THESIS

on

GUIDING WOMEN IN THE CHOICE OF
VOCATIONAL OPPORTUNITIES

Submitted to the
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In partial fulfillment of
the requirements for the
Degree of
MASTERS OF SCIENCE

by

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SECTION I.

SUMMARY AND CONCLUSIONS.
I
SUMMARY AND CONCLUSIONS

This survey is based on the library series of the past thirty years which deals with vocational opportunities and conditions for women. The following conclusions have been drawn from the material:

1. The occupational status of women is gradually improving as well as expanding. The census reports show an increase in the per cent of women in gainful occupations. In 1870, approximately 1,800,000 or twelve and eight tenths per cent of the women over ten years were gainfully employed. In 1930, this had risen to over 10,500,000 or about twenty and nine tenths per cent. Of the women sixteen years or over, there are about twenty-eight per cent gainfully employed.

2. The census shows a decided change in the distribution of women in industry. There has been a decided increase in the number of women in the occupations of manufacturing and mechanical industry, office work, teaching, telephone offices, nursing, and department store and a decrease among the farm laborers at home and working out, cooks, general servants and laundresses.

3. The major reasons why girls enter gainful occupations are as follows: There is not enough work in the homes to keep them busy; parents cannot supply them with spending money; they desire to have higher standards of living than their parents can afford to give them; they have no private incomes of their own and their men folks will not or cannot
support them; or they wish to give their children advantages which the husband cannot give them on his salary.

4. There is a real need for vocational guidance. Many girls do not have enough information concerning vocations to compare even the best known occupations with each other as regards advantages and disadvantages. There is a tendency for them to group themselves into occupations which are near at hand, which require little preparation, or in which they have friends. They are not likely to consider their own qualification in selecting their work unless attention is called to it. Proper guidance will eliminate many failures which are due to entering a position for which one is not adapted.

5. Vocational guidance should begin early and be continued throughout the college course. The dean of girls or the counselor usually has charge of this. She must have a wide knowledge of vocations and their requirements in order to advise wisely.

6. Women have proved that they are very successful in the positions which they enter. Many are holding positions which require a great deal of responsibility as well as highly specialized training.

7. Many women are returning to employment a few years after marriage. In 1920, 2,000,000, or nine out of every one-hundred, of the married women were gainfully employed.
This is about four times as many as were working in 1870.

8. The reasons why many married women re-enter gainful occupations are as follows: they desire to participate in some activity in which they are talented; they desire personal contacts with people outside the home; the improved working conditions in the home make it possible for them to participate in some activity outside the home; they wish to secure advantages for their children which they could not have if they did not earn some money; or they are forced to work because of financial circumstances.

9. It is necessary for women to plan their training having in mind the fact that they may re-enter gainful employment after marriage. The educational standards for the occupations are rapidly rising and they will have to compete with younger girls who have had more recent preparation, training and experience makes it easier for a person to secure employment.

10. Most authors seem to agree that there are excellent opportunities for women with a good basic training. However, they think that the overcrowded condition in the fields of work is due to the supply of poor or mediocre workers. The girl with special preparation may have to start at the bottom with the untrained workers, but she receives promotions and raises in salary at shorter intervals than the untrained girl does.
11. The books in this list fall into special classifications. They may be classified as those that deal principally with bibliographies, guidance, occupations, working conditions and wages, and educational opportunities.
SECTION II.

INTRODUCTION
INTRODUCTION

During recent years the problem of guidance for girls has been becoming more important and the schools are giving it a wider recognition. When the problems of guidance were first recognized the schools devoted their attention to guidance for boys. The consensus of opinion was that girls did not need it. Girls had only one career open to them and that was marriage. Their training was wholly for the duties of the home.

Later when women entered industry in large numbers the schools began to realize that they too needed guidance, and that they needed it given specifically for them, not in conjunction with boys. Authors are recognizing the need for giving women a knowledge of occupations before they select a vocation. A number of books have been written in recent years to give women this necessary information. It has been the writer's purpose to survey, annotate, and evaluate these books which are in the Oregon State College Library and to summarize the information of use and value to women in vocations and to those who are planning to enter some vocation.

A discussion of the books in the annotated bibliography is included. These books represent the literature of the past thirty years which deals with the vocational status and opportunities of women. An index to these books is presented in chronological order beginning with the year 1900 and including 1931. About half of the books have been written
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during the last ten years. This chronological list shows which books are the more recent and, therefore, the best references for a study of the vocations of today.
SECTION III.

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SECTION IV.

THE VOCATIONAL ARRIVAL OF WOMEN.
THE VOCATIONAL ARRIVAL OF WOMEN

Women were in truth the first wealth creators. They hand wove the family clothing, ground the corn, made the shoes, and made almost everything the family needed. There was enough work in the home to keep all the girls busy. When machines and factories came into being, a great part of the former occupations went out of the home. It was no longer good economy to hand weave the clothing as it could be done much cheaper and faster with power looms. This made it necessary for the woman to pay out the money her husband earned for articles she formerly made.

Four or five centuries ago a woman in industry, a woman lawyer, doctor, or professor was a curiosity. Now thousands of women are following these occupations. Their occupational status is rapidly improving. In 1870, there were approximately 1,800,000 women gainfully employed, in 1900, over 5,000,000, in 1920, over 8,300,000 and in 1930, over 10,500,000. This is an increase of 180 per cent from 1870 to 1930, 66 per cent from 1900 to 1920, and 25 per cent from 1920 to 1930.

In 1840, there were only seven manufacturing occupations open to women. In 1920, the census showed that of the 572 occupations in which Americans engage, women were found in all but 35. Having blazed the trail women have stopped at practically no type of work, although many of the tasks they perform are similar to the kind of work
for which they have been responsible in the home.

Of the 37,000,000 women, aged sixteen to sixty-four, over 10,500,000, or about twenty-eight per cent, are engaged in gainful occupations. About 23,000,000 are housewives engaged in the work of keeping their own homes, most of them doing the major part of the work themselves. This makes about ninety per cent of the whole number of women in occupations or approximately the same percentage as men engaged in gainful occupations.

A study of the census results for twenty-eight states and the District of Columbia, all that are available at present, reveals a number of interesting facts. The states as a whole show that an average of approximately 12.5 per cent of all women over ten years of age were working in 1870. This average raised to 20.9 per cent in 1930. Those states which had a high percentage of women working in 1870 were Alabama, 24.5 per cent; District of Columbia, 25.5 per cent; and South Carolina, 30.9 per cent. These states, with the exception of the District of Columbia which draws people from all parts of the United States for industrial pursuits, are in the south. The high percentage may be explained in part by the after war conditions and the negro population. A large supply of workers, many of whom were women, were employed on the cotton plantations and in the preparation of cotton for the market.

The census shows an increase in the percentage of gainfully employed women up to 1910 and then a slight
decrease to 1920. This decrease is due to the elimination of child labor. Eliminating child labor from consideration, 21.3 per cent of all women sixteen years of age or over were employed in non-agricultural pursuits in 1920 as compared with 20.7 per cent similarly employed in 1910. Although there has been only a slight increase in the percentage of women in gainful occupations from 1910 to 1920, there was a decided change in the distribution among the various occupations. A large part of the increase was in occupations of manufacturing and mechanical industries and professional service. There was an increase among women who were clerks in offices, stenographers and typists, trained nurses, and clerks in stores. Decreases noted were among farm laborers at home and working out, cooks, general servants, laundresses, dressmakers, and milliners.

The increase in the majority of states was quite consistent. This shows that women are gradually gaining a firmer foothold in the business world. Employment is becoming more attractive and more necessary to them.

The industrial situation is forcing more and more girls out into work. There is not enough work in the home to keep them busy and contented. Not only are so many of the tasks removed from the home to the factory but there are so many labor saving devices in the home.

Even though parents have a comfortable home they cannot supply their children with money for the numerous things
they think they must have. They are constantly demanding more spending money and the sales people are arranging their goods attractively so that they will be in demand.

Many girls desire higher standards of living than their parents can give them. Both in school and out of school children associate with other children whose parents can afford higher standards of living and they naturally want the same comforts and pleasures. In schools children are often trained to have higher standards of living than those to which they are accustomed at home. They are taught to cook with electricity or gas, to sew with electric sewing machines, to use many labor saving devices, and to take part in social activities for which they want new clothes and for which they want attractive homes where they may entertain their friends. Girls often take up some occupation so that they may have these advantages.

