned the advantages of school library positions for women who have families: The hours and yearly schedule coincide with those of young children, 8:30 a.m. to 4 p.m., 9 months per year. The pay is good; inexperienced degree holders are paid from \$9,500 to \$11,000.

The school librarian's preparation closely parallels that of a teacher. The education required is formidable (see section on educational opportunities); typically it takes two years beyond the B.A.

The fact is that few school librarian positions are open today, because of the current fiscal crisis in the California school system. Two years ago there were four times as many positions open as there are today.

Volunteer Opportunities

Volunteers perform a rewarding and essential function, particularly in elementary school libraries.

Mr. Muller, who administers 21 libraries in the Jefferson Elementary School District, uses volunteers to advantage. He mentioned, however, two problems: (a) Some librarians resent the time needed to train and supervise volunteers, and their relative unreliability. (b) Friction sometimes develops between the volunteer and a paid clerical worker performing the same tasks. Mr. Muller endorses the idea of hiring a professional to serve as coordinator of volunteers, in which role she/he can muster and deploy the community's large pool of educated people willing to donate their services.

In many cases the volunteers are not required to have library training. Typical tasks are clerical in nature, though sometimes volunteers are used as story tellers and discussion leaders, in which cases they may need some special training. At the junior high school level, volunteers may be asked to lead discussions in the junior division of the Great Books program. Organization of the volunteers is likely to be handled by the local Parent-Teacher Association.

Volunteer librarians are much needed by private schools, the majority of which have no professional librarians.

Volunteer library work is a potential source of community involvement, if the program is well organized. Persons interested in this type of job should contact individual schools or the school district administration. It should be borne in mind, however, that many school districts are not organized to accept volunteers.

* * * * *

In conclusion, the library service field is not a static or shrinking field, in spite of the current tight money situation.

One reason is the high turnover of librarians at lower professional levels and the resultant pool of unfilled positions at certain periods. Women's life styles account for much of this turnover. After a few years of employment, many women leave to raise families. Significant numbers of these women return to work many years later, at the level of work at which they left. (During the remainder of their professional lives they seldom attain more than intermediate administrative positions; the top administrative jobs have been filled, during the women's professionally inactive years, by male librarians.)

Secondly, some new fields have opened in the area of library service (e.g., the computer information retrieval field),* expanding fields which offer new and interesting job opportunities.

Added in August 1971:

A recent communication from Mrs. Rowden offers the following source of information on special libraries: Special Libraries Association, 235 Park Avenue South, New York, N.Y. 10003.

*Re-entry women interested in programming might consider this field. Programmers for libraries do not need formal library courses.

**SECOND
CAREERS
FOR
WOMEN**

COMMUNICATIONS Workshop
Held May 2, 1970, at Stanford University

LIST OF PANELISTS and
Biographical Data as of May 2, 1970

JOYCE PASSETTI, B.A.—MODERATOR Family Leisure Editor of the *Palo Alto Times*. Joined the *Times* editorial staff as a reporter immediately after her graduation from San Jose State College, where she majored in English and minored in journalism. In 1958 she was appointed Women's Editor, a title recently changed to Family Leisure Editor to better reflect her department's expanded area of coverage. In 1964 the *Times* received a merit award for Best Women's Interest Coverage from the California Newspaper Publishers Association.

ELIZABETH DuBOIS, B.A. Managing production editor of mathematics and chemistry books at Wadsworth Publishing Company, Belmont. Supervises all editorial phases of the production of books in her field from manuscript to published work. Before joining Wadsworth, she was an editor for the Associated Press in Seattle and Spokane, Washington, and also was an assistant manager of an audio specialty firm in Spokane.

LA MAR MACKAY, Ph.D. Professor of journalism at San Jose State College. Received his Ph.D. in mass communications from the University of Wisconsin. His experience includes being a teacher, reporter and bureau chief of the *Wall Street Journal* in Philadelphia.

G. ANDREW MARKEN, B.S. Director of public relations and account executive for Hal Lawrence, Inc., Palo Alto. More than 10 years experience handling technical, medical and general communications programs. Mr. Marken earned his B.S. degree from Iowa State University in radio/television and journalism. He also has pursued advanced studies in business administration and written numerous articles for medical and communications publications.

LAVERNE SAXBURY Social Security District Manager for Palo Alto and chairman of the Social Security's California Regional Committee for Women. An employee of the Federal Government for over 20 years, she has been with the Social Security Administration the past 12 years. She also worked for three years as staff assistant to the director of the Federal Medicare program for nine western states. Mrs. Saxbury is married, has two children and a grandson.

JEANNE B. TONCRE, B.A. Director of Women's Community Affairs for KRON-TV, San Francisco, and producer of a weekly teen-age panel show, "Youth Inquires." Graduated from Louisiana State University, with a major in drama and minor in journalism, and later attended the American Academy of Dramatic Arts in New York. Experience in the fields of broadcasting, newspapers and as a free-lance publicist. Worked in both radio and television as a writer, publicist, producer and performer. While living in Venezuela, she was editor of a petroleum company's weekly newspaper and columnist for a Caracas daily. Her free-lance work in the Bay Area includes publicist for several Marin County cultural events. Mrs. Toncre is the mother of three children.

BERNICE ZELDITCH, M.A. Member of the faculty of the Language Arts Division at Foothill College, Los Altos Hills. In addition to teaching, she is interested in developing writing courses and programs for continuing education for women. Mrs. Zelditch has experience in writing and editing. Before joining Foothill, she lived in New York and worked for several publishing firms. She earned her B.A. from Oberlin College, where she was graduated Phi Beta Kappa, and her M.A. from Stanford University. Mrs. Zelditch is a wife and mother.

COMMUNICATIONS Workshop
Summarized by Joyce Passetti*

Even though the media give voice to the women's liberation movement, few second career opportunities are blooming in the field of communications.

That was the essence of the message delivered by panelists at the Communications workshop.

Not all their words were discouraging, however.

If a woman is realistic in assessing her abilities and skills, is prepared to change her patterns of living, and is willing to persevere, her search for a satisfying career can bear fruit.

In many cases the woman who wants to return to work will have to plant the seed for her own job.

Fertile fields are publishing, the Social Security Administration, advertising and public relations. College courses are a source of inspiration as well as information. Television and newspapers have little to offer.

Here is how the individual panelists view the "Second Careers for Women" scene:

Advertising and Public Relations

The woman who goes into the advertising or public relations fields must be superior to a man to compete for job opportunities, according to Mr. G. Andrew Marken, director of public relations and account executive for Hal Lawrence, Inc., Palo Alto.

Nine out of ten times an employer will choose a man in preference to a woman with equal qualifications, he said. Nonetheless, there are many opportunities available. Among examples he cited: writing print advertising copy and commercials for radio and television, working on a trade organ, doing public relations for firms and medical and educational institutions.

A quarter of the total number of public relations officers in the United States are women and most public relations positions in hospitals and schools are filled by women, Mr. Marken said.

Requirements are similar for filling jobs in both advertising and public relations.

A broad college education helps, with strong background in such subjects as English language, journalism, psychology, sociology and related fields. Secretarial skills are a must and often the initial opening to additional responsibility later.

Just as important as educational qualifications, Mr. Marken emphasized, are personal qualities such as dedication, curiosity, self-discipline, a sense of humor, capacity for verbal and written expression and the ability to maintain one's composure in the midst of confusion.

Salaries range from \$6,000 to \$12,000 per year. Rates for free lance work are \$10-25 an hour, according to Marken.

Finally, Mr. Marken stressed that public relations must be undertaken not because one likes people, but because one understands people's motivations.

Social Security Administration

There are very good job opportunities for women in the Social Security Administration, Mrs. LaVerne Saxbury reported. Mrs. Saxbury is the Social Security District Manager for Palo Alto and also chairman of the Social Security's California Regional Committee for Women.

*Official note-takers: Mrs. Margaret Haile Harris, Mrs. Valda Moelwyn-Hughes, Mrs. Carol Willeke.

In the Western states (region 9) there are 2081 women employed in Social Security, Mrs. Saxbury said, but only three women are at the managerial level, as yet.

Social Security work may change according to the public officials in office, but it always concerns involvement in community affairs, Mrs. Saxbury noted.

Communication is important in government work. You need to let the public know what is available and how they can get it, she said. The Social Security Administration uses all media available to get its message across . . . newspapers, radio and television, house organs . . . as well as personal contact such as speaking before city councils, employee groups and various types of civic and service organizations, contacting funeral homes and keeping in touch with leaders in the ghetto areas.

Maintaining good relationships with all community groups and services involves the ability of salesmanship in some cases and especially the ability to communicate in different social settings and through different cultural barriers, Mrs. Saxbury said.

Educational requirements are a Bachelor's degree in any field or two years of college plus work experience.

The steps an applicant must take to get a job in Social Security were outlined for the workshop registrants: (1) You must take the Federal Service Entrance Exam, which is given the third Saturday of every month. (Locally the Federal Service Entrance Exam is given at Stanford University.) For time and place of the exam, telephone the Civil Service Commission, 556-0411. Applicant must score at least 95% because of the competition, Mrs. Saxbury said. (2) You must complete a community activities form, giving comments on experience. Especially valuable is experience in adjudication of claims, legal or quasi-legal work, news media, art graphs and public relations; also credits in journalism, psychology, sociology and English; and foreign language ability, particularly in Spanish, Russian, Chinese and Japanese. (3) You are interviewed by the district manager and by a panel, where consideration will be given to poise, ability in oral expression, maturity, judgment and overall appearance.

You would be first hired as a claims representative trainee and attend 90 days of class, followed by a period of several months of on-the-job training. Entering salary is \$6,548 a year, going up to \$9,000-plus after two years. Promotions would be to positions as (a) field representative, where you are more directly involved in communications, (b) supervisor and (c) district manager.

Publishing

The expansion of publishing companies in the Bay Area over the past 15 years is a boon to women who want to free-lance or work part-time, according to Miss Elizabeth DuBois, managing production editor of mathematics and chemistry books at Wadsworth Publishing Company, Belmont.

Most publishing locally is of textbooks and technical material.

Job opportunities are in proof-reading and editing. Requirements include: a Bachelor's degree or the equivalent in experience; specialized knowledge or special skills; broad interests; knowledge of the English language with an eye for detail and an alertness to areas and words where mistakes are possible; and the discipline to overcome your creative desire to make major changes in an author's manuscript. For textbook editing, some publishers require teaching experience.

The easiest way for a housewife to get into the publishing field is through free-lance work, Miss DuBois said. Proof-reading is a good way to begin and provides experience for editing later.

Most publishing companies have a test for prospective proofreaders and editors, she said. To take it, telephone the publisher for an appointment.

The pay ranges from \$2.50 to \$3.50 an hour for proof-reading and from \$3.50 to \$5.00 an hour for editing.

Television

Though television employs women in most departments, opportunities for the older woman in search of a second career are limited, reported Mrs. Jeanne B. Toncre, director of Women's Community Affairs for KRON-TV, San Francisco, and producer of a weekly teen-age panel show, "Youth Inquires."

Most women in television are young, fresh from school and working as secretaries and receptionists. Some are assistant producers who started as receptionists or typists. Mrs. Toncre, with 20 years of experience, much of it in public relations work, is one of the few women producers in local television.

She cited other examples of the frequency of employing women in the various departments at KRON. There are no women engineers or technicians or cameramen. Of the eight film editors, three are women. However, the field is a possible opening for women, Mrs. Toncre said. Film editors are unionized and make up to \$250 a week.

The operations and traffic department employees are very young women who are expert typists, as their work involves detailed numbers typing. The switchboard usually is operated by women. The accounting department requires a background in mathematics and business.

Mrs. Toncre added that there are good opportunities for summer replacement, part-time jobs through such agencies as Kelly Girls and SOS. These jobs frequently require secretarial skills, but age is no limit.

For the woman who is set on doing something in television, Mrs. Toncre suggested that she improve her skills by taking night or extension courses in radio, television, advertising and related fields. Another avenue that may lead to a permanent paid position, she said, is to be a public relations volunteer for one of the area's many service organizations.

Mrs. Toncre emphasized that television requires much hard work. It is not the glamorous profession it may appear to be.

Community Colleges

More and more community colleges are welcoming mature women as students, offering them the opportunity to continue their education, and counseling them about second careers.

Foothill College in Los Altos Hills and DeAnza College in Cupertino have been especially responsive to the needs of women by developing programs for continuing education.*

The following suggestions were made to women wanting to continue their education: Study college catalogues. Visit the college that interests you. See a counselor and talk over your special needs. Be persistent if you meet with discouragement. Be courageous—and register.

That was the inspirational message of Mrs. Bernice Zelditch, faculty member of the Language Arts Division at Foothill College.

Everyone needs and wants to grow, Mrs. Zelditch said. Community colleges can fill this need. Returning to school is a discipline and exhilaration, she added.

The community colleges are rich in communication courses. They offer a full range in writing, speech, linguistics, radio and television, film production and literature.

In addition to the traditional and contemporary literature courses, there are new fields especially

*Since the SCFW conference, college of San Mateo has offered a conference and some new courses for adult women.

for teachers in the literature of ethnic groups which tie in with the new ethnic studies divisions at colleges, Mrs. Zelditch noted.

The women's liberation movement, too, is providing a new field. Many women, with or without teaching experience, are conducting courses about and for women.

Children's literature courses also offer opportunities to become story tellers, writers, librarians.

Mrs. Zelditch noted that to teach writing at a public community college, a credential is necessary. However, a published writer may not need anything beyond a Bachelor's degree. Private schools want distinguished writers.

Mrs. Zelditch suggested consideration of teaching assistant positions, especially in minority and ethnic programs.

She also suggested attending the conferences on writing and communications frequently held in the area.

State Colleges

Dr. LaMar Mackay, professor of journalism at San Jose State College, reported that at S.J.S. and other state colleges there are opportunities for the older woman to complete studies for her Bachelor's degree, and to take refresher or teacher training courses. San Jose State College also has a new Master's program in mass communications, he said.

Job prospects, however, are not bright in the communications field, especially for the older woman and particularly in the Bay Area.

He did mention that opportunities exist to be librarians, technical writers and publicists for school districts and community colleges and during election campaigns. Some newspapers use free-lancers or "stringers" to write reviews and cover certain types of events.

Dr. Mackay told the women not to be afraid to return to college, but added a warning: Finally getting that degree won't automatically lead to a second career.

Newspapers

The newsroom of a metropolitan or suburban daily is not the place to start a second career in journalism, according to Miss Joyce Passetti, Family Leisure Editor of the *Palo Alto Times*.

There are fewer newspapers today than there were even ten years ago, she noted, and the competition for the jobs available is formidable for both men and women, regardless of age or experience.

And the prospect that the future will be better is negative.

The mature woman is doubly handicapped because she is competing with reporters who offer a continuity of experience, and with recent college graduates whose lack of experience is outweighed by their youth, vitality and fresh perspective.

Miss Passetti had little to offer in the way of encouragement, but she did contribute these suggestions to the woman determined to break into the newsroom:

Finish your college education, if necessary; brush up on your typing and note-taking; enroll in some journalism courses. (All this will impress an editor that you are serious about working on a paper.)

Think of your age as an advantage; it should represent stability. Use your knowledge of the community as a selling point. For example, familiarize yourself with the workings of the city's government and of volunteer service organizations.

But most important, Miss Passetti said, is to take a good, hard look at yourself. Ask yourself, and answer honestly: What do I know? What are my talents? What are my skills? Just what do I have to offer an employer?

