

THE GIRL AND THE JOB

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The girl and the job by Helen Christene Hoerle & Florence B. Saltzberg

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TO THE GIRLS OF AMERICA, WITH THE HOPE
THAT IT MAY AID THEM IN FINDING THEM-
SELVES, THEIR LIFE WORK AND HAPPI-
NESS, THIS BOOK IS FONDLY DEDICATED

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PREFACE—TO GIRLS

ABOUT twenty-five years ago there lived in England an old gentleman named John Ruskin who used to give very inspiring talks to young people. He said once, "Whatever else you may be, you must not be useless, and you must not be cruel."

Notice, he says "you must not be useless." We don't think any one of you would ever wish to be useless, for all girls when they grow up wish *to do* something. Fate seems rather hard on some girls, for it compels them to work in the world sooner than they'd wish to, to help bring money home to the family. Even if you are one of the fortunate girls who is not compelled to leave school to go to work, you may be sure of one thing, that the day will come when you'll feel a strong desire to have money earned by your own hands, and to have a job of your own. You'll soon ask yourself, "What shall I do and how shall I do it?"

Let us allow Ruskin to help us here. "There are few things more wonderful to me than that old people never tell young ones how precious their youth is. They sometimes sentimentally regret their own earlier days; sometimes prudently forget them; often foolishly rebuke the young, often more foolishly thwart and restrain; but scarcely ever warn or watch them. Remember, then, that I at least have warned you that the happiness

of life, and its power and its part and rank in earth or in heaven, depend on the way you pass your days now. They are not to be sad days; far from that, the first duty of young people is to be delighted and delightful; but they are to be in the deepest sense solemn days. . . . Now, therefore, see that no day passes in which you do not make yourself a somewhat better creature; and in order to do that, find out first what you are now."

Before answering the question, "What am I going to be?" find out what you are. Do some hard thinking on the subject to help yourself to decide what kind of work in the world you are best fitted for. It is to help "to warn and to watch" that this little book is written. You all know at least one girl, and some know many who left school not knowing any trade, to go to work. You know how she gets one job, loses it, gets another and loses that, drifting from one poorly paid job to the next. This book aims to save you from such job hunting,—to teach something about the different jobs girls may get, and the way to fit yourself for the one you think you'd like.

Talk over what you find in the book with your parents and with your teachers in order to seek out the kind of work you can do best in the world. They are eager to help you. They will agree with us that our finest amusements grow out of our work, if we are rightly and happily occupied.

H. C. H.

F. B. S.

INTRODUCTION

THIS book is intended to help teachers of girls in the upper grades of the elementary schools and in the first years of the secondary schools, in interesting pupils in their choice of a vocation.

The problem of guiding pupils in their choice of the work which they are to perform in the world on leaving school is one that confronts every teacher. It brings us face to face with the industrial life of the community. It is a very complex problem for which most of us, from the very nature of our daily occupation, have very little practical preparation. Yet, not one of us would wish to leave any pupil to meet alone the complexities of modern life in an industrial world.

It has been proposed by some students of vocational guidance that teachers should wait until the subject has been exhaustively studied and formulated by experts. On the other hand, we must remember that such studies will take years, after the demand is clear and insistent.

At least we can analyze the problems. Such an analysis reveals:—first, the vocational gifts of the child; second, the possibilities and demands of different kinds of work; and third, the adjustment of the child to the work chosen.

But we must not proceed to fit children for industry on the assumption that all occupations are now fit for the children. And yet, we cannot refuse to prepare children for efficiency under present conditions on the ground that working conditions are bad. What we must do is to prepare our young people to give their best and to ask a fair return and good conditions for their labor, —a living wage, reasonable hours, clean work rooms, proper provisions for health and sanitation, protected machinery and compensation for injury. ‘

Vocational guidance must, therefore, include analysis of the vocational ability of the child, the development of this ability (vocational training), and an understanding on the part of teacher and pupil of industrial conditions at present, and the efforts being made by public and private agencies for their improvement.

An analysis of vocational ability must have the aid of the psychologists. This field of study is attracting more students every year, and there is reason to hope for fairly adequate tests of vocational ability within a few years, with such laboratories and equipment for their application as may be necessary, in addition to the practical tests which may be made in the actual work in vocational courses. Important work along this line is now being done by Professor Thorndike at Columbia University. Reports on his work may be obtained through the New York Association for Vocational Guidance.

Vocational training has been effectively advertised