Many women work because they have no private income and their men folks cannot or will not support them. Some men work at occupations which pay a very small salary and others are unable to work due to ill health. These need the daughters or wives to help make a living. Then there are some men who refuse to give their wives or daughters enough money on which to live, thus forcing them into gainful occupations. Frequently women must contribute to the support of a large family in order to keep the children fed and decently dressed.
Women often desire to help a husband who cannot support a family in decent comfort on his own earnings. They may have been used to higher standards of living before marriage, they may want to give their children educational and social advantages which they did not have or which they would be unable to give them if only the husband worked, or they may want a radio, new furniture, new clothes, a car, a home of their own, week end trips, summer vacation trips, or one or more of many other items which are desirable but which the husband cannot afford unless he is helped in paying the bills. The considerations in a girl's choice of an occupation are more delicate than in the case of the boy. A boy has an excellent chance to make business contacts as he associates with men while the girl is sheltered in the home. A boy is taught more about business so he has a better idea of what the positions require of an employee. A girl, because she is deprived of these business contacts, is at a loss as to what decisions to make. Few women have enough accurate information to compare even the best known occupations with each other as regards advantages or as to their own personal qualifications necessary for success in them.

Many girls complete college and are not fitted for any special occupation as the work was largely cultural. A liberal arts education does not result in working efficiency. The college girl must prove to the world the value of college education and to do this she must receive training in the art of making a living. She must be made to realize the necessity of preparing for some vocation.
That there is a need for vocational guidance has also been proved by the fact that many women drift into vocations for which they are not fitted. It is a common occurrence that girls go into the teaching profession or secretarial work because it is the work with which they are most familiar, because a friend is in that position, because it takes little training, or because it pays a fairly good salary. A few years ago people thought that teaching and domestic work were the only occupations fit for a woman. This caused an oversupply of teachers.

A new light is being gained on vocational adjustment. People formerly believed that each person was more or less divinely ordained to one calling but this idea is passing. There is, however, an advantage in following a strong preference based on adequate information.

The vocational guidance in school should begin early enough to furnish a foundation upon which a girl may base her studies of vocations and later help her to make a vocational choice. In the kindergarten this is accomplished by songs and rhymes about the activities of men and women as the butcher and the baker. The girls learn how to do some work at home by helping the mothers. In kindergarten they are taught to make little cakes, cookies, and baskets; to weave; and to keep their possessions in order.

In the elementary schools they may be taught indirectly some of the fundamentals of housekeeping. Later they should
be taught directly the various phases of housekeeping in classes of cooking, sewing, first aid, etc. It is also necessary to give the students information concerning other occupations because many will discontinue their studies as soon as they pass the compulsory school age. Frequently these girls do not become homemakers and would not be successful if they did. These usually drift into factory work, not making enough money for a comfortable living. They should make a study of the various occupations, especially the ones in their locality, compare them as to advantages and disadvantages, try to discover for which they have the best personal qualifications, and then take specialized training.

Records of individual students should be started no later than in the sixth grade. These should include intelligence scores, school records, health records, age, and results of aptitude tests. All of this material is of value to the counselor when she interviews the student. In giving guidance it is necessary to take into consideration physical health, mental health, character, education, educational opportunities, recreational opportunities, and the opportunities of developing good citizenship. Select the principal aptitudes, and the chief aptitude. Attempt to guide students in this direction but do not force a decision.

The junior and senior high schools are organized in such a way that it is easier to give individual guidance.
and group guidance to girls. A course in occupations should be given. The girls and the teachers should draw their material from a great many sources. They may interview people in the field, read references and biographies of successful women, and they may secure much information from parents. The English class offers an opportunity for a study of occupations and a part of the theme writing may be devoted to them. High schools frequently offer try-outs courses in cooking, sewing, millinery, cafeteria work, art, library work, and many other lines of work so a girl may try to find out if she is interested in any of them and, if so, which ones. Clubs pertaining to different types of work are often carried on as a part of the high school program. These may be sewing, cooking, canning, athletics, health, photography, radio, bird, poultry, music, library, art, Girl Scout, Girl Reserve, and others. Speakers are brought in to speak on a vocation and the girls are encouraged to ask questions. The field trip is also used where students have an opportunity to visit some plant and observe the work while it is being done.

A study made of those who should go to college is of value. This study will include mental tests, school records, and personal qualifications. An individual study should be continued throughout the four years of college. The methods most frequently used in giving vocational
information in colleges are (1) group conferences with students who have similar interests, (2) special intensive conferences usually held once a year to which are invited speakers representing different occupations, (3) personal interviews, very often optional, given by a vocational counselor or by some other member of the faculty, and (4) a combination of the first three methods.

This work falls to the dean of girls or the counselor. The counselor must understand the mental levels required by the various types of occupations and must have, or know where to get, all other information in regard to the main occupations of women, so she can advise intelligently both as to the choice and preparation. She needs contact with local business and industry and must read widely. In giving advice she must take into consideration the opportunities open, the girl's financial condition, her health, the salary of the position, the advantages, and the disadvantages as well as the girl's personal qualifications.

It is a mistake to encourage a girl to take up a certain occupation if she thinks she likes it but does not have the required personal qualifications. If she does not have the required personal qualifications, she will be unsuccessful and, consequently, unhappy.
SECTION V.

OPPORTUNITIES FOR WOMEN IN FIELDS FOR WHICH THEY ARE ADAPTED.
OPPORTUNITIES FOR WOMEN IN FIELDS FOR WHICH THEY ARE ADAPTED

Although both men and women have taken it for granted that the chances for a man to succeed in a given career are greater than for a woman, since the World War men have been thinking about women in business with a new seriousness, and there is hardly an industry of any importance which does not employ women as clerks, bookkeepers, saleswomen, stenographers, and workers at machines. They perform a great many tasks which were formerly considered man's work.

They have achieved distinction in practically all fields of work and have done work of a character which demands respect. They are well adapted to work which requires personal services and intimate relationships as nursing, architecture, teaching, social work and the home economics positions.

Women frequently become successful hotel managers, architects, statisticians, physicians, or mathematicians. They excel in many of the fine arts, sciences, professions, and occupations which formerly seemed out of reach. Many are succeeding in a large way. In all the "romance of business" nothing is more romantic than woman's rise to situations of eminence in every line of activity. Many women in the United States pay taxes on large incomes of their own making and some have become millionaires by their own unaided efforts.
As a general rule women in business and the professions are not highly paid. Those who are independently engaged in work earn more than those who are on a salary basis. Their low wages can hardly be explained by occupational instability. They do not quit their jobs on slight provocations but the majority of them stay in one position for a number of years. They earn higher wages if they stay with one employer than if they change frequently, except in rare cases. Their earnings increase for the first twenty years of work, remain fairly constant for ten years, then decline.

The 1920 census reports 635,207 teachers, 143,664 nurses, 72,678 musicians, 26,927 religious workers, 13,502 librarians, 7,219 physicians, 8,736 writers, and 41 women engineers. This shows that a great many women participate in occupations in which a great deal of efficiency and training is demanded. In government services there were 16,777 women holding responsible positions requiring special education and training.

Many secretaries are doing work equivalent to a partner in business. Frequently they perform most of the executive duties, showing that they are capable of much more responsibility than their official title indicates.

The proportion of women workers who hold positions of responsibility in administration or supervision is far smaller than among men. Women preponderate in the subsidiary positions of clerical workers, salesmen, and in other
simi-skilled pursuits. Lack of cumulative experience in business pursuits accounts for the small portion of women officers, managers, and executives. Experience is frequently hard to get because of prejudice and because of her temporary attitude toward business. Every woman in business should realize that she is holding not merely her own job, or building her own career, but, consciously or unconsciously, contributing to or hindering the general progress of women in industry.

Employers who twenty years ago were skeptical of women's ability in business have discovered that a woman bent upon earning a living wage has few fears and that she is as fearless and game as men when it comes to accomplishing a given result. We have no reason for accepting an unproved belief that she is inferior mentally.

The fundamental qualities for success are health, honesty, cleanliness, neatness, dependability, attention to business, promptness, interest in the employers business, courtesy, poise, tact, industry, self-reliance, courage, and efficiency. When an employer seeks an employee he will usually look for alertness, self-reliance, and poise. Judging by the number of women who are successful, we must conclude that they do possess the necessary characteristics.

There are a number of reasons why a girl might fail, but these may be traced back largely to one main cause, namely, guidance. Many girls are given no guidance whatsoever. Therefore, it is no wonder that they drift into
occupations for which they are not fitted. When it is necessary for them to choose an occupation they are most likely to choose the one about which they know most. If they know about only one or two occupations they do not have much choice. They group themselves into certain positions for lack of vocational information. In some emergencies they have taken what was nearest at hand or what required the least preparation. They are not likely to consider their own qualifications in selecting some work unless attention is called to it. Often they find out too late that they are unsuited to the work, are unprepared, or are unwilling to take the necessary preparation. A girl is seldom conscious of her inadequacies but she is conscious that she lacks something. Usually only a careful study by experts will reveal her shortcomings. On the other hand she may be unconscious of her abilities and, hiding behind heredity, believe that improvement is impossible because of inherited traits.