Ask yourself honestly, why do I want to work? Do I really have the time and energy to hold down a full-time job with erratic hours and the pressures of a deadline? Am I truly willing to change my life-style?

Added February 19, 1971:

Panelist Bernice Zelditch sent additional information to the editors to be included in the workshop report.

Mrs. Zelditch reminds would-be second career women in the writing field that the proliferation of new magazines written and edited by women adds a note of optimism to the employment picture for women writers. An example is APHRA, Box 355, Springtown, Pennsylvania 18081.*

Mrs. Zelditch makes the suggestion that volunteering to help elementary pupils to learn to read is a good way to test one's ability and interest in teaching and in the field of communications.

*A list of such publications has been prepared by Mrs. Zelditch for distribution in her course on "American Women Poets" at Foothill College.

**SECOND
CAREERS
FOR
WOMEN**

PERFORMING ARTS Workshop
Held May 2, 1970, at Stanford University

LIST OF PANELISTS and
Biographical Data as of May 2, 1970

KATO MENDELSSOHN REIS, M.A.—MODERATOR Private piano instructor and concert pianist. Great-great-granddaughter of the composer. Received her musical training in Budapest, Hungary, at the Franz Liszt Academy. Performed extensively in Europe before coming to America in 1938. Toured the U.S. giving recitals and making recordings. Mrs. Reis now teaches in Atherton, is married and has four sons.

PHYLLIS CAMPBELL, A.B. (Mus.) Director of Music and Organist at the First Presbyterian Church of Palo Alto and half-time teacher of music in the Portola Valley School District. Graduate work at U.S.C., Stanford, University of Oregon and University of Indiana. Mrs. Campbell began her study of the organ at age 39. She has studied with Herbert Nanney at Stanford and with Anton Novakowski at the Mozarteum in Salzburg. She is the mother of three and has five grandchildren.

NANCY LEE JALONEN, M.A. Educational T.V. producer and faculty member, College of San Mateo. Received her B.A. and M.A. in speech and drama from Stanford University. Taught speech in high schools and junior colleges for ten years, and acted and directed in community theatres. Mrs. Jalonon is the moderator of the "Interaction" series of K.C.S.M. She is married and has two teen-age children.

TANCE JOHNSON, A.B. Director of the San Francisco Dancers Forum. A.B. degree in fine arts and drama; closely associated with the opera, ballet and concert field. Served on the faculty of the Juilliard School in New York. At the San Francisco Dancers Forum she presents college concerts and teaches master classes. Mrs. Johnson is married to a composer-conductor.

ALLAN LONGACRE, M.A. Director of Arts for the City of Palo Alto. Studied at the University of Iowa. Spent four years at Waterloo, Iowa, as community theatre director and drama specialist for the city. Member of board of directors of the Tyrone Guthrie Theatre in Minneapolis. Taught two years at the University of Nebraska, Omaha. Holder of Ford Foundation grant for theatre administration. Executive director of the California Shakespeare Festival, Los Gatos. Mr. Longacre is married and has two daughters.

PERFORMING ARTS Workshop*

Summarized by Nancy Lee Jalonen

For an absorbing two hours the Performing Arts workshop panelists under the chairmanship of Mrs. Kato Mendelssohn Reis discussed with 25 women some career opportunities available in the performing arts. The major distinction between this and other career fields is that re-entry women going into any performing art field will have had some background in the field earlier in their lives. They may have had training and performing experience in their youth, which might have been discontinued with marriage and family responsibilities; they may have continued their training and participation either as amateurs or as professionals. In any event, it is assumed that some talent, training, and involvement in one of the arts would be requisite to taking it up as a "second career." Panel members also felt that opportunities vary widely depending on whether a person desires to be professional or amateur (volunteer). Opportunities vary relative to any given community, but every community has or needs performing arts at some level. It may be necessary to create an awareness of this need.

It was pointed out by several speakers that in most of the arts fields one can work or perform part time, one can control one's time relative to family or other needs, and because of the widespread need for good artists, one can usually find at least volunteer opportunities in any community.

The first panelist, Mrs. Phyllis Campbell, music director and teacher, emphasized her conviction that women need dual training so that they may run their homes and families knowledgeably, and may also be capable in a career. Mrs. Campbell pointed out that there are many professional career opportunities for women in music. Churches and synagogues, schools, adult education departments, recreation departments and Y.M.C.A.'s are some of the community organizations which hire professionals as choral directors and in other musical capacities. A person qualified as a piano accompanist needs to get acquainted with directors and be heard; then she can work with soloists, secondary schools or colleges, or local choral groups. Instrumentalists must qualify to join a union in order to perform professionally.

Professional aids available for job counseling include: (a) The American Guild of Organists publishes job opportunities. Local possibilities for organists range from playing in church services (\$25.00 a Sunday for two services) to entertaining in bars and clubs. (b) The book *Careers and Opportunities* by Allen Rich (Dutton and Company, New York) has helpful suggestions. (c) Ideas may also be obtained from the American Symphony League, Vienna Hills, Alexandria, Virginia, which mails publications upon request.

Opportunities for volunteers in the field of music far exceed the opportunities for professionals. Musicians may take part in choirs or community choruses, many of which are offered in conjunction with local school districts. They may work at summer or recreation camps, or may join community orchestras. There are increasing openings for working with underprivileged children, such as the Community School of Music in Mountain View for underprivileged Mexican Americans.

The advantages of the performing arts for women were discussed by Mrs. Nancy Lee Jalonen, a producer in educational television at the College of San Mateo. "The performing arts offer us the opportunity to be ourselves . . . whether as volunteers or as professionals," she said. "People are

*Official note-taker: Mrs. Joan Brennan.

always enthusiastic about what they are doing in the arts field; they are at their best. It is an alive area in which to be." Also, the performing arts have solutions for some of the problems that arise when a woman has two professions; she can be in the home, and yet can select and control the time she spends elsewhere.

Turning to her particular field, television, Mrs. Jalonon discussed the type of person needed in television, whether commercial or educational. One must have the ability to work toward a deadline; there is an element of tension one must learn to live with. The ability to organize is important. One needs to be able to mesh demands in two areas—one's personal life and one's professional life. It is helpful to be a person with a wide variety of interests, to have training and experience in many areas.

The field of television requires, in addition to the above general abilities, a knowledge of writing techniques. Since semi-scripted shows are often used, the producer or writer must know how to pull together a format that will project the image she wants to put across. A producer must have, also, some knowledge of production techniques, so that with a given crew and equipment she can get the most out of what she has. For these purposes, a course in radio or television script writing is helpful. Courses in television techniques available at the junior college level may supply some of these skills.

For educational television, it is important to know how learning takes place. The ability to work with teachers and young people, knowledge of classroom techniques that can be adapted to television, and familiarity with classroom situations are important requisites. These may be gained by working as a teacher's aide for a while.

For the field of educational television, a background in teaching and theatre is helpful. There is an advantage in continuing a career through teaching, so that one is not out of touch with what is going on. As for specific coursework, there are excellent courses available at the state colleges. College of San Mateo and the junior college at San Bernardino are the only junior colleges in the state with live programming using student crews.

In educational television there are several different types of operations. One involves producing educational programs as teaching devices. There are also opportunities opening in the cable television industry, since by F.C.C. ruling C.A.T.B. stations are required to originate live programs if they have over 3500 subscribers. This means new paying jobs, since present staffs generally do not have the time nor the training to produce these kinds of programs. The stations will first look to the schools as a source of talent, but teachers do not have time to produce television shows, so they will need people with the skills mentioned above.

There are uses for educational television in industrial training, since people can be trained much more efficiently in many skills through television. Hewlett-Packard has a beautifully equipped studio for producing training programs; Safeway trains checkers, Bank of America trains tellers, Greyhound trains drivers through television. If a person with producing experience can convince a company that she has something to sell in this area, she may be able to produce training tapes for that company.

Mrs. Jalonon cautioned, "In commercial television there are fewer opportunities for mature women without previous experience in the field. Most of the jobs are at the bottom of the ladder and are taken by the bright young girls who are willing to start as secretaries and work up to production assistants and finally maybe producers, Mary Tyler Moore to the contrary. However, having a skill you can sell and having the audacity to try to sell it never hurts. It helps to have contacts and to follow up any kind of lead."

An area in which volunteers may find interesting work is that of children's theatre. Two types of programs exist, one in which adults act and produce plays for children, the other in which adults

work with children in plays. Volunteer workers are needed by recreation departments and schools where regular teachers do not have the time or training to work in drama. A person going into these areas should not underestimate the need for emotional stamina in working with youngsters. San Francisco State College offers coursework in children's theater but no degree in the field.

Speaking on the field of dance was Mrs. Tance Johnson, director of the San Francisco Dancers' Forum, who emphasized that a woman going into dance as a "second career" is presupposed to have had some background. She must be in excellent health, have physical endurance, and be physically active. A more mature age can be an advantage in the dance field, where one does not reach artistry until the age of twenty-seven, according to Mrs. Johnson. Women aged twenty-seven to thirty-three while maintaining their physical attributes, proportions, agility, and energy are capable through experience of more finesse and the exquisite phrasing necessary to artistry. Some of the greatest names in the field of dance are forty or fifty years old, such as Margot Fonteyn and Martha Graham. In the Stuttgart Ballet, older women play the character parts.

In the field of professional dance, most theatre jobs will be seasonal or spot engagements. In order to remain with a specific dance company of stature, which has seasonal engagements only, those dancers who are also capable of teaching, sometimes supplement their incomes by taking part-time teaching jobs. These jobs would typically involve teaching at institutions in the area of the dance company's home base.

In the public schools, dance is unfortunately not required. In junior colleges there is rarely a faculty member with a dance credential; usually teachers have only a P.E. credential. Dance is the lowest paid position in the arts, a "cultural ghetto" according to Mrs. Johnson, who feels that dance is considered by most people to be a select and superfluous field.

There are volunteer opportunities for those interested in working with dance companies. Regional ballet companies need help and personnel particularly in the related fields of make-up, costumes and publicity. Volunteers may also work in the fields of ethnic and folk dance, also with the handicapped.

Opportunities for training in dance are available at San Jose State College, which gives an M.A. in dance. (The college allows credit for experience.) At Stanford and at San Francisco State College, dance is in the P.E. department.

The last speaker on the panel was Allan Longacre, Director of Arts for the City of Palo Alto. His department is part of the city's department of community services, along with library, recreation department, etc.

Mr. Longacre lost no time in discouraging his audience about any aspirations they might have to be stars. "Your best chances are as support people," he said. "There is a great need for people who know how to sell tickets, answer telephones and keep the customer happy. We are beggars in the performing arts; customers buy tickets and keep artists alive."

A business man cannot manage artists, but they need good business management. They need to have someone who understands their field. Mr. Longacre encouraged people to go into management or support, such as auxiliary groups.

Mr. Longacre identified children's theatre as one area in which there are very few trained workers today.

From the interest and enthusiasm on the part of the audience, it may be concluded that the panel was successful in presenting material relevant to the performing arts for women interested in a "second career."

Added in July, 1971:

Since the **SECOND CAREERS FOR WOMEN** conference, two of the Performing Arts panelists have reported follow-up contact with conference registrants.

Mrs. Jalonen has had telephone conversations with two of the registrants, and subsequent meetings with one of them to advise about a career in script writing for cable television.

Tance Johnson has sent specific written material in response to requests from two of the registrants interested in dance. They have kept in touch with her, and one of them is now actively getting back into condition to return to the field; the other is working for an M.A. degree as a direct result of the **SECOND CAREERS FOR WOMEN** discussions.

**SECOND
CAREERS
FOR
WOMEN**

FINE AND APPLIED ARTS Workshop
Held May 2, 1970, at Stanford University

LIST OF PANELISTS and
Biographical Data as of May 2, 1970

SUSAN V. LENKEY, Ph.D.—MODERATOR Rare books librarian and lecturer in Humanities at Stanford University; lecturer in Art History at the University of California Extension. Recently completed a tour around the world with the World Campus Afloat of Chapman College, where she was in charge of the art history instruction. Former Asst. Prof. of History of Art at the University of Budapest, Hungary, where she earned her Ph.D. Mrs. Lenkey is author of more than forty published articles and papers on art history, museology and bibliography.

KATHLEEN COHEN, Ph.D. Professor of Art History at San Jose State College. In addition to her doctorate from U.C. Berkeley, she has a secondary teaching credential from Stanford, has studied at the École du Louvre at Paris, was an A.A.U.W. Fellow with study in Europe, and has recently been awarded an internship as a fellow of the American Council of Education. Dr. Cohen is married and has two sons.

LON DRIGGERS, M.A. Art Director and Vice President for Production of Wadsworth Publishing Co., Belmont. He is president of Bookbuilders of the West, treasurer of the Graphic Roundtable at San Francisco, and the former president of the Western Book Publishers Association.

GRAEME KEITH, M.A. Curator of Decorative Arts at the *De Young Museum of San Francisco*. Postgraduate work in Fine Arts and in Museum Administration at Harvard. He designed exhibitions at Cooper Union of New York, and was Curator of the Museum of Art of the School of Design of Providence, Rhode Island.

PAULA KIRKBY, B.A. Owner and Director of the Gallerie Smith-Anderson at Palo Alto. Post-graduate work at Harvard School of Design. Mrs. Kirkby, who lived in Denmark for a while, is married, and the mother of three boys.

WOODY KNUDSEN, B.S., A.A.P.T. Ceramicist and co-owner of a gallery at "Spanish Town," Half Moon Bay. Presently working with the Dysphasia program in San Mateo County Junior High Schools. In addition to her B.S. Ed. work at Bowling Green State University, she is a graduate of the Physical Therapy School of Fitzsimmons Hospital. As a physical therapist, she was a Captain in the U.S. Air Force from 1943-1952. She is active in local P.T.A., Girl Scouts, and other community affairs. She is a member of the American Craftsman Council and the Bay Area Arts and Crafts Guild. In 1968, she was chairman of the First Red Cross International Art Show. Mrs. Knudsen is married, and has three children, aged 16, 13 and 9.

TRUTH LUMBARD Artist, teacher, printmaker. Art instructor at San Mateo Recreation Dept. Co-owner of gallery at "Spanish Town," Half Moon Bay. She teaches oil painting, etching, silk screen and serigraphy, and contributes to a variety of community services. She is involved with art in action at Stanford Convalescent Home and offers aid to the visually handicapped. Mrs. Lumbard is married and has two sons.

FINE AND APPLIED ARTS Workshop*

Summarized by Gloria Parks

Dr. Susan Lenkey, Moderator, introduced the panel members and explained that their discussions would bring out possibilities today for women to work in the arts in art museums, in private galleries, with publishing companies as staff or freelance artists and technicians, as teachers for children in regular and handicapped classes, and as teachers for adults. She suggested that questions from the audience might hopefully lead the discussion into other possibilities.

Dr. Lenkey asked for a show of hands to indicate the special interests of the members of the audience. The breakdown of interests in the afternoon workshop was: Art History (7), Graphic Design (6), Gallery work (12), Teaching (18), Practicing artists (12).

Dr. Kathleen Cohen

Only one out of a thousand makes a living as an artist, but there are opportunities in related fields of art if one is willing to pursue them. For a woman, a B.A. plus two years of art history, while delightful, may not be enough to get a job. The "union card" is really a Master's degree, which takes about one and a half to two years beyond an A.B. The University of California Art Department is overcrowded. San Jose State College has a large art department, with two hundred degree-seekers. The system is vast and discouraging to everyone, male as well as female. It takes guts and patience. There are lots of hurdles, and a woman shouldn't try it just for fun.