Few women have enough accurate information to compare even the best known occupations with one another as to advantages and disadvantages. They are tempted by ease, fairly good wages and a sense of independence in entering an occupation which leaves them, at a time when they begin to need an adult's wage, wholly out of line with skilled employment. Thus certain forms of industry tend to squander the physical and moral capital of the younger generation.
Guidance is frequently poorly organized and is a cause of failure. Some years ago people thought that teaching, library work, nursing, and being a companion were the only occupations fit for a girl to enter. Many still hold to this idea, but many girls are not fitted for these occupations and others cannot secure the proper education. They may enter almost any occupation now. They often go into secretarial work because some friend is engaged in such work and gives them encouragement. It is a mistake for a girl to think that because her friend is successful in a given position that she too will be successful. Later she may find that she is not fitted for this occupation, become dissatisfied, and change to something else as soon as an opening is found. If she selects some work to which she is adapted she will receive promotions and raises in salary and she will be much happier. Proper guidance will help the girl solve these problems.
SECTION VI.

RETURN OF WOMEN TO GAINFUL EMPLOYMENT AFTER MARRIAGE.
RETURN OF WOMEN TO GAINFUL EMPLOYMENT AFTER MARRIAGE

In 1920 there were 2,000,000, or nine out of every one-hundred, married women gainfully employed in the United States. One out of every four wage earning women is married and one out of every eleven who is married is working. In 1920 there were almost four times as many married women gainfully employed as in 1870. This increase is due to the fact that women are less busy in the homes and are seeking outlets or higher standards of living.

When children get old enough to go to school the mother finds much time which she could use to advantage as the housework usually does not take all her time. The studies of psychologists and sociologists suggest that women go out into the business world for work because of their urge to activity, their desire for contacts, or because of the improved working conditions in their domestic life. A new attitude toward parenthood "one that interferes less and watches more" is growing rapidly. Children learn by doing for themselves. If the mother is constantly with children, many little things will irritate her and she will attempt to curb their activities. The educational view that "parents cannot be expected to be experts in educational care" is taking much of the responsibility out of the mother's hands also. They have looked at the mothers of the past generation and have determined to give their children up gracefully when the time comes, and, as a means
to grace, they plan to have working interests of their own. Women who give nothing but personal services to their children find that when the children leave home they are left with very little to do.

A woman must contribute to the family expenses if the husband is dead, if he is unable to earn enough money for expenses, or if he refuses to support the family. Financial necessity does not always mean the grim necessity for food. It may mean advantages for the children. Women want money in order to give their children better homes, better education, or summer vacations in the country. They do not believe that children are better off if the mother is with them all day and tired from work than if she is with them a few hours and in the best of spirits.

Employers are growing to recognize that marriage may be counted as an asset in an employee rather than a liability. The married woman is usually better disciplined. She is less subject to emotional upheavals. She has learned the value of an even temper and cooperation in human relationships or she has made a failure of marriage. If she is a mature woman she brings a wealth of human experience unobtainable in any other field. The department store frequently welcomes the married woman because she can better appreciate the point of view of the buyer of the family.

Since so many women return to work after marriage it is necessary that they be guided into occupations which they will be able to take up after they have left work for
Too many women think of work as something to fill the gap between school life and marriage. Then later on they take any kind of work that is available. Nearly three-fourths of the gainfully employed married women were found in manufacturing and mechanical industries, domestic and personal services and agriculture—the types of work in which they have almost no opportunity for a career. It appears that the chief reason they sought such employment lies in the demands of economic necessity.

The older woman who changes to a new employment faces the prospect of lower earnings. She should be trained in her younger years in the occupation for which she is fitted and should make changes, if necessary, while she is young. Women over forty have had more difficulty in securing employment after a lay-off than the younger women, and, consequently, have lost much more time between employments. Almost forty per cent never find a new job after a lay-off.

This makes it highly desirable for a girl to plan college training or other training with the idea of later employment in mind. She should have a dual purpose in mind, that is, she should prepare for two occupations. One of these will be training for homemaking and the other training for a vocation which she will follow before marriage and after, if she finds it necessary or desirable to resume a gainful occupation. The majority of women marry and must take care
of their homes. They do not marry because it is the only career open to them. They are willing to undertake matrimony, but often with the understanding that it will not interfere with their careers or with the understanding that they will return to their careers within a few years.

Training and experience make it easier for a person to secure a position. Standards for preparation for practically all business occupations have been moving rapidly forward. A high school education is essential for nearly all occupations and in many cases technical preparation is also essential. Therefore, women who wish to return to occupations must have a good training in order to compete with girls who are receiving training for these particular vocations.
SECTION VII.

DISCUSSION OF RECENT BOOKS.
DISCUSSION OF RECENT BOOKS

The more recent books in the bibliography are much more important for reference in guiding women in their choice of vocational opportunities than are the older books. Although the economic condition is changing rapidly many of these books depict the situation of the present time.

Of the recent books "A Source Book for Vocational Guidance" by Edna E. Watson, 1930, gives suggestions and references for counselors, home room teachers, and others connected with the guidance of youth. It also contains a bibliography for the students to use in studying about occupations. "Occupations for College Women" by Chase Going Woodhouse and Ruth Frances Yeomans, 1929, is a bibliography which covers 1801 references to 1184 different books and articles. This book refers to books and articles on the general surveys of occupations and to specific occupations into which women go.

Some books deal principally with guidance. "Guidance for College Women" by Mabel Blake, 1926, analyzes the needs of college women from the standpoint of guidance in college and suggests a program for coordinating in a personnel department all the agencies which deal with the guidance of students. "Deans at Work" by Sarah M. Sturtevant and Harriett Hayes, 1930, gives an analysis of the work which deans do. One of their very important problems is the
guidance of girls. Both of these books give a number of duties of a counselor, and many valuable suggestions making the work more effective. The need of interviews concerning the different occupations is emphasized.

"Vocational Guidance for Girls" by Marguerite Dickson, 1919, is a much older book and stresses the guidance of women into home economics fields as she says most of them will marry anyway. Other books which deal with guidance are "Women and Work" by Helen M. Bennett, 1917, and "The Vocational Education of Girls and Women" by Albert H. Leake, 1918.

The majority of the books in this list may be used to great advantage in the class in occupations as they deal mainly with the occupations. "What Girls Can Do" by Ruth Wanger, 1926, was written to be used as a text in occupations. It gives an approach to the problem of choosing an occupation. This book includes discussions of some of the qualities for success and the value of an education besides a short summary of the most important occupations open to girls. "Jobs are Girls" by Hazel Rawson Cades is the same type of a book as "What Girls Can Do" is. It stresses the fact that a girl must consider her personal qualifications for the career which she chooses.

A girl interested in professions will find much concerning them in "Women Professional Workers" by Elizabeth Kemper Adams, 1921. The different professions into which a woman may go are analyzed and the personal qualifications
and education which are required are given. Questions are included which a girl may ask herself to see if she is qualified for the work.

Quite a complete analysis of occupations is given in the book entitled "Careers for Women" by Catherine Filene, 1919. The women who have contributed articles for this book are expert in their respective fields and have related as clearly as possible in the short space allotted them just what women are doing in these fields. The number of careers discussed total over one-hundred-fifty.

Successful women have also contributed articles to the book "An Outline of Careers for Women" which is compiled and edited by Doris E. Fleischman, 1928. Forty-three occupations are analyzed, and a person is given a clear idea of the work which an employee does and the opportunities in the field. Because the articles in both of these books were written by women so well acquainted with the work makes them that much more valuable.

Helen Ferris and Virginia Moore wrote biographies of nineteen famous women and published them in the book entitled "Girls Who Did", 1927. In each biography they have told how the woman decided to take up her career, how she prepared for it, how she obtained her first position, and how she arrived at her present position. At the end of each biography are suggestions which each woman gave for girls who wish to enter that special career. This book
Gives an excellent conception of the work done in these careers and it is very interesting.

O. Latham Hatcher edited the book "Occupations for Women" which was published in 1927 by the Southern Women's Educational Alliance. Besides analyzing women's occupations this book gives an understanding of women at work, her opportunities, accomplishment, and handicaps; and it tells of the rapid rise of women's occupational status in the last sixty years.

"Fields of Work for Women" by Marian Simons Leuck, 1926, was written primarily for girls who want to enter an occupation for the first time or who want to change their occupations. The author encourages them to consider their personal qualifications as well as the positions that they wish to enter. She gives descriptions of the various positions keeping in mind whom she is attempting to help.

A part of the book "Planning a Career" by Lewis Wilbur Smith and Gideon Light Blough, 1929, is devoted specifically to occupations for women so the confusion will not exist which exists when the occupations for boys and girls are studied together. The author encourages them to consider their personal qualifications as well as the positions that they wish to enter. The occupational data is written in such a form that junior and senior high school students can easily understand it. This book was written to be used as a text for a class in occupations.
"Fifty Little Business for Women" by Mary Raymond Dodge, 1926, and "101 New Ways for Women to Make Money" by Ruth Leigh, 1926, tells how women may capitalize their qualifications and go into business of their own. The authors tell how the women started in their respective businesses, how their businesses grew, how they advertised, and other things concerned with the work. These books were written for the woman who wants to make money or decides she must make some money, not for those who are training for special fields of work.

A number of books were written before 1920 on occupations. Although these give quite a good description of the nature of the work they are old and in many ways are not applicable today. The salaries have changed considerably as well as have some of the working conditions and the attitude of people toward women working.

Helen Christene Hoerle and Florence B. Saltzberg wrote "The Girl and the Job", 1919, for the purpose of helping teachers interest girls in the choice of an occupation. They have analyzed over eighty occupations for women. The material is gathered chiefly from reports and interviews with people successful in their chosen vocations.

Other of the older books which contain analyses of occupations are "How Women May Earn a Living" by Helen Churchill Candee, 1900; "Vocational Education in Rochester Public Schools" by Alfred R. Fletcher; 1913; "Vocations
for Girls" by Mary A. Laselle and Katherine Wiley, 1913;
"Vocations for the Trained Woman Other Than Teaching" by
Agnes F. Perkins, 1910; "Vocations for the trained Woman"
by Margaret Post, 1914; "Vocations for Boston Girls" by the
Vocational Office for Girls, 1911; and "Vocations for Girls"
by E. W. Weaver, 1913.

Some books deal with specific fields of work for women
and do not include others. "Women in Journalism" by
Genevieve Jackson Boughner, 1926, analyzes the occupations
in the field of journalism into which women may go. The
author also tells how women often get a start in the work
of journalism and what preparation should be made.
"Opportunities for Women Trained in Home Economics" is a
pamphlet by the Women's Occupational Bureau, 1928, which
analyzes the opportunities for women in the field of home
economics in the Twin Cities.

"The Saleslady" by Frances R. Donovan, 1929, gives an
account of the author's experience as a saleslady in a
department store. She made this study so that she could
advise girls in her school who wished to take up some
occupation but were opposed to working in stores.

In studying any vocation the working conditions and
the wages should be taken into consideration as both of
these items have so much effect upon the worker. "Earnings
of Women in Business and the Professions" by Margaret
Elliott and Grace E. Manson, 1930, is a study based on
occupational experience of 1400 business and professional women. This study shows in which lines of work women receive the highest or lowest salaries, the relation of age, education, and experience to wages, and the effect of changes of occupation on the salary. The United States Women's Bureau publishes yearly pamphlets called "Annual Reports", 1919-1931, which includes reports on subjects relating to Women's industries. Surveys are made of industries pertaining to such items as wages, working conditions, housing, industrial training, legislation, and number of women gainfully employed. The United States Department of Labor has published bulletins called "Bulletins of the Women in Industry Service." These are monthly publications which gives information concerning employed women in the different parts of the United States.

"Marriage and Careers" is a study of one-hundred women who are wives, mothers, homemakers, and professional workers. The study was undertaken by the Bureau of Vocational Information and edited by Virginia MacMakin Collier, 1926. This is a study of the general conditions, factors, and trends which control women who combine marriage and careers.

"Women and the Ph.D." by Emilie J. Hutchinson, 1921, is a study of 1,025 women who had received a Ph.D. degree up to 1924 in America. This study tells the reasons for taking the advanced work, the advances in position and salary since taking the degree, the opportunity for research, how the theses were carried out, cost of the
graduate study, and whether they would advise others to take work for a Ph.D. degree.

In the book entitled "An Outline of Careers" by Edward L. Bernays, 1922, is a chapter entitled "Concerning Women" by Doris E. Fleischman. She tells of the present status of women in the business world and compares it with that of men.

"Wage Earning Women" by Annie Marion MacLean, 1910, gives glimpses of wage earning women in different parts of the country in 1910. This study included women in New England, New York, Chicago, New Jersey, the Middle West, Oregon, and California.

"The Living Wage of Women Workers" by Louise Marion Bosworth, 1911, is a study of the incomes and expenditures of 450 women in the city of Boston.

Edith Abott in "Women in Industry", 1919, gives a history of women in industry, the working conditions and the wages. She also discusses women workers in different trades as millinery, cotton industry, manufacturing of boots and shoes, cigar making, clothing manufacture, and printing.

In "The Ambitious Woman in Business", 1916, Eleanor Gilbert gives reasons why women are in business. She gives suggestions for aiding the girl who is entering business and for those already in it. The last part of the book is devoted to a discussion of specific occupations for women.
"Occupational Interests and Personality Requirements of Women in Business and the Professions" by Grace C. Manson, 1931, is a study of interests and personality requirements of 1400 women in business and the professions who had worked an average of thirteen and a half years. This is a valuable guide for women who are planning to enter a career as they are able to study the qualities and interests of women who are in the field of work.

Edith Johnson in her book "To Women of the Business World", 1923, gives simple, concrete information, advice, and suggestions to women who are in business and to those who desire to enter it. She discusses many vital questions which make for success or failure.

Emma Hirth has edited a book "Training for Professions and Allied Industries", 1924, which gives the usual courses required for entering the professions. She gives a list of colleges where a person may receive a Bachelor of Science or a Master of Science degree in these courses and she also tells where fellowships, scholarships, and loans may be obtained.
FIELDS OF WORK WHICH OFFER GOOD OPPORTUNITIES CONTRASTED
WITH THOSE WHICH ARE OVERCROWDED

Occupations are overcrowded in the present economic situation but most authors agree that each occupation is over-supplied with poor and mediocre workers but that there is a demand for good workers. Some of the fields which are overcrowded particularly are teaching, business, nursing, motion pictures, and journalism, the fields about which women know most and in which the requirements for preparation are not so high or about those which look attractive and about which they know little.

Office work is overcrowded and the employees are underpaid because the office has been poorly served. A large portion of office workers are high school girls, some of them not even graduates, who have taken a short, rapid business course. Inefficient workers have dragged down the wage standards of the whole field so that now it is only the worker who has recognizable ability, plus the ability to sell her services well, who is paid the sum that intelligently performed office work is worth.

Girls frequently go into teaching because for many years it has been the socially accepted position and, until very recently, a person could teach as soon as she was graduated from high school. Even now the standards are not high as one may teach after attending a teachers' college for two years.
Almost every girl at some time or other wants to be a nurse. The requirements for this position are not high, as a girl gets her room, board, and laundry free, and sometimes a small salary while learning, it does not cost much for the preparation.

Journalism and motion pictures are overcrowded because they appear to be more interesting than any other career known to America. And while the glamour of the theater or screen is very largely dependent upon the fabulous riches involved, it may be said the young woman dreaming of a reportorial career that mercenary motives seldom color her ambitions. She may have heard romantic stories about the reporter and think it will either bring her into contact with interesting people and events and so provide entertainment as well as a weekly salary, or that it will further her desire to become a fiction writer.

This does not mean that there is no place for the ambitious woman. It means that the woman of training and ambition is all the more welcome.

The fields of work which offer good opportunities are the more highly specialized ones. Most authors agree that there are good opportunities in any field for women who are well prepared, qualified, and ambitious. The fields are overcrowded with poor and mediocre workers. Too many girls and women work for the pay envelope and are not particularly interested in the work.
There are many advantages open to the woman who learns how to use the most up to date devices and who makes it her business to know the difference between the various competitive makes. She not only makes herself more desired than the girl with average equipment, but she puts herself in the way of a higher job.

There are opportunities in the executive field although there is only one out of every eighty women in executive positions, or only six per cent of the executive positions are held by women. Men are willing and eager to cooperate with women in this work. Eventually most of all the products manufactured and distributed are bought by women, either for the home or for individuals in the home. Women know better than men what women want to buy and what the home needs.

The field of medicine offers widening scope to the woman whose interests lie in that direction. The holder of a medical degree does not necessarily find her work limited to service as a general practitioner at the bedside of the sick. She may find opportunity in diagnostic or research laboratory, in preventive work, in clinics, in health service, in a school or college, or as a resident staff of a general or special hospital.

There is a demand for good social workers. More skilled workers are constantly being demanded as there are so many more destitute families at the present time than there were formerly. This situation calls for people
skilled in the work, not the poorer class of worker who wants to earn some money.