With a Master's degree, one can teach in community colleges. But there are many difficulties in this geographical area where there are more talented women than there are jobs. There are openings in Colorado and Nevada and Nebraska, but, of course, for a married woman whose marriage keeps her here, the opportunities are quite limited. There are just now beginning to be some possibilities to teach art history in the high schools, but an applicant would need to be able also to teach studio art and some humanities as well.

The real working degree, especially in this region, is the Ph.D., which means about seven years past the B.A. Applicants must demonstrate real seriousness in their applications and offer work experience and references to back it up. There are many older people in the Master's degree programs, but past the M.A. there are age limits. Facts—rough—but facts! Though the odds are against it, teaching jobs in art history can be found—or made—by the mature woman armed with persistence, patience and an excellent record.

Mr. Graeme Keith

To enter museum work without a Master's degree, you must enter through the back door, perhaps as a typist, perhaps as a volunteer. There is a great variety of work to be done: cataloging, preserving materials, restoring objects (which requires special training and experience), technical and manual tasks requiring skills outside the strict course work in the usual art courses. It is very demanding work, tedious and sometimes frustrating.

*Official note takers: Mrs. Margaret Haile Harris and Mrs. Gloria Parks.

Most interesting perhaps is interpretation of art, designing art displays, preparing display cases, planning exhibitions. Few museums can hire enough trained persons regularly; therefore they are interested in serious volunteers. Another possibility for one who likes research and has a flair for writing is interpretive labeling of art objects. In all these jobs, if one proves one's interest and excellence for a year or two, a paying position might open up.

If one is willing to go out into the smaller towns, there are many small museums which cannot afford to hire help but are very happy to have volunteers and to give valuable training.

Specialized interest and training in a narrow field, such as oriental art or some aspect of western art, can be developed into a position. One example: A lady volunteer over sixty years of age developed an interest in tapestry, iconography and Gregorian chants, wrote an amazingly good article, developed a tour of her museum and other museums (complete with recorded music and lecture), and was soon in great demand . . . which shows what one can do if one is really "turned on." Another example: A museum developed an adult education program, starting with only one paid staff member and eight young volunteer staff assistants, which grew into a very excellent and popular program. It now has a thousand students and must turn away applicants. It offers classes in printmaking, textiles, weaving, printing, gourmet cooking, anthropology, history of art, etc.

In the Bay Area, as in any large metropolitan area, it is difficult to find a niche. There are some civil service set-ups in public museums, often requiring an examination and having one's name on a waiting list.

A benefit of museum work for anyone is the rewarding contact with quality objects which can mold one's taste and one's whole life style. It is very important to see these many indirect rewards. The pay is lower than for comparable work in other fields. There are fewer opportunities to advance financially, but there are many satisfactions.

Mrs. Paula Kirkby

Mrs. Kirkby discussed opportunities to work in art galleries. Jobs in galleries include: installing showcases, frames, etc.; arranging lighting; choosing objects; organizing exhibitions; doing publicity work and public relations jobs; packing; shipping; arranging loans and permission-to-exhibit contracts; dealing with the artists, customers, etc.; and clerical and bookkeeping duties.

Women must search out opportunities to get into gallery jobs. Visit and become familiar with all galleries in your area; get to know artists. Ask artists if they need help when planning an exhibition. Go into galleries and ask if there are opportunities; leave your name; check back periodically. If you have a desire to work and a love of art, an education, a good background, the ability to work with people, and persistence, there are ways to work. Some women with secretarial skills seek out these types of jobs in galleries, and by exhibiting interest, knowledge and competence in the art work, advance into art positions. Some women start out as saleswomen in galleries, or for artists, splitting the commissions with the owner of the gallery.

Mrs. Kirkby prefers to see originals of an artist's work if she is to judge the work as a possibility for gallery showing. She will refer artists to other museums and galleries, will recommend local artists to people in charge of the San Francisco Art Center and other such institutions, and is very happy to view works and help new artists.

Women have difficulty in timing art life. This probably explains why there are so few great women artists. Men artists can be selfish and just shut the door on family; women cannot, and must reconcile themselves to constant interruptions in their work and development.

Mr. Lon Driggers

As art director in a publishing business, Mr. Driggers must play the roles of agent for the business and the stockholders, and agent for the artists, designers and illustrators, and keep both sides happy and productive. After five years' experience in the publishing business, he does not hire fine art majors simply because they "talk only to God," or because "what they do is unassailable and there by divine inspiration." A more cooperative viewpoint is necessary on the designer's part to work with the sales manager "who, in the American business world, is equal to God."

Sunday painters should stay where they are. No one in the business world can teach a Sunday painter how to be a graphic designer. If she is serious, she should go back to school and learn the latest in graphic design technique. Mr. Driggers' pet peeve is the typical portfolio. Art directors (nineteen in this area) have seen and know what each local course requires. Do not show any school work projects; include what is just you, exclusive and unique in style. Only show what is different! Art directors are looking for new looks; perhaps you have the 1972 look!

In his business there are positions of responsibility for mature women who exhibit what he termed the "Battle-Axe syndrome." To explain, he gave the example of a woman in his office who held a responsible position in the permissions office. She was in absolute control in all situations, cool, calm, capable of independent and reliable work throughout all emergencies . . . a veritable mainstay of the business. In his office the average age of staff members is twenty-six.

There are 19 publishing companies in the Mid-Peninsula. More are opening soon. Salaries range from \$400-\$600 a month for routine technical (paste-up) jobs. Few designers are hired; their jobs start at \$500 a month, perhaps increasing to \$1200 a month after 7 years.

Mrs. Truth Lumbar

Mrs. Lumbar began by saying that she wished to add a more optimistic note to the discussion. She felt that women could find ways to use art ability on their own. She reminded the audience that wives without economic pressure could investigate many possibilities and start out with part-time or volunteer art-related work. She started with one summer class of three neighborhood children which soon grew to a class of twelve. Then she gave Y.M.C.A. art classes for parents. She suggested that possibilities in art teaching can be found in churches, community centers, adult education departments, and schools (public and private), and as a self-employed teacher. She prefers self-sustained programs such as hers, in which she determines time and class number and size.

Her sessions consist of ten lessons for a total of \$25.00, with materials supplied by her. When oils are used, she requires that students must prepare their own materials and attend to clean-up.

As a teacher, Mrs. Lumbar gave some pointers for keeping the enthusiasm and interest of students: It is important that students see results; they must finish something, preferably each week. It is important to display work to give students confidence, e.g. to have exhibitions in school or around the community. Cooperation of businesses and other public buildings should be sought as outlets for showing of art work of students.

Mrs. Woody Knudsen

Mrs. Knudsen stressed her work with children who are dysphasic, that is, children who have a disorder in ability to use or understand language. With such children many arts and crafts are employed to relate academic theory to concrete visual and tactile experiences as aids to memory. Many of these children are hyperactive. Work with clay, weaving, sewing etc., which involves and absorbs whole body and mind, tends to reduce random, aimless motions and helps the child to concentrate for

longer and longer spans of time. Duties of instructors and aides in such art therapy work are varied and demanding. In one day's activities, one might prepare materials, make mobiles, and assist children involved in five or six different types of art work. Many of the children have multiple handicaps and also emotional problems. The classes are therefore usually quite small; some are limited to five or six students who have two and sometimes three adults working with them. The work is hard, the pay is small, and one must be willing to make a commitment of oneself.

Such children find any change in schedule, location and personnel very hard to cope with, and teachers and aides must make every effort to stay with the job for the full term. The work can be very demanding, emotionally as well as physically, but is very much needed and can be very rewarding and a worthwhile use of ability and talent.

Dr. Susan Lenkey

In concluding the panel discussion, Dr. Lenkey reminded the audience that in addition to career possibilities there were other values to be considered, namely the love of beauty and the development of enjoyment of beauty everywhere around one. The excitement of the past can give great satisfaction and enrichment to women in all walks of life. She shared with those present her own varied experiences to illustrate how the love and understanding of works of art had carried her through a second, third and even fourth career, her present one. Raised and educated in Hungary, she continued her studies after her marriage, and received her Ph.D. when her daughter was ten years old. When she and her family arrived in the United States after having to leave Hungary, she started over again in the Yale University Library, gradually working her way into her field, art history. Her love of art and the excitement of digging into history as a rare book librarian at Stanford have led her into teaching courses at Stanford, University of California Extension, and Chapman College Campus Afloat.

Question and Answer Period

In response to questions from the audience, the following points were brought out by the panel members:

1. While there are openings in the public schools for art teachers, especially for those able to teach textile design and some home economics courses too, the best opportunities are still in self-employment. To be successfully employed on one's own, it is necessary to be able to evaluate oneself and one's work and to translate one's wishes into something worthwhile for others to do.

Those interested in looking into credential requirements and college credits toward Art and Art History degrees were referred to San Jose State College, Santa Clara University, and the community colleges, and for credential evaluation to the State Board of Education in Sacramento.

2. A good portfolio is crisp and neat and reflects sensitivity to needs of the potential buyer, is up-to-date, avoids things which are too realistic or strictly school work, and includes one or two pages which are uniquely the artist's. Portfolios can be presented in person or by mail or by agent; judgment is of the work, not the artist.

3. Technical illustrators are much in demand by publishers of math and science books, especially botany and biology. For training and updating of approach and technique, consider San Jose State and College of San Mateo courses.

4. Other opportunities and possibilities to be pursued include:

Photography in book publishing firms; currently being used directly and in designs. Work is usually done by staff photographers on assignments, but free-lance workers with excellent up-to-date ideas are considered when a "new look" is needed.

Making art slides for sale to schools, etc., is a good possibility. It is vital to include on the slide full and accurate information. Consult various art departments at schools and colleges as to their needs.

Cartoons are now much in demand for college and high school text books.

Art agencies—There are some women art agents, but prospects of making much money are not good. The agent gets a commission only when something is sold. The work involves lots of public relations, advertising know-how, and lots of correspondence. It is better to work very hard for a very few artists you believe in than to work for a great number.

Research in art fields, unless connected with a school or museum with much funding, is still handled mostly from a few New York research firms.

5. Reference book recommended: *Literary Market Place*, published by Bowker and Co., and updated each year.

**SECOND
CAREERS
FOR
WOMEN**

ENVIRONMENTAL PLANNING AND DESIGN Workshop

Held May 2, 1970, at Stanford University

LIST OF PANELISTS and

Biographical Data as of May 2, 1970

JING LYMAN, B.A.—MODERATOR Chairman, Fair Housing Task Force, Stanford Mid-Peninsula Urban Coalition. B.A. Swarthmore College, teaching certificate. Professional experience: Developing and teaching coordinated Lower School Shop Program, Shady Hill School, Cambridge, Mass. Precinct organization work, partisan politics in Philadelphia, St. Louis; Mid-Peninsula Citizens Against Proposition 13. Organizing committee, executive secretary, member of board of directors, president of Mid-Peninsula Citizens for Fair Housing. Committee member of numerous conservation groups. Mrs. Lyman is the wife of a Stanford University administrator and the mother of four children.

DONALD L. FOLEY, Ph.D. Professor of City Planning and Architecture, University of California at Berkeley. B.A. Colgate University, Ph.D. University of Chicago and Washington University, St. Louis, sociology, minor in political science. Staff assignments St. Louis and Chicago planning commissions. Taught sociology at University of Rochester. Faculty member at Berkeley since 1953; chairman of Department of City and Regional Planning 1964-1967. Teaching and research interests: social aspects of housing policy, urban demographic and social analysis, the structure and growth of metropolitan regions. Several publications. Mr. Foley is married and has four children.

MARY GORDON, B.S., A.S.L.A. Landscape architect in private practice. B.S. University of California Berkeley. American Society of Landscape Architects, Certificate of Merit. Experience: Ekbo, Royston and Williams, landscape architects in San Francisco. Lecturer, Department of Landscape Architecture, School of Environmental Design, U.C. Berkeley. Community activities have included Palo Alto Planning Commission, Santa Clara County Planning Policy Committee, American Society of Landscape Architects, Northern California chapter board of directors. Mrs. Gordon is married and the mother of three children.

ROBERT S. LAWRENCE, B.A. Director of Planning, City of Mountain View. B.A. Economics, San Diego State College; two years of graduate study, U.S.C., city planning and public administration. Professional experience in planning and community development in Venezuela for Creole Petroleum Co.; director of planning, City of Laguna Beach, California. Mr. Lawrence is married and has three children.

THEA RAMSEY, B.F.A., A.I.D. Designer Institute of Interior Designers. Active artist; teacher of art and interior design, Russell College, Burlingame; lecturer on "Environment and the Home" at Mercy High School, Burlingame. Training at Chicago Art Institute; also the Universidad Ibero-Americano, Mexico City; B.F.A. Universidad de las Americas, Mexico, D.F. Twenty years of planning and interior design work in Mexico City and in U.S. Teaches courses in interior design, printmaking, and special techniques. Numerous commissions for interior design, rugs, tapestries, jewelry. One-woman shows and exhibits in public and private collections around the world. Advisory work for local chapter of A.I.D. Mrs. Ramsey is the author of several publications.

ROSS W. WESTOVER, B.S. Instructor of Chemistry, Physical Science Division, Cañada College, where he is preparing an environmental science program. B.S. Brigham Young University, M.S. Syracuse University. Taught in high schools for eight years. Taught one year at Idaho State College, eight years at College of San Mateo and Cañada College. Research: nine summers at U.S. Naval Radiological Defense Laboratory, San Francisco. Served two years as missionary for Church of Jesus Christ of Latter-Day Saints, taught in youth programs, and served seven years as bishop. Mr. Westover is married and has eight children.

ENVIRONMENTAL PLANNING AND DESIGN Workshop*

Summarized by Katherine H. Reynolds

The aspects of Environmental Planning and Design dealt with in this workshop included city planning, interior design, landscape architecture, and conservation and pollution control, as well as the place of community action in environmental problems. The panelists placed particular emphasis on the need to be informed in order to contribute effectively either professionally or voluntarily. Moderator Mrs. Jing Lyman expressed confidence in women's tremendous potential for constructive contribution.

Several panelists suggested that interest and aptitude can be tested through participation in volunteer organizations. Citizens' groups mentioned included League of Women Voters, Planning Commissions, Urban Coalition, Sierra Club, Save Our Valley Society and Audubon Society. Panelist Mrs. Mary Gordon, who combines the roles of wife, mother and professional landscape architect, finds great satisfaction in her "third career," volunteer community worker.

Professional and para-professional opportunities in each area of environmental planning and design require adequate college level preparation. Although statistics are beginning to change, currently five percent of the urban planners are women while only one percent of the licensed landscape architects are women. The need for good educational background was emphasized by Mrs. Gordon who said, "A woman needs to be twice as competent as her male competitor."

Volunteer Opportunities

Mrs. Lyman, Chairman of the Urban Coalition Fair Housing Task Force, successfully combines the role of wife of a university administrator and mother of four children with her "professional" volunteer position. She suggested that much volunteer work can be done at home; in some situations a mother can take her children to her volunteer post.

To become an effectively involved citizen, a woman can test her interest in several fields to find her area of special concern. Volunteer jobs not only provide personal fulfillment and the opportunity to become informed about a field, but also can lead to professional positions by providing current experience and on-the-job training.

Job Opportunities

Fixed job opportunities in the relatively new fields of planning and pollution control are vague at this time, but several panelists speculated on what will become available. Advanced education, artistic ability and determination are prerequisites to achieving professional careers as interior designers or landscape architects. Para-professionals are currently needed, particularly in the field of landscape architecture.