The girl who gets a good preparation may have to start with the same kind of a job and with the same salary as the untrained girl, but she will advance faster and will hold much higher positions eventually. The medium earnings as given by Margaret Elliott and Grace E. Manson in the book entitled "Earnings of Women in Business and the Professions" are $1,462 for those with a high school education, $1,506 for those with a Normal School education, and $1,875 for the college graduate. These people had been working an average of thirteen and one-half years. Those with the least education had the lowest salary. The women with a Master of Science degree earn more as a rule than the ones with a Bachelor of Science degree, and those holding a Ph. D. degree earn more than the one with a Master of Science degree. The median wage for those holding a Ph. D. degree was $2,732 in 1921. The college woman is earning more than the more experienced uneducated woman. Where she ventures she seems to succeed.

More than half of the college women are engaged in teaching. Teaching and clerical work claim two-thirds of all the women holding A. B. degrees. These two fields have the lowest median earnings of any at college level and cases of high earnings are comparatively few. This supports the theory that salary depends to some extent upon the number of available workers.
The author gives a short history of women in the different industries from the colonial period up to the time this book is issued. She reports that there has been a great increase in women workers. The number of women increased from one and six tenths per cent of all workers in 1970 to ten and one half per cent in 1900. In colonial times women were agriculturalists, tavern keepers, and keepers of "Dame's Schools". They did much work in the home. When the factory system took much work out of the home they went to factories to work. Their work in the mills was identical with that done at home. The field for working women was much wider than for educated women. The mills attracted girls of the better families because of the high wages and steady employment. Now the mill workers are of a poorer class because many immigrants have taken their places. The early conditions were far from ideal as they had long days and poorly built factories. All this is rapidly changing. Some of the typical early trades described for women are hat making, cotton industry, manufacture of boots and shoes, cigar making, clothing making, and printing. Cigar making is a trade peculiarly suited to women. Other industries employed many women when the division of labor was introduced. A chapter
is devoted to the problem of women's wages. Women received high wages in the eighteenth and nineteenth century. In 1840 the median wage was $2.90 per week, in 1860 it was over $3.00, and in 1900 it had raised to $5.64 per week.

Adams, Elizabeth Kemper. Women Professional Workers.

This book is written for a number of groups as the undergraduate who is attempting to select a vocation, the girl two or three years on the job who is trying to make an adjustment, and for teachers who are attempting to guide young people. The author gives the characteristics of professions as follows: they involve intellectual operations with large responsibilities; they derive raw material from science and learning; they work the raw material up into a practical and definite end; and they possess an educationally communicable technique. The "learned professions"; food and living services; health services; community and government services; personnel services; labor services; commercial, information, art, and technical services; library; and teaching are discussed in relation to the type of work, qualifications, advantages, salary, and the change that has been taking place since the war and its effect upon work for women. In the last chapter on suggestions, questions are given which a girl
should ask herself to see whether she has the personal qualifications for going into professional work and which one. This book gives quite a thorough study of the professions and the opportunities for women. The percentage of women workers as compared to men is given.


Many girls complete college and are not fitted for any special job as the work was purely cultural. College training does not cause working efficiency but it does in many cases help. One problem of the college girl is to prove to the outside world the values of a college education to her, and to do this she must get training in the art of making a living. Another problem is to maintain the living standards to which she is accustomed. This often makes it hard for her to begin at the bottom and work up.

The problem of the Vocational Advisor is to help these girls solve their problems and to choose their work. She must counsel those girls who are out of college and wish to choose an occupation as well as the undergraduates, elementary students, and high school students. There are psychological requirements of the jobs and the girl must meet these needs. To find out if she will meet these requirements tests are used and the interviewer draws her
conclusions. Tests sometimes fail and the interviewer must make her own decisions.

The temperament which a girl has is important for success in a job. The dramatic temperament is essential for the stage work, newspaper work, secretarial work, and the nurse. The philosophic temperament is essential for the teacher, lawyer, jurist, and social worker. The scientific temperament is essential for research and the teaching of sciences.

This book was issued in 1917 so it is old, but it is a good reference book.

Bernays, Edward L. An Outline of Careers.

New York: George H. Doran Company, 1922.

Doris E. Fleischman wrote a chapter entitled "Concerning Women" for this book. A short summary of it is given here. That the chances for a woman to succeed in a given career are less than those of a man has been taken for granted by both men and women and is the reason why few inroads have been made into masculine territory. Women have not been given the biggest jobs because they have not seized them. There are many successful women. Many young women decide to become stenographers because they do not know what else to become, because their friends recommend it, because the course of training is short and definite,
or because large salaries are paid very soon. It is found that women are paid lower wages than men. Too few women are pioneers. They are prone to look for a safe job. They too seldom are willing to begin at the bottom and work with the idea of arriving at the top. Woman's advantages are great if she will only call on them. She has no reason for accepting an unproved belief that she is inferior mentally. She comes to the old problems and situations of men with a fresh point of view.


This book gives an analysis of the needs of college women from the standpoint of guidance in college. Replies to questionnaires were studied, conferences were held and visits made to different colleges in order to study the conditions. Conclusions were drawn from these studies and a suggested program for coordinating all the agencies which deal with guidance of students in a personnel department is given. The need for guidance was found to be great in both educational and vocational problems. The methods some of the colleges use to meet these needs are discussed. Guidance in the secondary schools was also studied. It was found that a majority of the students took the course in which they were registered because of financial handicap or the
influence of family or friends. There was a lack of occupational information. Some colleges reported that they were giving guidance through classes for freshman and through student activities, and that they were organizing personnel departments.

Bosworth, Louise Marion. The Living Wage of Women Workers.
A survey of incomes and expenditures of 450 Boston women was made. The expenditures studied are listed under homes and lodging, food, rent, clothing, health, savings, and miscellaneous expenditures and the causes of the expenditures are discussed. Tables are included of the average annual expenditures of women workers by occupations and by wages; the percentages of expenditures in different cities; and the expenditures of clothing, health, recreation, and education.

Boughner, Genevieve Jackson. Women in Journalism.
This book is intended as a guide for women students of journalism and for beginners in magazine and newspaper work as most women are unaware of the wide variety of occupations in the journalism field. The author describes the positions--
society editor, club reporter, writer on homemaking, fashion scribe, beauty writer, adviser, columnist, shopper, political writer, sports writer, woman's page editor, children's page editor, syndicate writer, or high school teacher of journalism—which a woman may hold. There is a definite plan for discussing the work in each chapter. She tells of the opportunities and how to get a start in the work. It is often necessary to go out into the field and bring in stories before one is appointed to a journalistic position. While preparing for the work one should get some actual experience on a college paper or in writing stories for a newspaper. Other items stressed are qualifications, the duties, the working conditions, the advantages, and disadvantages.

Bullock, Edna D. Selected Articles on the Employment of Women.


This book contains a number of selected articles on employment of women. These articles deal with factory legislation for women in the United States, the effect employment of women has upon the family, the immigrant woman, industrial diseases, unsuitable employments for women, women in trade unions and some special occupations. A bibliography is given which includes references to books, pamphlets, and documents on historical data, special occupations, industrial organizations, strikes, and
legislation. This book is one of the debator's handbook series.

Bureau of Vocational Information. Marriage and Careers.


Virginia MacMakin Collier has recorded the findings of a study which was undertaken by the Bureau of Vocational Information to determine what general conditions, factors, and trends control women who combine marriage with careers. The material was secured through personal interviews, and conclusions were drawn which showed that about one-half of the women engaged in careers for the need of additional outlet and that less than one-tenth were actuated by the financial necessity alone. Four elements reported by the women to be important were sympathetic cooperation from the husband, good training and experience before marriage, good health, and short and flexible working hours. The husbands were in favor of their wives working because it made them happier and, consequently, made the family happier. These women were earning good wages, the average being between $2,000 and $3,000. They also supervised the care of the home and, in many cases, did part or all of the housework with the aid of the husband.
This book is a study of the opportunities for women in statistical work. The nature, use, and statistical methods are described. A brief analysis of the kinds of positions in statistical work are given. The types of statistical work in these different fields are discussed, giving the principal work carried on, and in many cases, the number of statistical workers employed are given. Anyone preparing for statistical work needs a general education and courses in statistics, and it is advantageous, and often essential, to have training in economics, sociology, history, and languages. The opportunities for women, qualifications required, advantages, disadvantages, how positions are secured, and salaries in government work are discussed. A number of experiences of women who are doing statistical work are related. At the end of the book is a list of schools which give training in statistical work. A list of subjects that should be studied is also included. This is an excellent reference book for high school and college students.
Bureau of Vocational Information. Women in Chemistry.

New York City: Bureau of Vocational Information, 1922.

This book is written particularly for the woman who finds chemistry in college particularly interesting. The information was obtained from the women chemists by means of letters, questionnaires, and interviews. The author gives an analysis of the positions in chemistry in educational institutions, medical laboratories, industrial laboratories, government laboratories, and related fields. In an educational institution the positions frequently involve three kinds of work: teaching, supervision of laboratory work, and research. In medical laboratories a person may be an assistant, chemist, clinical pathologist, pharmacologist, or research chemist. The kinds of work in the different laboratories are described. Chemistry in the industrial field is very important as there are few fields in which some form of chemical work is not absolutely necessary. The work of women in very many phases of industry is described. The work in government laboratories is discussed giving the different fields in which a woman may work.