Mr. Robert S. Lawrence, Director of Planning for the city of Mountain View, described planning as a changing field, full of risks as well as opportunities. He suggested that specialists will be needed in transportation, housing, urban design, economics, data processing and demography. Para-professionals will include administrative assistants, writers, graphic planners, programmers, monitors of environment and workers with backgrounds in zoning and housing relocation. Clerical personnel with insight into the field will also be in demand. Ninety percent of the jobs in urban planning are in government agencies; counties are the largest employers. Private jobs in planning are scarce; they are found in concerns such as Stanford Research Institute, engineering firms and land development companies.

*Official note-takers: Miss Debbie Chase and Mrs. Katherine H. Reynolds.

Most professional jobs in planning require an M.A. in planning or a B.A. and three years' experience. Research and design skills, political knowledge, and the capacity to think, write and express oneself clearly, are necessities in the planning profession. San Mateo and Santa Clara Counties' pay scales typify the broad range of salaries in the field. They begin with clerical jobs paying \$439 to \$958 per month and reach \$1000 to \$1800 per month for planners with M.A. degrees and experience.

In describing the two-year Environmental Science Program being developed at Cañada College under his direction, Mr. Ross Westover, Instructor in Chemistry, discussed future job possibilities. He predicted the opening of about 100 jobs in air pollution control in the state. They will require two years of college and yield a salary in the range of \$650 to \$750 per month. Government technicians and trained personnel will be needed to monitor water and air pollution and to enforce environmental control laws. Industries will need consultants as well as monitors.

Landscape architecture is a career that can be combined with child-rearing, explained Mrs. Gordon. She operates her private practice from her home, allowing a flexible schedule without loss of commuting time. Areas allied to her field are architectural drafting, botany, surveying, the art field, entomology and geology. Community colleges provide an introduction to the field, prepare para-professionals for jobs, and provide a foundation for further education. Para-professionals needed in landscape architecture include draftsmen, secretary draftsmen and horticulturally-oriented semi-professionals. Suggested classes include biology, horticulture, landscaping, and surveying.

Mrs. Thea Ramsey, Interior Designer and Lecturer at Russell College, covered the trends and opportunities in interior design and emphasized the need for education. She clarified the distinction between designers and decorators. The very competitive field of design requires two to five years of college training plus artistic and business abilities as well as physical stamina. She cautioned that this is not a glamorous profession. It involves hours and hours of very tedious work, climbing ladders, crawling on the floor. One entrée to the field may be through sales or office experience in existing firms. Both time and money are needed for independent work. Teaching of design education provides job opportunities, and volunteer designers are needed as museum docents and to aid groups such as the P.T.A. In city government and planning, designers are particularly needed as consultants to ghetto residents who have limited funds with which to work. Educational background should include such subjects as drawing, color, furniture design and construction and the history of design.

In each aspect of design and planning there are a group of allied fields which provide job opportunities. Information about the supporting fields of mathematics, medical technology, technical writing, engineering, and careers for women in conservation may be obtained by sending ten cents for each subject to:

U.S. Department of Labor
Wage and Labor Standards Administration
Women's Bureau
Washington, D.C. 20210

The Department of Labor also prints a list of currently available publications of the Women's Bureau.

Educational Background

Course work at the community college level in California provides an excellent background for either the volunteer or the future professional in environmental planning and design. Complete training for the para-professional in landscape or design is also available. For instance, the College of San Mateo offers two-year courses in such interior design skills as custom upholstery.

Mr. Ross Westover explained that community colleges also develop programs to train and certify people for technical jobs (an example: drafting technology). At Cañada College the new water and air pollution control program begins with two courses which provide a comprehensive picture of the environment. The first course is taught by a chemist and a biologist, and the second by the Social Science Department. The program will provide training in air pollution and waste water control for possible technicians' jobs of the future. There is at present a plan for a two-year program to train sanitation assistants to make checks on restaurants; another program trains inspectors of commercial insect sprayers. The new state water quality control law will require more training in the field of water treatment, and Cañada will provide the needed courses.

Talents and interests uncovered at community colleges may be further developed at state colleges, universities and private colleges. Institutions offering courses in interior design include San Jose State, U.C. Berkeley, Shaffer School of Design and the College of Notre Dame in Belmont.

To enter the planning profession, a candidate needs at least a B.A. degree, majoring in one of the following: regional planning, architecture, social science, economics, commercial art, engineering, urban geography, sociology or a related field. Dr. Donald L. Foley, Professor of City Planning and Architecture at the University of California in Berkeley, discussed the graduate program in Urban Planning at Berkeley. To qualify for this Master's program, the student must be able to participate on a full time basis for two years. In the past few years the percentage of females in the program has risen from three to eighteen percent. Another college in the Bay Area offering such a Master's program is San Jose State College.

After the discussion of education for professional positions, several suggestions were made for women who simply wish to become better informed. Mrs. Ramsey explained that Russell College in Burlingame provides continuing education for women, and that future plans will expand the small scale start in interior design and art. Dr. Foley mentioned a U.C. Berkeley Extension course in environmental planning, and recommended the paper-back book entitled *The Temporary Society* by Bennes and Slater. Mrs. Lyman re-emphasized the need for women to become informed and involved citizens.

**SECOND
CAREERS
FOR
WOMEN**

LAW AND POLITICS Workshop
Held May 2, 1970, at Stanford University

LIST OF PANELISTS and
Biographical Data as of May 2, 1970

LILLIAN R. ALTREE, LL.B., MODERATOR Associated in private practice with Spaeth, Blase, Valentine and Klein, Palo Alto. B.A. Smith College, 1961; LL.B. Stanford University Law School, 1965. Formerly Assistant General Secretary and Assistant Staff Counsel Stanford University; also Research Associate to Professor William F. Baxter at Stanford. Beginning in the fall of 1970 Mrs. Altree will become a full-time member of the University of Santa Clara Law School faculty. Mrs. Altree is the mother of two children.

FRANCES K. DIAS, B.A. Member of the City Council of Palo Alto and Vice Mayor. Graduate of University of Colorado. Has served as P.T.A. council president, A.B.A.G. delegate and member of executive committee, member of the Santa Clara County Mass Transit Committee. Mrs. Dias' three children are college age and older.

LOUISE GINSBURG, LL.B. Associated with law firm of Myers, Hawley, Morley and Moore. B.A. Stanford University 1944. LL.B. Stanford University Law School, 1968. Mrs. Ginsburg was formerly a full-time housewife and community worker, and is the mother of five children.

MARC POCHÉ, J.D. Professor of Law, University of Santa Clara. B.A. University of Santa Clara, J.D. University of California. Mr. Poché is Executive Assistant to Congressman Don Edwards and a member of the California Democratic State Central Committee.

JUDITH TEICHMAN, LL.B. Assistant Regional Attorney, U.S. Department of Health, Education and Welfare. B.A. Michigan State University, LL.B. University of Michigan Law School. Miss Teichman was formerly a stewardess with United Air Lines.

MIRIAM WOLFF, LL.B. Port Director, Port of San Francisco. LL.B. Stanford University Law School, 1941. Miss Wolff has served as Chief Counsel to the Port of San Francisco and as Deputy Attorney General of the State of California.

LAW AND POLITICS Workshop
Summarized by Lillian R. Altree*

The workshop commenced with brief remarks by the moderator, Mrs. Lillian Altree, who noted that the subject matter of the session offered an appropriate combination for purposes of discussion, since the two fields of Law and Politics are often complimentary. However, the two fields are not necessarily interdependent in terms of training, skills required or opportunities available.

The first panelist was Mrs. Louise Ginsburg, whose experiences on embarking on a "second career" may be relevant for many other re-entry women in the field of law. Mrs. Ginsburg married immediately after obtaining her B.A. from Stanford in 1944, and spent the years between then and 1965 raising her five daughters and being involved in such activities as the P.T.A. and Girl Scouts. After being divorced, and after reaching a time in her child-rearing years when only two of her daughters remained at home, Mrs. Ginsburg entered Stanford Law School in 1965, having been away from academic life for twenty years.

Mrs. Ginsburg was one of thirteen women in her law school class, of whom two others were also not recent college graduates. (One of her classmates bore two children during the course of her law school career.) It is generally true that during the first year of law school, one must be a full-time student, but the second and third year courses may be extended and a more flexible schedule arranged. Mrs. Ginsburg, however, did not need this flexibility, and attended school full-time for the three-year period. The first year, she related, was painfully difficult because of her long absence from school; but the adjustment proved far from impossible and her law school experience as a whole was immensely stimulating and enjoyable. After graduation and the bar examination, Mrs. Ginsburg entered practice with the Los Altos firm of Myers, Hawley, Morley and Moore, with which firm she is currently associated. By her own choice she does not practice on a full-time basis and personally finds a flexible schedule much to her liking. Her work has been concentrated primarily in the field of domestic relations, which is often considered (by men) as an area in which a woman's particular talents can be effectively used. Out of choice, Mrs. Ginsburg has limited her practice to this field; for *her*, it is the right field.

Realizing that the workshop registrants would be interested to know about the present activities of the other mature women who were in her law school class, Mrs. Ginsburg made inquiries and learned the following: One of them has been involved only in estate planning within her own family. The other one has been doing part-time voluntary work in a local legal aid office, this being the only law-related part-time work she was able to find.

Mrs. Ginsburg gave some specific examples of local discrimination against women attorneys: In Santa Clara County women attorneys are welcome in the County Counsel's Office (which handles only civil matters), but not in the District Attorney's Office (which prosecutes criminal matters). In San Mateo County women attorneys are welcome only in the Civil Division of the District Attorney's Office.

The second panelist, Miss Miriam Wolff, recently appointed Director of the Port of San Francisco, practiced law for twenty-five years with the State Attorney General's Office and can in no sense be said to have adopted law as a "second career." She addressed herself to law as a "career" in the most

*Official note-takers: Mrs. Alma C. Kays and Mrs. Cecile Lyons.

expansive sense of the word . . . a rigorous, demanding, satisfying life's work. Thus, Miss Wolff opened her remarks with some general comments about the law: She has concluded that wholehearted commitment and a keen competitive sense are traits which one must find within oneself in order to successfully pursue a legal career, whether one be male or female. The law is a very demanding career and a young lawyer is expected to devote at least 60 hours a week to the job. Miss Wolff stressed her opinion that it is impractical and unsatisfying to pursue a business-oriented legal career on a part-time basis because of the need for total commitment and because of the competition from other dedicated lawyers.

Miss Wolff recounted her own professional experience: Along with her legal training, she had one year of business school and could have entered the business world. She preferred the legal world, however, and went to work with the Attorney General's Office. She noted that state government is generally an open field for women attorneys.

Generalizing about women in the law, Miss Wolff acknowledged that there is discrimination against women, but stated her conclusion that some of this discrimination is brought on by the women themselves because they seem neither as totally committed nor as competitive as most men, and often are less motivated to make money. Miss Wolff's belief is that a woman *can* advance in either private practice or the civil service, but to do so she must be totally cooperative and willing to take on extra tasks and to expend all her energy on her job.

Miss Judith Teichman, Assistant Regional Attorney for the Department of Health, Education and Welfare, was the next speaker. Miss Teichman entered law school after three years as an airline stewardess. Upon graduation from law school, she was attracted to government work for several reasons: (a) Equal employment opportunity for women is stressed in the federal civil service; (b) Government service offers the opportunity to do socially relevant and varied work.

In preparation for her presentation at the Law and Politics Workshop, Miss Teichman surveyed the employment opportunities for women with legal education. She summarized her findings as follows: Because San Francisco is the second largest employment center for the federal government, the possibilities in federal work are numerous. Two hundred and fifty positions can be filled only by lawyers. The entering grades are GS-9 or GS-11, commanding an annual salary of \$9,881 or \$11,905. In addition to the attorney positions, there are quasi-legal jobs, such as an investigator for the Office of Civil Rights, that an individual interested but not yet educated in law might find stimulating. A field offering opportunity to attorneys interested in social problems is legal services. Although this work pays less than federal employment, it offers good trial experience. There are 150 legal assistance attorneys in the Bay Area, according to Miss Teichman's survey.

Miss Teichman observed that government employment has the advantages of consistent working hours and the opportunity to have a responsible position without years of experience. The disadvantages of government work are the occasional necessity for travel, the fact that part-time work can seldom be obtained, and the fact that the government itself is a bureaucracy—with all that that implies.

Mrs. Atree, the next speaker, has had a varied legal career since graduating from law school in 1965. She began as assistant to the General Secretary and Assistant Staff Legal Counsel at Stanford University, as one of a staff of Stanford's "house counsel." Next, she was a research associate to Professor William F. Baxter at the Stanford Law School, working on a federally funded research project into the legal aspects of airport noise and the sonic boom. Subsequently, she practiced law for two years; and in September, 1970, she will assume a full-time teaching position at the University of Santa Clara Law School.

Mrs. Atree briefly described the role of "house counsel," another area which is often said to be "ideal" for women. A house counsel is the internal attorney for an organization and as such acts mostly

as a legal "watchdog" who anticipates legal problems and works to prevent them. It is unquestionably an uncontentious position, since organizations with house counsel invariably retain outside counsel to handle litigation.

Mrs. Altree also discussed legal research as a possible "career" for a woman attorney. She concluded that the opportunities to research on a full-time basis are limited by the fact that there are not many funds available for legal research; she expressed her opinion that legal research is not a particularly rewarding kind of work, at least on a long-term, full-time basis.

Mrs. Frances Dias, a member of the City Council of Palo Alto, and a woman with a varied career in community service and local politics, was the next speaker. She opened her remarks with an expression of personal concern about present political uncertainties and changing values in the nation as a whole. She cautioned that a woman's entrance into public life as a politician may require a sacrifice of her private life.

Mrs. Dias noted that one can be either a volunteer or a professional in the field of politics and government. In terms of educational background, Mrs. Dias stressed the appropriateness of concentration in such fields as economics, political science, history, English and psychology. She also recommended the C.O.R.O. Foundation, 149 9th St., San Francisco, as giving excellent preparation for political placement.

Opportunities for professional work within government suggested by Mrs. Dias were: city positions up to city manager, administrative assistants and department heads on a county level, public relations officers, ombudsmen, lobbyists, and elected officials. Among the volunteer possibilities, Mrs. Dias suggested the following projects on which she herself has worked: Save-the-Bay, Committee for Green Foothills, P.T.A., League of Women Voters, local referendum elections, and zoning debates.

In closing, Mrs. Dias warned any woman seriously considering political work, either professionally or on a volunteer basis, that she is likely to find that other women will be her most severe critics.

Because panelist Marc Poché is both a Professor of Law at the University of Santa Clara Law School and the executive assistant to Congressman Don Edwards, he was able to address himself to both aspects of the Law and Politics workshop. Speaking of the qualifications needed to do staff work for a politician, he termed it an open area, with all imaginable types of experience represented on the staff of a single congressman (or other elected official). One avenue of approach to the staff of a politician is unstinting volunteer work. Another avenue is more direct: Submission of a resume along with a request for a paid job and an indication of the contribution one would expect to be able to make.

Further particularizing with regard to the staffs of legislators, Mr. Poché noted that legislators do not award the jobs as political plums; rather, they hire people who can provide expertise in substantive fields such as immigration, federal welfare, social security, or veterans' affairs. The remuneration of professional legal staff members is adequate: Staff members of committees in Sacramento make up to \$25,000; staff members of United States Congressmen make up to \$45,000.

In conclusion, the moderator, Mrs. Altree, touched on the widely held notion that law continues to be a field dominated by men, and that among the male members of the legal profession there remains considerable prejudice against women. Discrimination against women in the law takes both subtle and blatant form. It is a factor still very much to be contended with, in spite of the fact that women are seeking legal careers in ever-increasing numbers. Mrs. Altree hopes, however, that the new influx of women into the great law schools throughout the country, as well as the new recognition of the importance of legal training in social and ecological rather than primarily criminal and commercial areas, would bring about a greater recognition of the competence of women in the law.

**SECOND
CAREERS
FOR
WOMEN**

BUSINESS AND FINANCE Workshop
Held May 2, 1970, at Stanford University

LIST OF PANELISTS and
Biographical Data as of May 2, 1970

ROSEMARY W. DAMON, M.B.A., C.P.A.—MODERATOR Tax Accountant, Hemming, Morse and Co., Instructor, Foothill Evening College. B.S. from the University of California, Berkeley; M.B.A., Stanford Graduate School of Business, C.P.A., State of California. Staff accountant, Haskins and Sells; Controller Staff, FMC. Mrs. Damon has also taught accounting at San Jose State College.

DOROTHY GIBSON, B.A. Real Estate Saleswoman, Gatewood Realty. Graduated from UCLA. Worked with Camp Fire Girls in California and Indiana before her marriage. Active in San Jose civic work, volunteering for various positions. President of the Camp Fire Girls Council and the San Jose branch of University Women. Presently on the San Jose Social Planning Council and the allocation committee of the United Fund. Mrs. Gibson is a newcomer to Real Estate; she attended the Anthony School of Real Estate very recently and passed the state examination.

GENEVIEVE LA BARBA, B.S.C., C.P.A. Supervisory Auditor with the East Bay Branch, San Francisco Region, Defense Contract Audit Agency. B.S. from the University of California Berkeley; completing work for M.B.A. C.P.A. State of California. In Federal auditing for eighteen years with assignments in Hawaii and Europe. Currently serving a second term as President of the San Francisco Chapter of the American Society of Women Accountants and an active member of numerous professional organizations.

OLIVE MAYER, B.S. (Eng.) Volunteer with Sierra Club, Conservation Projects. B.S. from Swarthmore in Mechanical Engineering; graduate work at University of Michigan. Worked for various companies doing mechanical engineering and designing. Opened own machine tool and die shop in Redwood City. Then manufactured science materials for schools. Sold the business to B-D Laboratories but remained to manage the company as a division of a large company. Active in all phases of management. Upon retirement two years ago Mrs. Mayer traveled extensively before returning to dedicate herself to volunteer work for conservation.

DAVID L. MUNSON, B.S. Management Recruitment for Wells Fargo Bank. B.S. from Geneva College, Beaver Falls, Pennsylvania. Officers Training and Service for the Navy followed graduation. Macy's New Jefferson Division training program and positions as sales manager and buyer. Transferred to California for a short time before changing to banking. Wells Fargo management training program and the assignment as a branch manager on the Peninsula until promotion to current position in the head office of Wells Fargo in San Francisco.

KATE POWELL, B.A. Hiring and Training Director, Field Research Corporation. Graduated from Loretto Heights College in Denver, Colorado. Attended Loyola University School of Law. Served as a volunteer high school teacher in Belize, British Honduras. Upon returning to Chicago joined the National Opinion Research Center at the University of Chicago as a Field Supervisor. In 1968 joined Robert F. Kennedy's professional presidential campaign in the capacity of Illinois/Indiana Student Coordinator.

JEANNE A. WALT, B.A. Owner of "The Clothes Horse" in Walnut Creek with branches in Moraga and Sun Valley Shopping Center, Concord. B.A. from the University of California with a major in economics. Interest in retailing started in grammar school. Experience gained by work in Mode O'Day store, Roos Bros. and a position with the Emporium upon graduation. Buyer for the coat department. Then service in the Waves as a purchase officer in Washington, D.C., and California. Finally, her own shop on a side street in Walnut Creek. Marriage, a family and two branches have followed.

BUSINESS AND FINANCE Workshop*

Summarized by Rosemary W. Damon

Registrants for this panel indicated interests in almost every conceivable phase of business. The panelists' presentations covered most of the areas of interest, and the panel of seven persons was able to field an expert, or at least one with experience, to answer the specific questions of the registrants. The success of the panel can only be attributed to the tremendous range of experience and training of the panelists and to their willingness to be specific and forthright in their comments and answers.

All of the panelists indicated that there was a place for the mature woman in their respective fields, *if* she is serious about a career. She must be willing to update or secure new training. She must be willing to put in the necessary time; careers aren't built on an eight to five schedule. She must have a long term commitment to a career, not a short term personal goal.

On the Peninsula many opportunities for training exist. Many times the quickest way to competency is at a private school. It is usually the most expensive procedure of instruction, but the flexibility of scheduling course work and the concentrated instruction reduce the time between starting training and entering the desired field. Local business schools have various programs including secretarial, accounting at different levels, computer operations and programming, merchandising and other special programs to meet the needs of the areas in which they operate. They usually give some placement help. Some companies give their own tax courses. For example, H. R. Block and Company gives tax courses in the fall and successful graduates usually are preparing tax returns during the next tax season.

One objective of the California State Plan for Education is locating a community college within the commuting distance of every home in the state. Here on the Peninsula that objective is close to realization. Community colleges offer excellent counseling services, which include a battery of tests and interviews with a counselor. At Cañada College, incoming students have a half-hour session; a 20 minute session for continuing students is automatically scheduled. Foothill College has special counseling for the mature woman. Part-time and evening registrants also have counselors available.

The community colleges offer three programs.

(a) The transfer program is designed so that the student completes the first two years of college work and transfers to a four year institution with the standing of a junior.

(b) The two year terminal program, which at Foothill College is called the Two-year Career Program, leads to an Associate in Arts degree. The career programs in the business division are intended to develop personal and technical competencies for employment purposes. At Foothill and DeAnza Colleges, the following career programs are offered: Data Processing with the option of Business or Science and Engineering; Purchasing; Real Estate; Secretarial with five options; Technical Publication, and Transportation.

(c) Certificate programs require less than two years of full-time study and are awarded in a limited number of vocational areas. The number of certified programs is being expanded, particularly at West Valley College where industry councils are participating in the formulation of program objectives and course outlines.

Community colleges will admit any high school graduate of an accredited institution, and any person 18 years of age or over who shows evidence that he can profit from the instruction. Part-time students and evening-only students are given equal consideration with full-time students. The community

*Summary based on notes taken by Miss Caroline Kuhns and Mrs. Carol Swenson.

colleges have placement services to assist students in obtaining part-time work while enrolled, and full-time employment upon completion of a program.

State colleges in the area include San Jose State, Hayward State and San Francisco State College. All offer four year programs leading to the Baccalaureate degree in business administration with numerous options for specialization. Acceptance to the program for a Master of Business Administration degree is limited to those with high grade point averages and specific undergraduate course requirements.

Another college in the area providing special classes for part-time students, as well as the regular day classes, is the University of Santa Clara. It offers an undergraduate program and graduate program all the way to a Doctor of Philosophy in Business degree. The charge per unit of course work may prove to be a bargain due to the personal attention and program flexibility.

The University of California at Berkeley has both an undergraduate and a graduate program in business. Acceptance as a part-time student is based on specific qualifications.

Stanford University has one of the outstanding business schools in the country, but admission is limited to full-time students and an age limit is informally applied.

Nearby is Menlo College which has an undergraduate program patterned after Stanford's graduate program. It is currently limited to full-time, male students. Both of these limitations are being reviewed and some change is likely in the near future.

Stanford and Menlo College have relatively high tuition fees, but both have top quality programs and outstanding faculties.

Thus education and training are readily available in the Bay Area, but a field of specialization must be chosen and the specific offerings judged on the basis of the students' vocational objectives.

The sections which follow summarize the workshop panelists' evaluations of specific business opportunities in light of their own personal experiences.

Real Estate

Mrs. Gibson has recently started her second career as a real estate saleslady. Her training included a course at Anthony School of Real Estate which prepared her for the state examination. The Los Gatos Realtors have a prescribed training course for new members, and the California Real Estate Association offers short courses which Mrs. Gibson plans to take as she can. The community colleges and the state colleges have majors in Real Estate. The California Real Estate Association is upgrading the profession by requiring some college level courses.

After passing the state examination it takes at least six months to get established in the field. Remuneration is strictly on a commission basis, so that financial reserves are needed at the start as well as for periods of slump in sales. Part-time work in real estate is a matter of controversy. Some brokers will not hire part-time sales people and others will. Mrs. Gibson believes that you can't do the best job on a part-time basis.

Mrs. Gibson selected real estate because of the varied activities and challenges. She counsels prospective buyers about the type of house they like, need and can afford. She previews homes so that she can match needs and houses. Once a home has been found she writes up the offer, which must be a defensible legal document. She helps to arrange financing for the buyers. On the other side, she takes listings on homes and represents the seller in getting the best possible offer.

The personal qualifications for the field include having empathy for people and the ability to work with them, being a self-starter, organizing time for maximum results, and having personal motivation for success. Women are particularly successful in the home market as they know the requirements of women in selecting homes. One third of those taking the examination are women.

Mrs. Gibson feels that real estate has a bright future due to the population explosion, more mobile society (the average stay is 5 to 7 years), and certain changing patterns of needs (from family homes to retirement homes).

Accounting

Miss Genevieve La Barba has been in accounting for a number of years and now holds a professional supervisory position. She pointed out the need for accounting personnel. Every business has a need for some accounting services. Accounting opportunities range from the clerical to the semi-professional to the professional, including auditing positions. The professional strata is male-oriented and very competitive.

The requirements for the position of auditor include a B.A. with an accounting major, superior grades, and the C.P.A. certificate or a program for getting one. The C.P.A. certificate requires a minimum of two years' experience plus a college degree. (Professional societies are now suggesting that a Master's degree be made mandatory and that some kind of continuing education be a requirement for all certificate holders.)

Salaries are commensurate with training, and because accounting is male-oriented may be a little higher than other positions in business. The government pays a junior account (no experience) \$500 to \$700 per month. A staff auditor is paid \$900 per month; experience and supervisory responsibility increase the amount. Private industry usually has a slightly higher pay scale for the same level of performance.

Some part-time employment is available. Tax season and vacation time provide short term employment possibilities. Also, regular part-time work is available for those who can maintain the books and prepare periodic reports. Many women have developed full-time jobs keeping books for small businesses and for professional people.

All the colleges having a business major provide for a curriculum with an accounting specialization. Most business schools have courses for various levels in accounting. Golden Gate College in San Francisco is a private business college which offers a B.A. and an M.A. program, with class schedules specially adapted to adult needs. Its graduates have been successful in passing the examination for the C.P.A. certificate and in professional careers.

Banking

Mr. David Munson says banking has a new look. It has added to its roles that of a service organization, and a primary requirement is to like people and to get along with the public. The educational requirements vary from no degree to a Ph.D. At Wells Fargo 60% of the employees are women.

Banking is diversified. Some of the jobs which a woman might consider are: (a) tellers—many of these positions are held by women; (b) operations officers (these positions require a special training program)—most of these positions are held by women; (c) lending officers (at Wells Fargo these positions require a one-year training program—at present 20% of the trainees are women.)

The following specialized departments have either a large number of women or a top position held by a woman, or both: the trust department which handles estates and does financial counseling; the credit card department which is responsible for consumer credit; computer operations which are responsible for most of the accounting and financial records of the bank; the market research department which has a glamorous connotation but does hard and necessary research as the basis for management decisions; and the business services department which is primarily a direct selling of services to businesses. New departments to handle new services are contemplated in travel and real estate escrowing.

Mr. Munson suggests that before seeking a position, a woman should ask herself some questions:

1. What is my real interest in a career?
2. What is my attitude? Will this be a real career or am I just giving it a fling?
3. Am I prepared to prove myself all over again?

If you are serious about a career, consider banking. Women hold a respectable number of top positions. Banking is diversified; you can match your interests and talents with a service of the bank. Banking is expanding; new opportunities will be opening in the years to come.

Market Research

Mrs. Kate Powell has the answer for part-time work. All of the people who do the field research are part-time, many of them taking only those assignments in which they are interested.

But what is market research? It is opinion polls, product surveys, telephone interviewing, product placement (giving a product to people and then following up to determine how they liked it; the product is never sold). There are also specific research assignments, such as research done for the State Department of Education to determine the effectiveness of high school vocational training.

There are advantages other than part-time opportunities. Age is no barrier. It is a good field for the generalist; you don't need to be a specialist. Women predominate in market research. In Mrs. Powell's firm two of the three vice presidents are women. Not only can one accept and decline assignments, but also one can have a flexible schedule.

There are two ways to get into the field, as an interviewer or as an editor. Beginning pay is low, \$2 per hour plus car expenses, but there are opportunities for advancement. It is a relatively new field and is expanding. To find firms doing market research, look in the yellow pages of the telephone book.

Retailing

Mrs. Jeanne Walt has always been interested in retailing, and manages a chain of three stores. She believes that retailing offers many opportunities for women, and the fact that employees are paid on an hourly basis makes retailing a good avenue for part-time work. The older woman's asset is greater permanence on the job.

It is important to pick the right place to work. Pick a growing organization with an image similar to your tastes. (Don't go to a discount house if interested in couture.) Join a large organization for good training in a field. Join a small firm for wider range of experience, and if part-time work is your interest, specialize in selling or display.

If you are considering opening your own business, let someone else train you. Get your basic experience in a larger store so you know what you are doing. The successful retailer must present to people what they want, when they want it, and at the price they want to pay. Buying requires making plans six months in advance, i.e., very long range planning.

In addition to experience, you must have reserve funds. Most businesses do not make a profit the first year. Bankruptcy rates are high, and even without bankruptcy the turnover rate for businesses averages three years. Finally, your own business will require a lot of time; your family may feel cheated.

Volunteer Work

Mrs. Olive Mayer, retired from an active and successful business position, suggests that volunteer work can utilize any business skills a person has. She is now active in conservation work with the Sierra Club and finds satisfying challenges and rewards.

She has had an exciting and successful career. She graduated from Swarthmore with a degree in mechanical engineering. After building her own building, she opened a machine shop and then went

into industrial design. She manufactured science materials for schools and was eventually bought out by a large corporation, but stayed to manage her division until retirement.

She asks "What is business?" Business is organizing people and things to serve a need. If you want to go into business, find out what people need, then fulfill that need. Volunteer jobs are very similar to business jobs. People with various skills can be used to satisfy the needs and achieve the goals of the organization. All voluntary organizations are involved in the allocation of resources and require the same skills as business to be effective. Volunteers who have training or experience in marketing, advertising, office practice and management, purchasing, transportation, communications and public relations, and who will assume responsibility, are sorely needed.

Women who volunteer and use the skills they have, will not lose them through disuse; they may grow professionally and also have a wonderful sense of contributing to a better world.

Summary

Moderator Mrs. Rosemary Damon summarized the workshop presentations: In each of the fields covered (as well as some not specifically mentioned), there are places for qualified women seriously seeking "second careers." Mature women have real strengths and advantages which help them initially in finding a position and subsequently in advancing in their careers.