Women hold many high school positions and some positions as assistants in college with only an A.B. or B.S. degree. Graduate work is necessary in many cases, and to get good positions a M.S. or Ph. D. degree is necessary. The advantages and disadvantages for women are given and many think
that there are few disadvantages for women. In most cases they can compete on an equal basis with men. A list of colleges where one can secure degrees is given. This is a good reference book.


A study was made of women's work and wages. The information was gained through interviews and correspondence. There has been a great change in laws regarding women workers. In 1825 persons under sixteen years of age were allowed to work no longer than twelve hours a day. There has been a great change since then. General conditions of the work in a factory are discussed. In some places girls learn in work through apprenticeships. Other places have other means of giving instruction. The positions vary in regard to hygienic conditions. Factory work is compared with domestic work and testimonials from some workers are given. "Outwork" (home-work) is done by many women, especially by those whose husbands are not able to support their families and by widows. The life of factory girls differ. Some employers take an interest in the employees and help them to organize clubs, etc. Women's wages as a rule are lower than men's wages. One reason is that frequently women are forced to
go to work and must take the wages offered them. They cannot wait for a better paying job and let their families starve. Women will, if necessary, exist on a much lower wage than men. This book is old but it gives a good general idea of the working conditions and wages of 1912. Many parts of it are applicable to the present time.


The author brings out many important facts which the girl going into a vocation must not overlook. A girl looking for a job must consider not only whether she thinks she will like it, but, also, what are the facts of the job, what qualifications it demands, and what returns it offers. Experience, training, and personal appearance are important factors in securing a job. Reasons why a girl may lose her job are given as follows: she may lack training and education; she may be unable to get along with her employers or fellow employees; her family may interfere with her work; she may be unable to adapt herself to business routine; she may have poor health; she may be lazy; or business may retrench. The fundamental reasons for success are a real interest in the job, good health, an increasing amount of knowledge, and workmanlike pride in work well done. Outside interests and hobbies are important. The occupations
described deal with foods, clothing, department stores, in-
terior decoration, hotel work, nursing, health work, nursery
work, secretarial work, journalism, etc. For each occupation
the author tells the character of the work, the training need-
ed, remuneration, advantages, and disadvantages. The material
is written in such a manner that it is easy to understand,
and gives one a clear conception of the situation.

Candee, Helen Churchill. How Women May Earn a Living.

This book gives a description of many occupations into
which a woman may go, as the boarding house, the stage, type-
writing and stenography, household industries, the trained
nurse, architecture and interior decoration, teaching, beauty
shops, flowers, trade, profession, artists, and writers.
These are described giving important points as the general
descriptions, the importance of such work, why people need
to go into these positions, the advantages, and the disad-
vantages. In many cases the working conditions are well
described. Personal qualifications necessary for success
are given.
The author discusses the vocational guidance of girls. The majority of girls will marry and these should be guided in such a way that they will learn to be scientific homemakers. She discusses the ideal home and running the domestic machinery giving the means of training the girls along these lines. The three agencies most vitally concerned in training the child are the home, the church, and the school. The teacher has scarcely realized her responsibility in this matter. Children are usually taught some of the mechanics of housekeeping at home. In the elementary grades the girls must be taught indirectly some of the fundamentals of housekeeping. Later they should be taught directly with classes in the various phases of housekeeping. Many girls do not wish to be homemakers and probably would not be successful if they were. These must be guided into other work. Those who can continue in school may become teachers, nurses, etc. Of those who cannot continue many become factory workers and do not make enough money for a comfortable living. The girls must study the occupations and compare them, select the one best suited to them, then they should take specialized training. Different vocations call for different types of training.
Dodge, Mary Raymond. *Fifty Little Businesses for Women.*

How fifty women started their own businesses is described in this book. These descriptions tell how they got their ideas, how they started on a small scale at first, and how their businesses grew because of their courage, imagination, hard work, judgment, and initiative. The author tells how these women studied their jobs and strove to make their work successful. Some of the businesses are mend shop, gift shop, gown shop, personal stationery shop, interior decorating, bead shop, tea room, catering, and placement bureau. The author brings out the point that success is not due to luck but to initiative, imagination, work intelligence, courage, and judgment.

Donovan, Frances F. *The Saleslady.*

The author of this book is a teacher in one of the high schools of New York. So many of the girls in the school asked her concerning vocations open to them and some were much opposed to working in department stores, so she decided to get a position in a department store to find out conditions for herself and if the girls should feel so prejudiced against it. She has described various phases of the life of a saleslady. She tells how she got her job,
and how the store trained her and her co-workers. She gives sketches of shop talk, and of the lives these girls live at home. She finds there is quite a large turnover in stores as many quit to get better paying jobs in other stores, or they quit to get married. In the stores girls are given opportunities for advancement and in fact are encouraged to strive for advancement. Awards are given to the best salesladies in the various departments and in the store as a whole. The employees are usually given vacations with pay.


The authors of this book have interviewed many women who have become successful in some field and they have related their stories. These stories tell what prompted them to make the choice of their respective occupations, how they prepared for them, how they obtained their first positions, and how they finally worked up to their present positions. They tell what kinds of work they have to do during the day and the advantages and disadvantages of it. Most of them do not think there are many disadvantages. Being well adjusted they see the advantages more clearly. The advice they give to girls who wish to enter these professions deal with training, qualifications necessary, and the attitude toward the
work. If a girl finds that she is in the wrong vocation she should study the whole situation carefully to find out the difficulties. She may need to change her job as did Marion Durell and Gertrude Hawley. There are nineteen biographies in this book.

Filene, Catherine. Careers for Women.


The purpose of this book is to help high school and college girls to choose their careers, and to tell what is being done by women who are successful in their work. The articles are written about work in professional, commercial, and agricultural lines, in home making and allied industries, and in other lines. A wide selection of careers is included, the total number being over one hundred and fifty. The contributors have given enough information to answer the questions a girl might ask concerning the work as well as giving her a good general idea of it. In most cases they have described the job, given the working conditions, the qualifications and preparation necessary, the salary, the opportunities for advancement, the advantages, and the disadvantages. Reading lists on the occupations are included.

Women who have been successful in some vocation have contributed articles to this book on the vocation. The occupations dealt with are accounting, agriculture, architecture, art, banking, child welfare, editing, journalism, law, home economics, music, foreign relations, librarianship, science, medicine, radio, secretarial work, etc. Each contributor attempts to answer questions which might occur to a girl who is attempting to choose an occupation. They discuss the different types of work from the standpoints of the actual work that the employee does, the working conditions, the opportunity for advancement, education and qualifications necessary, advantages, disadvantages, and the demand for employees. The articles bring out the fact that in many positions it is easier for a man to obtain employment and to get better salaries than women because women are new in the field and many hold a position for a short time and then drop out to get married. However women are making a success at work and in some positions as in radio work they are just as welcome as men.
Fletcher, Alfred R. Vocational Education.
Rochester: Rochester Public Schools, 1913.

Half of this pamphlet is devoted to the vocational schools for the Rochester Public Schools. The school for girls was started in 1909 and has kept pace with the boys school. At first they had just a homemaking course and then they added dressmaking and millinery. The aims are to hold those girls who were leaving school from the sixth, seventh, and eighth grades, to give these girls the opportunity to try themselves in the handwork lines—lines that lead to a trade, to give girls who are not intending to go to high school some training that would lay a foundation for a trade or prepare them to be good home-makers.

Gilbert, Eleanor. The Ambitious Woman in Business.

This book was written to help girls who plan to enter business; for college women seeking a means of livelihood other than teaching; for those in business; and for those in the homes who feel the need for entering business. Reasons why women are in business are as follows: they have no private incomes and their men folks will not or cannot support them; they must help support a large family; they want a higher standard of living for themselves or for
their families; parents often cannot supply the daughters with pin money; and there is not sufficient work in the home to keep the girls interested.

Care must be taken in marketing abilities so that the interviewer will be well impressed. Frequently a good employee received a much smaller salary than she earns but she should be cautious about asking for a raise as she may not have raised her efficiency or the company may be in poor circumstance. A business woman must develop good habits of punctuality, accuracy, appearance, courtesy, etc., in order to be successful. The last half of the book is given over to a discussion of specific occupations including the office field for women, the writer, the traveling salesman, and the retail and department store workers. These occupations are discussed in regard to competition with men in these fields.

Hatcher, C. Latham. Occupations for Women
Southern Woman's Educational Alliance, 1927.