**SECOND
CAREERS
FOR
WOMEN**

PARAMEDICAL SERVICES Workshop
Held May 2, 1970, at Stanford University

LIST OF PANELISTS and
Biographical Data as of May 2, 1970

ELSIE TABOROFF, R.N.M.S.—MODERATOR Training Director, Peninsula Community Mental Health Center, Millbrae. After training at Albert Einstein School of Nursing, Philadelphia, as an R.N., she received her baccalaureate and master's in psychiatric nursing at the University of California in San Francisco. Her teaching experience includes work in the associate nursing degree program at City College of San Francisco, the graduate nursing psychiatric program at the University of California and continuing education courses at U.C. She has two daughters in college. In her present position Mrs. Taboroff helps coordinate educational programs at the community mental health center, for nursing personnel.

PHYLLIS BROWN, R.N.M.S. Executive Director, Visiting Nurse Association, Santa Clara. R.N. New England Baptist Hospital. B.S. Simmons College, Boston, and M.S. (Public Health) nursing administration Boston University. Her professional experience includes work with city and county health departments as well as the visiting nurse association both in California and Massachusetts. She now serves on the Board of Directors of the California Association of Home Health Agencies.

EVELYN GODDARD, B.A., O.T.R. Therapy Services Analyst, U.R.S. Research Company. A.A. College of San Mateo; B.A. U.C. Berkeley; O.T.R. University of Southern California. Specialty studies were taken at Children's Rehabilitation Institute, Baltimore, Prosthetic Devices U.C.L.A. Engineering School, and Techniques in the Brain Damaged, U.S.C. In September 1969 Mrs. Goddard was the Northern California representative to the Reactivation Seminar Workshop of American Occupational Therapy Association in New York City.

MARY HUFFMAN, R.D., B.S. Chairman, Consulting Dietitians Association of California. B.A. Rosary College, Illinois. Presently attending San Jose State College for M.A. Past work experience includes staff dietitian at San Jose Hospital, food service supervisor at Agnew State Hospital and staff dietitian at V.A. Hospital, San Francisco. Chairman of San Jose-Peninsula Dietitians. Mrs. Huffman is the mother of four children.

ALICE INGMIRE, R.N., Ed.D. Professor Emerita, School of Nursing, U.C. S.F. and University Extension Specialist, Consultant in Organization and Group Growth. B.S. Teachers College, Columbia University, M.S. and Ed.D. Stanford University. Her dissertation won an award for research on professional problems of women. She has had wide experience as a trainer in human relations laboratories, and as consultant to schools of nursing and hospital nursing service departments.

MARY McLANATHAN, M.S. Chairman, Division of Biological and Health Sciences, Foothill College. After 2½ years toward a Ph.D. at Stanford she married and started a family. Since 1960 she has taught botany, zoology at Foothill Junior College and has established para-medical courses for the junior college district. Mrs. McLanathan has one daughter.

SUZANNE POWER, B.A. Employment Manager Stanford University Hospital and Medical Center. Her work has been in the fields of administration, personnel, employee and community relations. Her present position encompasses recruitment, screening and placement of employees in the Medical Center. Mrs. Power has three sons.

PARAMEDICAL SERVICES Workshop

Summary Prepared by Lou Grey in Collaboration with
Susan Groag Bell and Jane D. Fairbank from the Official Notes*

An optimism infused both sessions of the Paramedical Services workshop. This is a field in which women are needed, and a field with many avenues to explore. Estimates have been made that in ten years the medical and hospital services will be the largest industry in the country, so the future for women in these areas looks promising; and educational planning is proceeding in line with other developments.

The moderator of the workshop, Mrs. Elsie Taboroff, identified two main aspects for discussion: (1) the education of health workers, and (2) positions for health workers.

Health education no longer emphasizes "end points"; rather, the emphasis is on continuing training. This can take place in many ways: a) Personal initiative, without an organized training program; b) In-service training through the hospitals, to keep up with new trends or refresh old ones; c) Conferences; d) Continuing education, which includes (1) adult education for licensed vocational nurses, and (2) college degree programs for A.A., B.A. and R.N. degrees, leading to positions in teaching, research, clinical nursing, consultation, etc.

Some changes recently in the requirements of training programs offered by hospitals, colleges and universities, have improved the situation for women who are returning to the field. In hospital training, the programs cover the complete range from clerical to bedside care to computerized business. Mrs. Suzanne Power, Employment Manager at Stanford University Hospital, discussed these in-service training programs. In many of the courses, the trainees receive a salary while learning; e.g., nursing assistants are trained for 6 weeks and receive \$450 a month (with a salary raise when the course is completed).

The most popular in-service training program is for registered nurses who have been away from nursing for five years or more. (Most hospitals require R.N.'s to take a refresher course if they wish to return to work.) Unfortunately, there are few hospitals and many applicants; Stanford Hospital, for example, has a long waiting list. The Stanford course lasts 9 weeks, costs \$150, and includes medical and surgical nursing. It does not offer training in specialty areas, such as obstetrics, psychiatry or pediatrics. The hospital does offer an operating room nursing refresher course; it is a 6-9 month class, and an R.N. enrolled in the course receives a \$310 stipend during this time.

A broad range of paramedical courses are offered in some of the community colleges. Mrs. Mary McLanathan explained the many two year programs offered by Foothill and DeAnza, and the good employment picture for their graduates. Foothill offers five programs: 2-year radiology technician, 2-year inhalation technician, 2-year dental hygienist, 1-year dental assistant, 1-year orthopedic assistant. DeAnza offers: 2-year nursing, 1-year licensed vocational nursing (L.V.N.), 1-year medical secretary, 1-year laboratory assistant, 2-year physical therapy assistant, 2-year pediatric assistant. It was stressed that all of these are areas in which the services are, and will continue to be, in demand.

Dr. Alice Ingmire, Professor of Nursing at U.C.S.F., mentioned the variety of programs in continuing education for nurses and allied workers at the medical center there. These programs cover the whole range of nursing and allied fields. They vary in length from a concentrated week-end course to

*Official note-takers: Mrs. Phyllis Watt and Mrs. Lou Grey.

courses spaced over a number of weeks or months (held during the day or at night), and are conducted by people who have the latest techniques at their fingertips. She told of a program being set up by a California Nursing Association committee that involves three areas: 1) classes for licensed vocational nurses and ancillary workers, being given as adult education classes in the communities; 2) clinical nursing programs being offered at 4 year state colleges, and 3) research and leadership training courses at the universities. She suggested the paperback book *Horizons Unlimited*, as a good paramedical source book.

Various aspects of employment in the public health field were discussed by different panelists. Miss Phyllis Brown mentioned a number of paramedical services with which she is associated in Santa Clara County. Sometimes these services are performed in clinics, hospitals or health centers; in other cases, the work is done in the patient's home. She enumerated the following types of work (and in each case specified the minimum education required): visiting nurse (regular nurses' training with additional courses in public health); home health aide (120 hours of training that can be acquired in adult education courses); speech therapist (four year college program plus certificate); physical therapist (at University of California, a Bachelor's degree program; at Stanford, a graduate program); medical social worker (M.A.); Public Health Nurse (Registered Nurse with B.A. or B.S.). Miss Brown suggested that some of the course work can be done in extension courses offered by a variety of institutions.

Some of these areas were discussed further by Mrs. Evelyn Goddard, a therapy services analyst. She works with physical therapists, speech therapists and physicians in an effort to prevent secondary medical problems. For occupational therapy the basic curricula include biological and physical sciences, English, psychology and sociology, leading to a Bachelor's degree and registration in occupational therapy. (Some schools require such subjects as art, education, drawing and design, speech and foreign languages.) These therapists are in great demand at present; part-time as well as full-time therapists are needed. Salaries range from \$650-\$950.

Dietetics was the field discussed by Mrs. Mary Huffman, consulting dietitian. This field has much to offer the woman who is interested, and who has "catered" for a growing family. To qualify for a dietitian's certificate, a B.A. with a heavy science background is prerequisite. Registered dietitians in good standing must keep themselves up-to-date with 75 hours of course work every five years. Basic salaries range from \$700-\$750. There are varied openings for dietitians in such areas as: teaching, hospital management, clinics, school lunch programs, businesses, hotels, airlines and restaurants. The welfare programs also have a great need for consulting dietitians.

None of the areas discussed by Miss Brown, Mrs. Goddard and Mrs. Huffman have on-the-job training, but all have trainees who work in the health field through the courses offered at the state colleges and universities.

The three panelists stressed that volunteers can be used, particularly in occupational and physical therapy in the fields of pediatrics and geriatrics.

Part-time work is available and is encouraged. The Visiting Nurse Association of Santa Clara County is initiating an arrangement whereby two part-time nurses fill one full-time job. The problems of working women who have children under school age needing adequate day-care facilities, were discussed. The Stanford University Hospital has in the planning stages a child day-care center for women in medicine, a giant step in the right direction.

Mrs. Power touched on the matter of day-time versus night-time work for hospital nurses. She expressed the feeling of hospital administrators that when a woman enters nursing, she assumes the responsibility of working all three shifts; there is little allowance for a woman to work solely during the day unless she works on an "on call" basis, or in administration.

Mrs. Taboroff, the moderator, spoke briefly about the new field of recreational therapy. Degree programs in this field have been established at San Francisco State College and at San Jose State College. Requirements for a four year Bachelor's degree in recreational therapy can be partially satisfied by previous college course work of a general educational nature. Recreational therapists are used not only in psychiatric facilities, but also in county and city recreation programs, in pre-school programs, and in "leisure towns" (for senior citizens). Volunteers are used in these programs in assisting capacities; organizers prefer trained specialists as program leaders. Mrs. Taboroff feels that older women with a background including motherhood, Scouts, school activities, etc., have a good basis for recreational therapy. As paid professionals or volunteers, they could use this background to the benefit of the community.

**SECOND
CAREERS
FOR
WOMEN**

MEDICAL AND BIOLOGICAL SCIENCES Workshop

Held May 2, 1970, at Stanford University

**LIST OF PANELISTS and
Biographical Data as of May 2, 1970**

HELEN H. GLASER, M.D.—MODERATOR Assistant Medical Director of the Stanford Children's Convalescent Hospital and Clinical Assistant Professor of Pediatrics at Stanford University School of Medicine. She has been involved as a pediatrician in university hospitals in St. Louis, Denver and Boston, as well as Stanford. Her special interests are in the psycho-social aspects of pediatrics. The mother of three teen-age children, she is married to Dr. Robert J. Glaser, Dean of the Stanford University Medical School.

BARBARA B. ARONS, M.D. Coordinator for the Stanford Study of Women in Medicine, whose purpose is to promote women's careers in the field of medicine, with special emphasis on helping women with family responsibilities. She received her M.D. from the USC School of Medicine in 1956. After internship and residency in Los Angeles she became a staff physician at Agnews State Hospital, then resident in Psychiatry at Stanford, and finally acting instructor in Psychiatry. Dr. Arons is married and has seven children. She began and completed her medical training while her children were being raised.

JEAN T. BORN, A.B. Employment Representative at the University of California's San Francisco campus, a position she has held since 1967. She is a graduate of the University of California, with a bachelor's degree in Political Science. Her experience in personnel work includes work for the National Youth Administration as youth training supervisor, for the California State Department of Employment as screening interviewer, and for the Veterans Administration as personnel analyst. During World War II she served as a Naval Officer with the Port Director of the Western Sea Frontier. Just before taking her present position Mrs. Born took a two-year respite from her career to stay at home, working on a novel and indulging her interests in painting and tennis. She is a member of Bay Area Personnel Women and of the Trade Advisory Committee of San Quentin, which is concerned with vocational nursing.

KENNETH J. DUMAS, M.D. Director of the Institute of Clinical Medicine and Vice President of Syntex Research. Before coming to Syntex Laboratories in 1961 he was Director of Clinical Research at Charles Pfizer and Co. Inc. He received his M.D. from New York Medical College and served on the clinical teaching faculty at the New York Medical Hospital and at Flower and Fifth Avenue Hospitals. He is married and has three children.

ELLEN C. WEAVER, Ph.D. Senior Research Associate at Ames Research Center and an Associate Professor of Biology at San Jose State College. She received her Ph.D. in Genetics from the University of California at Berkeley in 1959 and since then has worked as a chemist in industry, as a research associate in Biology, in Biophysics, and in Exobiology. Her publications include more than a dozen scientific papers. She is not only a member of such professional societies as the American Association for the Advancement of Science, the American Society of Plant Physiologists, and the Biophysical Society, but also of Mu Phi Epsilon, honorary music society. She was listed in the *World Year Book* (1964) for outstanding work in Botany. This year she is president of the Northern California Photochemistry and Photobiology Society. Mrs. Weaver is the mother of three children. She did her graduate work while they were infants.

MEDICAL AND BIOLOGICAL SCIENCES Workshop

Summarized by Helen B. Pryor

A capacity enrollment of women interested in the health field attended the workshop on Medical and Biological Sciences, moderated by Dr. Helen Glaser. Included among the registrants were nurses, physiotherapists, pre-medical students, physical education teachers, laboratory technicians and a speech therapist.

Dr. Barbara Arons, coordinator for the Stanford Study of Women in Medicine, discussed national figures on medical school applications and acceptances for both men and women; she also gave figures for the local medical schools. The purpose of the Stanford Study is to promote women's careers in the field of medicine, with special emphasis on helping women who have family responsibilities. Dr. Arons is married and has seven children. She began and completed her medical training while her children were being raised.

Dr. Arons feels that although discrimination against women in medicine is always officially denied, it certainly exists when they apply to medical school. The Stanford Study of Women in Medicine is tending to show that women who graduate from medical schools after the age of thirty are very productive and can be compared to advantage (a) with women who graduate when they are younger, and (b) with men.

Dr. Arons suggested that the problems of individuals interested in taking up medicine or a medical specialty as a "second career" are usually so unique that they can be dealt with only by individual advice and consultation. She recommended that anyone interested in pursuing medicine as a "second career" should make an appointment at the office of the Study of Women in Medicine, Dean's Office, Stanford University Medical School.

Dr. Arons also described a training program for "physicians' assistants" now being developed at Stanford. Students will receive 20 months of intensive training. In very broad terms the candidate will be trained largely by physicians to be a highly competent extension of the physician's technical arm in certain designated areas of activities now usually performed by physicians, but not requiring a physician's educational background. The direct backup and supervisory services of the physician will be available when necessary. The physician's assistant will thus have a very close working alignment with the physician and will be expected to have many of the capabilities now associated with the registered nurse, medical technician and office administrator. The assistant will perform up to an estimated 75% of routine tasks now occupying the physician's time. Dr. Arons stressed that such qualities as experience and maturity will count a great deal in the selection of candidates for the program.

Each class in the physicians' assistants program will consist of twelve selected students who have high school diplomas or equivalent, laboratory or hospital experience of at least two years, satisfactory scores on the Scholastic Aptitude Test and Mathematics Achievement Test, satisfactory character references and an evaluation by the Committee of Admissions and Graduation.

In conclusion, Dr. Arons said that the purpose of the new program is to increase allied health man power and achieve new employment opportunities for minority groups and others.

Mrs. Jean Born, Employment Representative at the University of California's San Francisco campus, has had wide experience in personnel work with the National Youth Administration, California State Department of Employment, and Veterans Administration. In her talk she said:

"I hope that you are not thinking in terms of immediate employment, but rather of preparation for the future, because not only is the job market relatively full now, but you will face heavy competition from the influx of young, recent graduates in all the science disciplines in the Bay Area.

Consequently I will talk about preparation for re-entering already established careers, the trends in health sciences which may bring about new careers, and the opportunities in volunteer work.