Facts concerning occupations open to women are presented in this book. It explains what the occupations are, the education and training required, the personal qualifications necessary for engaging in them, the remuneration, and the main advantages and disadvantages. It gives an understanding of women at work, her opportunities, accomplishments,
and handicaps. The opportunities in arts, business, education, health, home economics, law, library, personal, religious, scientific, and social work are discussed. The chapter entitled "Pupil Personnel Work" tells of the organization of guidance and how the work is carried on in the public schools and in colleges. The programs must grow. They begin with teacher-counselors and develop into a system of many employees and includes part time, continuation, vocational, evening, and special schools.

The occupational status of women is not equal to that of men but it is progressing rapidly. In 1870 there were 1,600,000 women employed, in 1900, over 5,000,000, and in 1920, 8,346,796. Women need vocational guidance. They usually need more preparation to get into the work than men do because they do not stay in the work as long and often to not have the benefits of personal contacts that men do.

Hirth, Emma P. Training for the Professions and Allied Industries.

New York: Bureau of Vocational Information, 1924.

The Bureau of Vocational Information made a survey of the authoritative information regarding training facilities available to women. This report is divided into twenty-three sections, each of which deals with an important occupational field. In each case the scope of the field,
the numerical importance, the position of women, and the future outlook are given. Different occupations in each field are discussed briefly and the kind of training available and the current developments are given. The different colleges give somewhat different courses for students preparing for some vocation to pursue. There is included the types of training available and followed by a directory of colleges and universities in the United States where a girl may obtain her preparation. A note is made of the schools where special and general scholarships, fellowships, and loan funds may be obtained. Recent developments in the work and in the training are discussed. Some of the fields are agriculture, architecture, art, business, dentistry, dramatic work, education, engineering, home economics, landscape architecture, languages, law, music, public health, nursing, writing, science, and social work.

Hoerie, Helen Christene, and Saltzberg, Florence B.

The Girl and the Job.


The purpose of this book is to help teachers of girls in the upper grades of the elementary school and the first years of secondary schools interest the girls in the choice of an occupation. The book is made up chiefly from reports and interviews with people who are successful in their
chosen occupations. The fields of work discussed are office, department store, hotel, and agency work; miscellaneous business opportunities as the telephone and telegraph operator, tea room manager, florist, model, dressmaker, detective and manicurist; the professions; the arts; and industry. Over eighty particular jobs are included.

The author describes the job, the usual working conditions, the advantages, the disadvantages, and the salary. They tell what preparation is necessary and what qualifications are needed. A person must consider her personal qualifications before selecting her vocation if she wishes to choose one in which she will be successful. She must also consider what the job will do for her.

Hutchinson, Emilie J. Women and the Ph. D.

The North Carolina College for Women, 1929.

This is a study based upon 1,025 replies to a questionnaire sent out by the Bureau of Vocational Information to women who had received the degree of Doctor of Philosophy in American colleges and universities up to 1924. Topics upon which this study touch are reasons for taking the advanced degree, the positions held before and after taking the advanced degree, the opportunities these women had had for research, whether they had carried on research independently since taking the degree, what work they had published.
how their theses were carried out, the cost of the graduate study, and whether they would advise other women to take a Ph. D. degree.

Conclusions were drawn from the results of the questionnaires. Some of these conclusions are as follows: women frequently take Ph. D. degrees so that they may secure a certain position or advancement in a position; most of the graduate work was done under financial strain and often at the expense of health; and an increase in salary or a promotion after receiving the degree was secured in most cases, the median salary being $2,732. A majority of the women advised the taking of advanced degrees.

This is a good reference book for those thinking of taking an advanced degree as the viewpoints of women who have Ph. D. degrees are given.


This book touches upon the problems of women from the time they desire to enter an occupation until the time success is felt. The author has given simple, concrete information, advice, and suggestion. The per cent of women in business is increasing. Selecting a vocation, weighing the requirements, choosing an employer, and the method of applying for a position are discussed in the first chapter.
Other chapters deal with appropriate dress, office manners, endurance and health, the value of a hobby, rest, recreation, keeping a budget, punctuality, self-reliance, opportunities, and training for leadership. Much good advice is given on all these topics. The dangers of undereating, inappropriate dress, poor manners, etc., are pointed out and suggestions are made for becoming more efficient and pleasing to the employer and to the public.

This is a good reference book for high school and college courses and is excellent guide for women already in the business world as well as for those desiring to enter it.


This book has been written to provide material for classroom work and reference work for the elementary and high schools. Most business girls are alert, energetic, well-dressed, and prepossessing. Probably the greatest number of women are clerks in department stores, stenographers, teachers, factory girls. The vocations discussed are salesmanship, stenography, telephone operator, factory work, cooking, nursing, sewing, teaching, library work, and domestic service. There is a chapter devoted to vocations for the country girl. A good description is given of the
work that girls have to do in these occupations, the qualifications and training necessary and the means of securing the training, the advantages and the disadvantages, and the chance for improvement. The successful girl must possess the qualities of truthfulness, honesty, industry, kindness, self-reliance, courage, and trustworthiness. She must also be efficient. A table of statistics of women in occupations in 1909 is given. The salaries given are not applicable to the present time.


This book gives a comprehensive treatment of the education of girls and women for the duties of the home and the more or less allied industries as the work of dietitians, caterers, lunch room helpers, waitresses, etc. The first part of the book deals with education for the home. The author discusses household arts instruction in elementary schools, in high schools, in vocational and trade schools, and in the home. He also tells how the education may be carried on after women have completed school. The second part of the book is devoted to women in industry outside the home. Here he discusses the problems of the unskilled workers and describes a skilled occupation as one which provides a living wage for the worker, which offers the possibility of differences in the quality of work turned
out, and which provides for promotion which leads to something better. He discusses the types of schools where women may secure vocational training. The last chapter gives an account of the rise of guidance movement, guidance in the schools, placement, and the qualifications for the vocational adviser.

Leigh, Ruth. 101 New Ways for Women to make Money.


This book was written for helping women who wish to make money or who must make money decide what they can do with their qualifications, the conditions with which they must contend, and the capital which they have. A few stories of people who have been successful are given. The 101 ways for women to make money include suggestions for those handy with the needle; the good cook; the person who has a farm, or drives a car; the person who likes children, business, athletics, or music; or the person who is a social organizer. A woman may mend old clothes, make some special kind of pastry, raise flowers, and teach people to drive a car or take care of children. A person is warned against trying to make money on too big a scale at the beginning. She should always strive to keep up the quality of her work. Excellent suggestions are given for advertising and selling products. The businesses are described and ways of getting started in the business are given. The necessary qualifica-
tions and the income to be expected are given. At the end are given sample forms for a personal record of expenses and earning.

Leuch, Mirian Summons. Fields of Work for Women.


This book was written primarily for girls and women who have completed at least a year of high school and who are either viewing the occupation for the first time or who wants to change her occupation. A girl should analyze her self and the job a few months before she intends to start working. A chapter is given to why women fail. Some of the reasons given are egotism, incompetency, lack of a definite objective, and lack of discipline. Health is a great asset. The opportunities in the different fields are discussed with relation to the nature of the work, the working conditions, advantages and disadvantages, and the opportunities for advancement. The qualifications, preparation necessary, and the salary are given. The general fields of work are office work, shop and factory work, a business of one's own, the "Genteel professions", dramatics, fine arts, journalism, food, clothing and shelter, science, law, and agriculture. The possibility of entering these occupations is discussed as in some fields men are opposed to hiring women.
MacLean, Annie Marion. Wage Earning Women.


This book gives glimpses of women wage earners in different parts of the country. The investigation upon which these glimpses are bases was undertaken by a staff of twenty-nine women, who visited the places of work and studied the conditions. The study included women workers in New Jersey towns, in New England, New York, Chicago, and the Middle West, hop-picking in Oregon, the fruit industries of California, and women in the coal fields of Pennsylvania. A study was also made of the uplifting forces—the trades unions, legislation, welfare work, social settlements, working girls' societies, housing, and Y.W.C.A. The last chapter gives suggestions for improvement of the working conditions.

Martin, Eleanor and Post, Margaret. Vocations for the Trained Woman.


The department of Research of the Women's Educational and Industrial Union at Boston made surveys of the occupations open to women in the fields of agriculture, social service, secretarial service, business, and real estate in 1914. The authors have recorded the results and conclusions
in this book. They found that opportunities for trained women are constantly on the increase. The nature of the different occupations, the advantages, the disadvantages, and special opportunities are discussed.