"To begin with it is essential that you bring yourself up to date either through reading or by actual refresher courses so you are currently informed on all the changes and new techniques, methods, instrumentation, etc., that have come about in the past few years. For example, going back into many laboratories after a few years would be like entering a new world for many of you because of the great increase in automated equipment.

"Another factor that is changing research a great deal is the computer. I would recommend that you look into the possibilities of learning something about computers, particularly in the area of data retrieval, because this is becoming an integral part of all science research. I don't mean this as a career in itself but as an adjunct to your part in research.

"As for using your science background in fields other than research, there are several training programs for medical technology. Both Stanford and University of California have formal curricula, for which you are accepted as students and pay all student fees. However, there are many hospitals in the area which will take trainees and pay them a small stipend while learning. At the end of the year in either program you are then eligible to take an examination for a state license.

"New careers are now emerging in the community health fields, so you might think in terms of additional training in this area. The Regional Medical Program which concentrates on heart, cancer and stroke, has community planning officers. These positions currently require a master's degree in public health; but in the future there will be room for less highly educated or even sub-professionals working with communities to evaluate all kinds of health resources and to coordinate and promote the group concept of treating or preventing illness. At the present time nurses can easily, with a little preparation, enter this field; but those of you with other science backgrounds may wish to explore the possibilities for preparation now.

"When I talked to the coordinator of volunteers the other day concerning the areas where returning science-oriented women could be used, she replied that they could use volunteers in practically any area. She stressed that volunteers do not supplant paid positions, but augment them; she maintained that there are many areas for volunteers that have not yet been explored.

"I think that this may be the way in which you could get the feel of what might be your future career, and would urge any of you who have some time, to check with the coordinator of volunteers at hospitals or medical centers like Stanford and University of California to see what you might be able to do beyond the usual types of volunteer jobs."

Dr. Kenneth J. Dumas' position with Syntex in Palo Alto is similar to one he held with the Charles Pfizer Company in the East. He notes that 85% of the large national pharmaceutical companies are in the East and Midwest but that several now on the Pacific Coast include Cutter, Allergan, Riker, Stuart and Syntex.

A portion of Dr. Dumas' formal presentation at the workshop follows:

"This talk is directed to those limited opportunities for pre-clinical and clinical people in biologically-oriented and medically-oriented industry. Some examples of such companies are as follows: agricultural chemicals, insecticides, medical instruments, and pharmaceutical companies. I will dwell upon the example of the pharmaceutical industry, since I know that best, and it represents a focal point of both research and reward for a broad assortment of biologically-trained persons.

"A pharmaceutical company represents an integration of many disciplines from biology and the physical sciences, including: chemistry, crystallography, biochemistry, pharmacy, electronmicroscopy, physiology, microbiology, pharmacology, toxicology, clinical medicine, medical statistics, computer sciences, and medical information services. In the operational scheme of things, most non-medical biological people are interposed between chemistry and clinical research. Typical activities included are:

bioassay, bacteriology, virology, pharmacology, and toxicology. People who have practical training in these biological and basic medical sciences can fit in readily in a pharmaceutical company. People can come directly from training, from university posts, or sometimes from other types of industry. These posts are generally full-time.

"In the case of persons with an M.D., the situation is different in that prior experience outside the pharmaceutical industry really does not prepare one for the usual role in the pharmaceutical industry. Physicians working in this industry may be part-time, but they should be prepared for a substantial involvement, and other commitments should be adaptable. A license is not of importance. Often it is desirable to have a specialty. Helpful is current knowledge in biochemistry and clinical pathology. Previous experience in clinical pharmacology is very valuable. Useful would be knowledge of the principles of study design, statistics, and data handling. For the physician in the pharmaceutical industry, there basically are two kinds of jobs. The first, a research job, involves an interface with the pre-clinical groups before human clinical programs are undertaken. This person is then responsible for the design of study protocols, the establishment of the study programs with clinical investigators, follow-up of the study programs, and evaluation of their results. The objective is to ultimately develop a full picture of safety and efficacy of new drugs. The clinical research physician works closely with statisticians, with computer people, and with the dosage design people.

"The second kind of job is that of medical service. This comes into play principally after product development has taken place. It involves the monitoring of continuing clinical programs. Another task is that of evaluating complaints and reactions with drugs, and maintaining liaison with government regulatory bodies. Other efforts include those of a medical information nature, such as preparation of teaching films, therapeutic treatises, medical advertising, and sales training."

Dr. Ellen C. Weaver is a Senior Research Associate at Ames Research Center and an Associate Professor of Biology at San Jose State College. She received her Ph.D. in Genetics, has worked as a chemist in industry and has published a dozen scientific papers. She is the mother of three children and did her graduate work while they were infants.

Dr. Weaver indicated that jobs in the science field are very scarce at present but suggested that technicians are needed in universities, at Stanford Research Institute, in hospitals and in a number of sewage treatment plants.

She knows of no problems of enrollment at San Jose or other state colleges. There are two types of employment possibilities. The first is teaching at the college level. At San Jose State a Ph.D. is absolutely necessary. The starting salary is \$10,800 for an academic year of nine months. Most of the full time faculty are men.

A second type is government employment which offers quite a variety in the medical and biological science fields. There are openings in many other parts of the country and a better chance for a job at the lower levels. An outline of four categories for government employment with requirements and starting salaries follows:

GS-5 requires four years of college	starts	\$ 6,548
GS-7 B.S. degree with 3.5 grade point average		\$ 8,098
GS-9 M.A. or M.S. degree		\$ 9,880
GS-11 Ph.D. or its equivalent		\$11,900

It is possible to get a part time teaching job, for example fifteen hours per week, but part time research is not available. However, you can set up in business for yourself on a part time basis. Grants are available for research and there are many problems of ecology to solve. D.D.T. would be a good problem to attack. Skilled technicians are employable in many fields, and a degree is not as important as what is in your head. Editorial work is needed in some areas where search of scientific literature is involved.

It is difficult to combine part time study with employment, but extension courses are available and will count toward college credit. Dr. Weaver suggests that women seriously interested in a certain field investigate the possibility of attending seminars (perhaps at Stanford, Ames Research Center or U.C. Berkeley) whereby they could learn who is doing what, what the current problems are in their fields.

**SECOND
CAREERS
FOR
WOMEN**

PHYSICAL SCIENCES, ENGINEERING AND MATHEMATICS Workshop

Held May 2, 1970, at Stanford University

**LIST OF PANELISTS and
Biographical Data as of May 2, 1970**

MARY V. SUNSERI, M.A.—MODERATOR Associate Professor of Mathematics, Stanford University. A.B. (Mathematics), San Jose State College. A.M. (Mathematics), Stanford University. At Stanford 1940-41 and since 1943. At San Jose State College 1941-42. Chief interest—Teaching. Professor Sunseri is a member of the University Committee on the Education and Employment of Women at Stanford.

JEANETTE LIGHT BELLIS, A.B. Technical Writer, Spingo Division of Beckman Instruments, Palo Alto—since 1964. Attended Salinas Junior College (now Hartnell College). A.B. (Fine Arts) Stanford University. Was in the first trainee class of the Women's Army Auxiliary Corps, 1942. Left service as a captain, 1945. Prior to 1964 was an associate editor of Building Products Magazine in Los Altos and head of the client news bureau of Long Advertising, San Jose. Has done free lance writing. Mrs. Bellis is the mother of two sons.

LILLIAN D. SINGLETARY, Ph.D. (Physics) Member of a consulting firm in Albuquerque, New Mexico. Mrs. Singletary is a consultant for Lockheed Missiles and Space Company. Until April 1970 she was a Group Engineer (Supervisor), Poseidon Electrical Engineering, Lockheed Missiles and Space Co., Sunnyvale, California. Organized and was Chairman of Lockheed Management Association's "Women in Science" program for five years. Also organized the Lockheed Management Association's first meeting for Lockheed's professional women. Has published many scientific papers. Dr. Singletary is married and her husband works for the same firm in Albuquerque.

RAY L. WILBUR, JR., M.A. Vice President of Hewlett-Packard Company. With company since 1957. B.A. (Political Science) Stanford University. M.A. (Public Administration) Syracuse University. Prior to 1957 engaged in public administration, industrial relations and later deputy regional director of the 12th U.S. Civil Service Region. Very active in civic affairs. Board member and currently President of the Stanford Children's Convalescent Hospital. Mr. Wilbur is now serving as a member of the Palo Alto Human Relations Commission.

PHYSICAL SCIENCES, ENGINEERING AND MATHEMATICS Workshop

Summary Prepared by Jane D. Fairbank and Susan Groag Bell
in Collaboration with Mary V. Sunseri, from the Official Notes*

The Physical Sciences, Engineering and Mathematics workshop was opened by the moderator, Professor Mary V. Sunseri, with some general remarks about the reasons behind the **SECOND CAREERS FOR WOMEN** workshops. She commented on the increased range of choices open to women today, and the importance of improving the contact between the women and the educational and job opportunities which are available to them. She then turned the podium over to the various panel members.

Dr. Lillian D. Singletary:

After being out of the working world for five years, Dr. Singletary had to make a decision on an avenue of re-entry. The possibilities varied from part time work as a laboratory assistant to more than full time work with a position of responsibility. Her husband was willing to relocate when she went back to work. The graduate study program at Lockheed was excellent at the time she joined the program. To obtain a Ph.D. required great dedication; but as a Ph.D. in physics she has found less prejudice against women than in some other fields.

Dr. Singletary and Professor Sunseri each commented on factors to be considered by a re-entry woman making a choice of a specific field within the general areas of physical sciences, engineering and mathematics. Dr. Singletary feels that a woman with a degree in mathematics may end up as an underdog in a computer programming career. Women are often steered into programming, and into jobs in which they function as assistants to the men scientists or engineers. One is less likely to go to the top since there are more women competing here. Dr. Singletary feels that a woman will have a better chance to get to the top as an engineer or scientist. Professor Sunseri pointed to the possibility for the mathematician to serve as a valuable member of the team by devising "neat" solutions for the problems recognized and formulated by the scientists and engineers.

Dr. Singletary then turned to a consideration of job possibilities for re-entry women in Civil Service. She feels that a woman has very little chance of going above Grade 13. The average rating of women in Civil Service is Grade 4; that of men is Grade 9. Of course there is no way of knowing how many of these women would want to assume the extra responsibility that goes with the higher grade. For herself, Dr. Singletary decided against Civil Service.

She has found that in a research laboratory, a woman is more acceptable in chemistry or chemical physics at an intermediate level. It is more difficult for a woman in a physics or engineering laboratory because male technicians tend to resent a woman as a superior. Fellow technicians in physics or engineering resent a fellow woman technician. A woman is better off at a desk job in a research laboratory unless she is all the way up at the top. Another factor in the picture is that women are usually laid off before men. Dr. Singletary feels, however, that the situation for women will improve within the next 10 years.

How does one get started? Ideally one should start by working toward the next advanced degree. The woman who already has a Ph.D. might try for a post-doctoral or a research associateship at a university, or even try to go right back into industry or government while taking a couple of courses on the side.

One should try to tie into current trends in science, such as solving pollution problems. For a woman, the more degrees she has, the better off she is; with an advanced degree she will surely be treated with respect. The fewer women in the field, the more opportunities one has.

*Official note taker: Mrs. Barbara Bloom.

The initial suggestion made to Dr. Singletary when she wanted to go back to work was to go into technical writing. She feels that this may be a more "acceptable" avenue, but it did not appeal to her.

Mr. Ray L. Wilbur, Jr.:

Mr. Wilbur stated that from the standpoint of job possibilities this meeting would have been better two years ago, before the recent industry cutbacks. But assuming that eventually more research funds will be available again, the best opportunities would be found in:

- a) Technical writing and editing.
- b) Computer programming and software.
- c) Applied and basic research for engineers, such as production control or reliability studies, or applications engineering such as in safety (à la Nader).
- d) Government. Mr. Wilbur said that there *are* opportunities, and real contributions can be made. He also said that women *do* break the Grade 13 barrier.

As to the question of how one finds a job, he suggested:

- a) Newspaper advertisements, in particular the *Wall Street Journal*.
- b) A friend, as a source of introduction to a personnel manager.
- c) State employment service office.
- d) Employment agencies (but one must make inquiries to find out which ones are ethical).
- e) College placement offices (they will help alumni).

A re-entry woman must also consider whether she wants full or part-time work. Will she be flexible on hours? Would she do something like programming on the swing shift? Women can sometimes get into the positions and companies they prefer, by starting as secretaries . . . those with technical backgrounds, as technicians. They may have to be willing to prove themselves in lower categories, particularly if they want part-time work. A "second career" woman must break the ice and prove that she can do the job.

How can the mature woman update herself educationally? First, she must decide whether she wants to go back into the labor market on a technical level. Then she should try to get good counseling from people actually in the field. What do they suggest that she do to make herself valuable to them? She should not just go back to school hoping that something will happen.

Mr. Wilbur mentioned these educational offerings on the Peninsula: San Jose State College has some excellent summer courses in computer programming. University of Santa Clara offers some good engineering courses in the early momings. Stanford has no part time or extension setup except for the A.C.E. TV courses. U.C. Extension Santa Cruz offers some good technical courses at locations on the Peninsula, as does U.C. Extension Berkeley. An instructor who is also connected with industry can frequently bring one up to date better than a person from the academic world; extension programs have many such instructors.

Mr. Wilbur recommended that women look also at what is available in the volunteer area, perhaps through a county volunteer bureau. Many adult women have given valuable aid to minorities by tutoring, by helping in technician training programs, etc. Working as a volunteer may help a re-entry woman gain perspective on the matter of fitting a job into her family responsibilities, and on what skills she has to offer as a potential employee.

Mrs. Jeanette L. Bellis:

Mrs. Bellis, a technical writer, opened her remarks with the statement that a woman must do twice as well as a man to be considered equal. She posed the question, "What is a technical writer?"

She described technical writing as instructional writing, and indicated that it is a new field since World War II. It includes writing proposals for government contracts, writing documents, editing, writing reports on work done by other scientists, writing instruction manuals, writing technical ads, and even writing and producing movies for training. The latter jobs go mostly to people who have worked a long time in the field.

Technical writers would typically be assigned to write about certain types of instruments or certain technical areas, and would be expected to learn all about them. They are expected to know their readers, and must be able to explain to those readers the specific instruments or technical areas in question. When dealing with a non-verbal expert the technical writer must be able to ferret out the information and present it in such a fashion that the readers can, for example, operate an instrument after studying the manual. The differences in disciplines between inventor and user must be bridged by the technical writer. The technical writer must:

- 1) Learn to ask the pertinent questions.
- 2) Find out all she can about the product.
- 3) Know her audience and write the material clearly and accurately for that audience.

Mrs. Bellis recommended on-the-job training. If a woman already learned the basic scientific principles once, she can re-learn what she needs on the job, without going back to school for technical training.

As to writing techniques, simplicity and brevity are necessary, whatever the educational level of the readers. Writing gains force if it is simple. The writer must know English so well that every statement she writes is clear and unmistakable. To find out if she can write, the re-entry woman should take courses in writing. Three such courses are being given at Foothill Community College, for example. Also, the U.C. Extension programs frequently offer seminars in technical writing. Mrs. Bellis emphasized the importance of practice, and cautioned that it is easy to ramble on, but it's not easy to be brief and concise.

Mrs. Bellis touched on the matter of personal traits. A woman who falls apart under pressure of deadlines should not go into this field. A technical writer must be prepared to be edited, and to have her creation changed. Most engineers love to "correct" the technical writer's English.