This book is the outgrowth of the conviction that many women who are unfitted for teaching drift into it because it is the vocation with which they are most familiar. It gives a description of many occupations in the fields of social and economic service, scientific work, domestic science and art, agriculture, business, clerical and secretarial work, literary work, art, and special forms of teaching. Each description is written by someone in the field who is successful. In each case they give clearly the nature of the work, the training that is needed, opportunities in the different occupations, the salary, the qualifications necessary, the cost of training, the advantages, and disadvantages. Health is a very important qualification in most of these positions and the author emphasizes that in selecting a vocation one must take it into consideration. The salaries that are given are for the year 1910 and are not for the present time.
Post, Margaret. Vocations for the Trained Women.

This book contains results of intensive studies in the vocations of agriculture, social service, secretarial service, and the business of real estate. Many occupations in each field are analyzed. There are certain types of work that are more applicable to women than others as some in the agricultural field requires heavy lifting. These points are brought out in the descriptions. The analyses of the different occupations give a description of the work that is done, the importance of the work, the number employed by those persons interviewed, the difference in the demand for employees in different seasons, the outlook in the business, the cost and means of setting up a business of one's own, and the opportunities for women as compared with the opportunities for men. The salary for the different kinds of work done as given in this book are not a good index for the present time.

Smith, Lewis Wilbur and Slough, Gideon Light. Planning a Career.
New York, Boston, Etc.: American Book Company, 1929

This book devotes a part specifically to the analyses of occupations for women so that the confusion will not.
exist that exists when occupations for men and women are studied together. Significant occupational data has been gathered together and put into a form which students of the junior and senior high schools can understand and use in the courses in occupation. It discusses the four big fields, namely—the commercial field, the professions, the homemaker, and personal service. The commercial field offers a greater variety of positions for women than any other field of employment while the professions usually require more preparation and usually offers a better salary. A brief account is given of retail selling, department store work, office work, government work, and other commercial occupations. These are discussed in relation to the type of work done, working conditions, qualifications, education needed, salaries in the majority of cases, advantages, and disadvantages.


This book includes discussions by eight women deans of the various phases of their work. A discussion is given concerning the present situation, the development of vocational guidance in American colleges, and the task of vocational guidance in schools and colleges. Part of the work is to
gather information about vocations; impart this information; analyze individuals; counsel with individuals regarding choice of vocations and training for vocations; place persons in jobs; and follow up workers who have been placed. In the deans office or in an alcove of the library should be a space containing information on vocations. There should be standard books on occupations for women, periodical material dealing with progress of women in occupations, and outlines and folders for gathering vocational guidance and informational material from miscellaneous sources. There should be interviews with freshmen women to discuss their vocational interests, with sophomores to choose their majors, with juniors and others to select their minors, and with seniors when employers are looking over prospects. The dean needs to find out what are causes of failure and to interview students in the attempt to make an adjustment.


These bulletins give information concerning working conditions, wages, hours of work, laws, and opportunities which concerns the employed women in the different states and localities.
1919-1922. This volume discusses labor laws in Indiana; wages of candy makers in Philadelphia; women in government service; working conditions and hours in Virginia, Kansas, and Iowa; women street car conductors and ticket agents; industrial opportunities and training for girls; state laws affecting working women; and the negro women in industry.

1922-1924. The bulletins in this volume give the results of studies of the hours, wages, and working conditions in Rhode Island, Georgia, Maryland, Arkansas, Kentucky, South Carolina, Alabama, Missouri, and New Jersey; the status of the breadwinning women; the working conditions in the candy industry in Chicago and St. Louis; the occupational progress of women; and the proceedings of the Women's Industrial Conference.

1924-1926. The bulletins in this volume give the results of studies on domestic workers and their employment relations; family status of breadwinning women in selected cities; standard and scheduled hours of work; census reports; hours and wages in Ohio, Oklahoma, and Illinois; effect of labor turnover in the cotton mills; and the status of women in the government service in 1925.

1926-1928. The studies in these bulletins deal with hours, wages, and working conditions of Mississippi, Tennessee, and Delaware; industrial accidents; development of women at night.
1928-1930. Nearly half of this volume is devoted to labor legislation and its effect on employment of women. Other bulletins deal with conditions Flint, Michigan; negroes in fifteen states; health; and variations of employment trends.


These bulletins include yearly reports from 1919 to 1931 compiled by the Women in Industry Service on subjects which relate to women's employment. It begins with a discussion of the activities of women during the war. Other items discussed are women in the government service, industrial training for women and girls, wages, hours, and working conditions in a number of states, the responsibility of wage earners for the support of others, laws for the protection of women, night work for women, library research work, and the number of women gainfully employed. Women, in 1919, constituted fifteen and eight tenths per cent of all wage earners and, in 1924, sixteen and eight tenths per cent.

These bulletins shows the advance from year to year of the working conditions for women. Studies are made of various occupations into which women go. The bureau recommends standards for the employment of women as a day not longer than eight hours, one day's rest in seven, wages based on
occupations and not on sex, cleanliness of working rooms, good lighting, first aid equipment, a personnel department, and others which are necessary to the mental and physical well being of the workers.

The Vocational Office for Girls. Vocations for Boston Girls.


Fourteen bulletins issued by The Vocational Office for Girls each analyze a vocation for girls in Boston. The occupations analyzed are telephone operating, book binding, stenography and typewriting, nurse maid, dressmaking, millinery, straw-hat making, manicuring and hairdressing, paper box making, confectionery manufacture, nursing, salesmanship, clothing machine operating, and knit goods manufacture. This series of bulletins gives quite a complete analysis of these occupations. Some helpful suggestions are offered for a girl choosing this vocation. Statistics on the number and ages of people employed and the number of establishments are included for some of the occupations. Although these bulletins are old and primarily for Boston girls, they give valuable information to be used in studying these vocations. These are to be used by the counselor, and are not for distribution to the general public.
This book was written as a text to be used in occupational courses for girls in high school as a background for or an approach to the problems of choosing a career. The author encourages the student to supplement this material. The fundamental qualities—health, honesty, cleanliness, clothes, care of clothes, neatness, dependability, attention to business, promptness, interest in employers' business, courtesy, poise, and tact—which are needed for success in any occupation are discussed. There is a chapter on the value of a general education and the value of a specific education in relation to the types of vocations. A number of chapters deal with such occupations as skilled hand work, business, office work, agriculture, professions, health, social work, the arts, and the home. Different kinds of work in each field are discussed, and the student is given an idea of the conditions under which she must work, how she must prepare for the work, the qualifications, the advantages, and the disadvantages of each. Wages in relation to girls' expenses are discussed and the conclusion is reached that although a girl with a high salary as her expenses may be smaller. There is a list of problems at the end of each chapter.
Watson, Edna E. *A Source Book for Vocational Guidance.*


This book is divided into three parts. Part I contains inspirational material concerning qualities which will promote success in any occupation. Part II deals with specific people in specific jobs. Short accounts are written about many of these specific occupations. In some cases short letters are included which someone in the field has written. There is an unevenness of the material due to the lack of references available in some positions and also due to the interest which is evident in children of school age.

Part III gives a bibliography for guiding teachers and counselors in directing boys and girls to material concerning the study of the occupations. Suggestions are given for the use of this material in the English class, the civics class, and the class in occupations.

Weaver, E. W. *Vocations for Girls.*


This book contains material collected by a committee of teachers from the high schools of Brooklyn, New York and is a study of a number of vocations for girls. It gives information relating to the conditions for admission to occupations and the methods by which workers may advance themselves. Self-examination in the light of making a choice, preparation, the value of preparation for a job as compared with little
or no preparation, finding the opening, and the disadvantages of changing jobs frequently are discussed. A list of occupations are given. The author discusses the nature of the work, working conditions, advantages, and disadvantages of these occupations. The salary which one may expect is compared with salaries in other lines of work and the expenses also are compared so that a girl will know where she will get the most profit.

Women's Occupational Bureau. Opportunities for Women Trained in Home Economics.

Minneapolis, Minn.: Women's Occupational Bureau, 1928.

A study was made of home economics positions in the Twin Cities with the hope that the facts learned would make possible more effective placement of women. The facts were gathered from 179 home economics persons in the teaching, dietetics, and business fields. The teaching positions in the field include university teaching, extension work, and public school teaching. The survey covered topics as requirements for obtaining the positions, methods of obtaining the positions, nature and characteristics of the work and the opportunities. Experience was essential to most of the better positions.
Woodhouse, Chase Going and Yeoman, Ruth Frances. Occupations for College Women--A Bibliography

The North Carolina College for Women, 1929.

The material for this book was collected because of the lack of readily available and specific material dealing with occupations for college women. This book is a bibliography which contains 1301 references to 1184 different books and articles most of which were published after 1920. There are references to books and articles which deal with general studies of occupations, agriculture, the arts, business, education, engineering, finance, health, home economics, languages, law, library work, literature, museum work, public service, religious work, sciences, secretarial work, social work, transportation, communication, personnel work, some problems of professional women, and vocational tests.