Mrs. Bellis said the job market is not good at the moment. In answer to the question, "Is there money in the field?" she said that opportunities and salaries are greater in the larger companies, and that established writers earn \$12,000 to \$15,000 annually. In technical writing there is little gap between men's and women's salaries. It is an excellent field for a woman . . . 15% of those in the field are women; however, there is very little part-time work. Writing ability is paramount; it has been shown in surveys that the present generation of writers would have been helped by more English courses.

A question period followed the formal presentations:

- 1) For Dr. Wilbur: What are the chances for getting part-time work?

A part-time opportunity is more likely to emerge after a woman has proved herself in a full-time situation. She is then in a better position to ask for an exception to be made.

- 2) For Dr. Singletary: Was it hard to return after a five year absence from the scientific world? Yes. A re-entry woman has to get back into the routine; but it can be done. She must be her own "driver" and keep going until she gets back into the swing of the routine.

- 3) Are there openings for junior college teachers on the Peninsula?

The latest reports indicate an oversupply of teachers at all levels.

After the formal question period, a few general remarks were made by the members of the panel and the moderator. These were mostly in the form of advice, both in how to look for a job and how to handle oneself on the job.

For part-time work, the suggestion was made that one might get experience in the present day industrial situation by taking a job through the Kelly Services. The agencies receive some requests for technical people, and as in any other situation, if one can prove oneself, something better may emerge.

The moderator, Professor Sunseri, closed the workshop with the suggestion that a woman planning to re-enter the education or employment world should consider carefully the possible effects on her family, and other personal circumstances (finances, etc.), and just what amount of time she can spare. (Full time requires full attention and dedication.) It may be necessary to start at a lower salary, if special hours and arrangements must be made because of the above.

Miss Sunseri cautioned that a woman must be more tactful than a man in any job situation. She must not go into anything in the spirit of competition. If she has the attitude that she is competing with a man, she's bound to come out second best, just from the nature of our society.

**SECOND
CAREERS
FOR
WOMEN**

COMPUTER SCIENCE; DATA PROCESSING Workshop
Held May 2, 1970, at Stanford University

LIST OF PANELISTS and
Biographical Data as of May 2, 1970

ALEXANDRA FORSYTHE, M.A.—MODERATOR An author of a new five book series of Computer Science texts (Forsythe, Keenan, Organick and Stenberg) published by Wiley 1969-70. Her B.A. is from Swarthmore College and her M.A. from Smith, in Mathematics. She has taught at both the college and the high school level. Her experience includes work with the School Mathematics Study Group on experimental texts in mathematics and computing. She is married and has two children.

JEANNE BARRY, M.S. Assistant Professor of Mathematics at California State College at Hayward. Her B.S. and M.S. degrees are in Mathematics; she is at present a Ph.D. candidate in Computer Science at Stanford. Mrs. Barry has a broad experience in mathematics and computer science not only as a teacher but also as a researcher, consultant and administrator. In addition, Mrs. Barry is a wife and a mother of two children.

CARL A. GRAME, M.B.A. Chairman of the Business-Data Processing Division of DeAnza College. He has done graduate work beyond the M.B.A. degree, and holds a Certificate in Data Processing from the Data Processing Management Association. His practical experience has included being an auditor-salesman for American Airlines, and auditor in charge of electronic data processing applications for Lockheed. (Panelist at morning session only.)

SUSAN KOLASA, J.D. Director of the Campus Facility of the Stanford University Computation Center. Her Bachelor's degree is in Political Science, her Doctorate in Law. Her initial private practice of law was followed by part-time research in the area of computers in law, and this soon became a full-time commitment in this field. She has a ten-year-old daughter, and entered the work force "after 30" when the child was in school all day.

EUGENE E. LINDSTROM, Ph.D. Manager of the Computer Science Department of the Advanced Systems Division of IBM in Los Gatos. Mr. Lindstrom has worked for IBM since receiving his Ph.D. from Stanford in 1955. In 1956 he was responsible for the prediction of the presidential and other national elections on television, having developed the statistical model for the prediction. Since 1961 he has been manager of large programming groups in both the area of applications programming and that of basic systems work. Mr. Lindstrom is married and has two children.

RICHARD L. NUGENT, M.A. Assistant Chief Analyst of Systems and Equipment Research for the Bank of America in San Francisco. Before joining Bank of America in 1956, he earned his Bachelor's and Master's degrees at the University of Southern California, majoring in Sociology. Mr. Nugent now holds primary responsibility for the recruitment and professional development of Computer Systems personnel at Bank of America.

DANIEL O'DONNELL, M.B.A. Instructor in Data Processing at DeAnza College. His B.S. and Master's in Business Administration are from the University of Santa Clara; he did further graduate work at San Jose State College. His practical experience includes work in the Sales and Systems Division of IBM as well as the position of Assistant Manager of Office Operations at Lockheed Missiles and Space Company. (Panelist at afternoon session only.)

COMPUTER SCIENCE-DATA PROCESSING Workshop
Summarized by Alexandra Forsythe*

All the panel members agreed that the Computer Science-Data Processing field offers excellent opportunities for women. Rapidly growing yet too young to be bound by tradition, the area may be overlooked by some women because they don't really know what it's all about. Fortunately, here in the Bay Area the community colleges offer an ideal solution to this dilemma. Mr. Carl Grame and Mr. Dan O'Donnell from DeAnza College of the Foothill Community College District led off the panel by describing DeAnza's offerings in data processing. Their two-year program can lead to an A.A. degree and is the largest career program on their campus, involving 1000 students in the night school and 750 in the day. Students can specialize in business data processing or scientific data processing. The best chance of employment and the heaviest enrollment are in the business data processing. If one already has a degree, a certificate program is available. One can enroll in only one or two courses at a time if one chooses. The day school requires the ACT (American College Testing Program) test but no entrance testing at all is needed to take night classes. One basic introductory course is required, but after that one can make his own selection of courses. Ten percent of those in the day courses are over twenty-one. Mature women who enter the data processing curriculum do very well. Perhaps they are better motivated.

DeAnza College has a medium-sized modern computer (IBM 360 model 40). Financially, a community college with the latest equipment is hard to beat if you want to find out whether data processing is your "thing." Far too many fly-by-night unaccredited schools exist which "guarantee" to teach you data processing and place you in a job paying X dollars a year. In general these are to be avoided. Not only are they excessively expensive but their equipment is often old and the job guarantees seldom pan out.

Mrs. Jeanne Barry of Hayward State College predicts that the present data processing employment figure of 900,000 will expand to at least 1.7 million, and even to 2.5 million if manufacturing growth continues. She asserts that the demand for workers with training in data processing results in less sex discrimination and better salaries for women. After one becomes experienced, one can work part-time more easily. A Bachelor's degree (in any field) while not absolutely necessary is a great help. In addition one needs some data processing courses. Mrs. Barry has found women in general to be very good at the art of "debugging," which means finding the errors in computer programs. Debugging requires both patience and tenacity. A mathematics background while helpful is not essential. State colleges as well as community colleges allow part-time study, and at Hayward computer courses start with programming. If one continues and obtains a Master's degree, part-time teaching in the data processing field becomes a definite possibility.

There are aptitude tests that can predict reasonably well the success of a programmer. Examples of these tests have been published. However, the door to a data processing career should not be closed to any woman because of poor results on such a test. It is generally agreed that an individual's motivation, her desire to learn or to work, is much more important than her score on an aptitude test. In the long run the serious hard-working student out-performs the flashy "genius" with high aptitude scores and poor work habits.

*Summary based on notes prepared by Mrs. Helen M. Pryor and Mrs. Barbara Bloom.

A propos of aptitude testing, Dr. Eugene Lindstrom of IBM mentioned an article which appeared in the *Computer Bulletin of the British Computer Society* for February 1970. The article describes some research which tested aptitudes of successful programmers and seems to indicate a rather high correlation between numerical ability and programming ability, no definite correlation between abstract reasoning and programming ability, no definite correlation between verbal reasoning and programming ability and a negative correlation between perception of space relations and programming ability. Understandably, a high positive correlation was also found between programming ability and the combination of numerical ability and verbal reasoning since this combination is used to measure general intelligence.

Dr. Lindstrom said that IBM recruits programmers from colleges and universities as well as from within its own ranks. These potential programmers may be given three to six weeks of intensive training. About 50% of those who start make it through to the end of the course which discusses compilers, structure of data processing systems, and the modification and maintenance of systems. IBM like many companies divides its programmers into two categories: applications programmers and systems programmers. The applications programmers use the computer to solve problems arising out of applications in business or science. The systems programmers write the programs that interface between the applications programmer and the computer itself. These programs cover three areas: First, control programs, which Dr. Lindstrom likened to master menus; second, data management programs, which supervise the transfer of information between peripheral equipment and the central processor unit; third, development of language for special purpose applications.

Dr. Lindstrom said that unfortunately IBM has no part-time opportunities for women. On the brighter side he pointed out that the data processing field is very easy to get into and that it has had, so far, an almost insatiable demand for people. He emphasized that he has known many successful programmers who are women, and he thinks it is a great field for a first or second career!

Mrs. Susan Kolasa of the Stanford Computation Center wanted women to be aware of the other opportunities in computing and data processing besides being a programmer. She herself is the Director of the Campus Facility of the Stanford Computation Center. The Center serves about 5000 users with an IBM Model 67. There are women in all departments of the computing center. Although no average age was stated, Mrs. Kolasa said anyone under twenty-five was considered "very youthful." She considers maturity important to job stability, as important as any other job requirement. Not everyone at the Computation Center is employed full time but most opportunities for shift work are in key punch and actual machine operation. For part-time work in applications programming or technical writing one needs prior experience and to be recognized as competent.

In preparation for this workshop, Mrs. Kolasa did some research in job opportunities for women around the Peninsula. She reports that a few establishments, such as the Ames Research Facility, will take trainees in computer programming. Beginning programmers (trainees) start at about \$600 a month. Top line programmers may make \$20,000 a year and the average is probably from \$12,000 to \$15,000 per year. Key punch operators earn \$400 to \$600 a month. Technical writing jobs start at \$6000 or \$7000 a year and work up to around \$15,000. Marketing jobs earn about \$12,000 in small companies and considerably more in large ones.

Some people enter the programming field by way of part-time or full-time jobs in key punching, technical writing or marketing. Right now there is a great deal of interest in computers by people in the social sciences. This means there are lots of services that could be sold. The field is really wide open and the rewards are in proportion to the challenge!

The Bank of America represents a large user of data processing. Mr. Richard Nugent of the San

Francisco office said their employment policies are governed to some extent by the fact that they have to make a profit from their computer use. In general they hire two types: young college graduates, and non-graduates with business experience. He says there is a real shortage of qualified computer programmers and analysts. The Bank of America sometimes pays ten percent or more of the first year's salary to an employment agency to obtain a qualified person in data processing.

Of the 175 people working in computer systems analysis for the Bank of America in San Francisco, 140 are applications programmers and 35 are systems programmers. However one should not be caught in the trap of thinking that the only data processing jobs are as programmers. There are many other types of jobs such as computer operator, tape librarian, liaison, technical writer, etc. Mr. Nugent thinks that to be a professional programmer one needs a college degree and a high score on IBM-type aptitude and speed tests. He feels that programming itself may not be the best choice for a second career because one has to compete with recent college graduates. He underscores the community or state college as the school to return to, and suggests aiming at peripheral areas in data processing, preferably utilizing and combining data processing with some field studied earlier.

Sad to say, the Bank of America has no part-time work in data processing. The fields of computing and data processing are changing and growing so rapidly that one needs retraining about every three years just to keep up with changes. Another way of looking at this might be to consider that a certain fraction of one's time must constantly go into study just to stay abreast, and large companies feel this leaves too little productive time to make part-time employment economically feasible.

Mr. Carl Grame described how he kept the records of his Little League team on a computer. Mrs. Alexandra Forsythe who is a Computer Science teacher and author suggested that data processing and volunteer work are not at all incompatible. For instance, from the membership list of an organization such as the P.T.A., a volunteer could easily program a computer to print out mailing labels. Training in data processing can theoretically be used in every volunteer activity, just as typing can. As computers become more accessible and as more women are trained in data processing, the possibilities for volunteer work in this area will become more and more apparent.

To registrants of the workshop Mrs. Forsythe recommended the book *Bright Future Careers with Computers* by Robert Laskow and A. N. Feldzamen, Chilton Book Company, Philadelphia 1969. The book comes in hard cover or paperback. It develops a good honest picture of the world of data processing and gives much advice to the interested but uninformed beginner. It describes the types of jobs available (jobs with bright futures), and the need to make a good initial choice. Most jobs are concerned with things, ideas or people. This book ties occupations in the fields of hardware, software and management to this concept. It discusses frankly various social problems and prejudices. It also contains a wealth of reference material such as job classifications from the U.S. Department of Labor, a list of community colleges from the American Association of Junior Colleges, and a list of correspondence schools approved by the National Home Study Council. The book offers extensive guidance for the novice who may be somewhat timid; specific instructions on what steps to take, what to look for and how to finance a career; advice on enrolling only in accredited schools; and thorough discussion of the programmer aptitude test, with two such tests given for the reader.

The panel presentations were followed by question periods; much of the information exchanged has already been incorporated into the body of this report. Certain general impressions were expressed by several women after attending the workshops:

They were surprised that there was so little emphasis on mathematics in data processing and programming; they had come to the workshop with the impression that mathematics was the cornerstone

of this area. They were disappointed to learn that part-time work was not generally available in large companies and that where it is available for beginners, it is usually confined to key punching and other rather routine jobs. They were pleased to learn that community colleges generally offer introductory courses in data processing which are easily and inexpensively available to them. Several were excited at the possibility of combining this new skill with the background of a college major acquired years before. Several women said the workshop had given them a much clearer idea of the problems involved in embarking on a second career in a new area such as data processing. They all agreed that the realistic picture of the career situation, even though in some ways discouraging, was far more valuable than a less honest fictionalized account saying how easy it is to become a highly paid member of the data processing or computer science professions.

About the Editors:

Susan Groag Bell and Jane D. Fairbank originated the **SECOND CAREERS FOR WOMEN** program after several years of work in the field of women's continuing education.

Susan Groag Bell is herself a "second career" woman. After working as a public relations officer for a town planning corporation in England, and as a secretary, she began her undergraduate studies at Stanford University at the age of thirty-six. Following her graduation from Stanford, she embarked on a study of the history of women for which she was awarded a Master's degree at the University of Santa Clara. She now lectures on "The History of Women in Western Society" at the University of California Extension in San Francisco, the University of Santa Clara, and some community colleges. She has contributed to publications in the fields of history and of continuing education for women. Her anthology *The Heritage of Western Woman: From the Greeks to the Enlightenment* will be published by Wadsworth Publishing Company in 1972. Mrs. Bell, her physicist husband and teen-age son reside in the San Francisco Mid-Peninsula.

As Jane Fairbank explored the alternatives for a "second career" in her middle adult life, she was able to find sufficient challenge in her role as a civic volunteer that she chose it in preference to a paid professional position. Her early education included an A.B. in chemistry from Whitman College and two years of graduate work in physics at the University of Washington. She worked four years as a scientific writer, served as editor of a two-volume radar manual at the Radiation Laboratory, M.I.T. Because her husband is a college professor, her child-rearing and subsequent years have been spent in college communities, stimulating environments in which to live and raise their three sons. For two decades she has served as a civic worker in journalistic and executive positions in education-related volunteer organizations (e.g., the **SECOND CAREERS FOR WOMEN** program; the Advisory Committee for Community Education, Cañada College), and is listed in *Who's Who of American Women*.

