

# Women's Education

DECEMBER 1963  
Volume II  
Number 4

## Room at the Top for College Women?

SOL SWERDLOFF

PRESIDENT KENNEDY's Commission on the Status of Women has recognized the availability of room at the top in the employment of women with the following observation:

"The existence of room at the top, and of increasing room as women upgrade their abilities at any level is easy to demonstrate."

For women with a college degree, the existence of room at the top can be demonstrated to some extent in the actual job placement of women. Today eight out of ten employed women with a college degree are in professional, technical, or managerial jobs--occupational areas generally considered at the top of the ladder. Occupationally, therefore, college women seem to have arrived at the top; but other data indicate that they have not reached the highest rung. "Income-wise," for example, a considerable gap exists between these women and their male counterparts. In professional, technical, and managerial occupations, women not only lag behind in average earnings but, compared with men, they are in very small numbers in the top bracket of income--\$10,000 and over.

What do future occupational and educational trends reveal about the President's Commission's observation that increasing opportunities will become available to women as they "upgrade their abilities"? A large increase in the number of college women in the labor market is projected in the years ahead as a result of the sharp increases in the number of degrees expected to be awarded to women during this period. At the same time, manpower requirements in occupations in which college women are employed will also be growing rapidly. By 1975, a conservative estimate would indicate that about 3 million women with four or more years of college will

be in the labor force compared with 2.2 million in March 1962. If college women would maintain the same proportion relative to men that they now hold in professional and managerial occupations, the supply-demand situation for women in these fields would be favorable. But the outlook is not as rosy as this suggests. How college women actually fare will depend on their career planning, the attitude of employers toward hiring women, and the competition for available jobs from the large number of college-trained men.

The increasing competition with men is a very real problem, for between now and 1975 about 5.5 million men will be receiving their bachelor's degrees. Projections indicate that about 7 million men with college degrees will be in the labor force in 1975--some 2 million more than were in the labor force in 1962. In the years ahead many of these men may be competing for jobs in occupations in which women have long predominated. The decennial censuses afford a clue to the inroads into some "women's occupations" accomplished by men. Between 1950 and 1960, male secondary school teachers increased from 43 percent to over half; among social workers, the proportion of men increased from 31 to 37 percent; in library work, from 11 to 14 percent and, in elementary teaching, from 9 to 14 percent. On the other hand, despite the publicity given the growing acceptance of women in occupations once reserved exclusively for men, the number of women in these occupations is still small. In 1960, when 1.8 million women with four or more years of college were working in professional related jobs, less than one quarter were experienced outside the traditional women's occupations--teaching, nursing, social work, and library work. And intercensal employment increases in the other occupations have been small. Between 1950 and 1960, the number of women pharmacists with a college degree increased from 3,600 to 4,600; natural scientists

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Continued on page



## The Sheepskin Myth

Editorial by ALICE GORE KING

A COLLEGE education is one of the most precious possessions of our affluent society, but today's college graduate is in danger of losing it through a hole of apathy and diploma-satisfaction. She is conscious of the degree, and eschews the fact that it requires further training to realize potential: building a house means digging a foundation and putting up the framework--dull business. But even the architect must know about stress, strain, and zoning regulations. So too, the new graduate must have a skill before she is ready for her first job, be it statistics, typing, or a suitable graduate degree.

The A.B. is groundwork. This is not to belittle the A.B., but to put it in its proper setting. Students should betold that, while college training brings an ever-useful body of information, a discipline of mind and emotion, and respect for values, it is not a finished product. Combined with further training and experience, it forms the structure on which later careers are built, either vocational or life.

More young people are coming of jobholding age today than ever before; that means competition. More are going to college; that means the A.B. is expected, not unique. New life-patterns make marriage a link with job or career. It is increasingly vital to prepare for today and tomorrow.

College and off-campus advisors are trying to convey this message through individual interviews, libraries of occupational information, vocational conferences, field trips, cooperation with company recruiters, and continuing education courses for alumnae in later years (who are also beginners when they make a new start then). But these efforts are undermined when others tell alumnae that degrees alone are door-openers.

Undergraduates must know the value of the sheepskin in relation to the job world--at the start of their college years, not after graduation. This requires teamwork on the part of families, colleges, employers, and the graduates themselves. Alumnae must believe that they will probably work for twenty-five years if they marry and have children. And that amount of time warrants more careful planning than it now gets.

Like financial wealth, diplomas carry privileges; both also carry responsibilities. The benefits of scientific advances cannot be enjoyed if there is a lack of enthusiasm to enjoy the pleasures and the problems. A space satellite

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is no better than the accuracy of its smallest mechanical part; the space age will be no more successful than the application, not just the ability, of the minds that go into it.

## LETTERS TO THE EDITOR

I follow your publication, **WOMEN'S EDUCATION**, very carefully for two reasons. One, it is extremely interesting as a publication. Secondly, I have been engaged in research on the Concept of the Feminine Role for the last twelve years and find **WOMEN'S EDUCATION** extremely useful for my study . . . .

--Anne Steinmann, Ph. D.  
9 East 81st St.  
New York 28, N. Y.

May I say I have been interested in each issue of **WOMEN'S EDUCATION** as a very useful tool, not only for programs in both AAUW and AWS [Associated Women Students], but also for information which has been beneficial to me professionally. It is an outstanding, current review in the literature pertaining to women and the continuing education of women.

--Mrs. Mildred I. Jones  
Assistant Dean of Students  
St. Cloud State College  
St. Cloud, Minn.

## Gift of Self

The Editors of **WOMEN'S EDUCATION** are pleased to report that the response to the Gift of Self program announced in the December 1962 issue of this publication has been rewarding. Letters have been received from retiring women professors who are willing and eager to temporarily donate a "gift of self" to replace faculty members who wish to advance in their disciplines. Recent inquiries have been received, for example, from a woman who wishes to be a house director or advisor in a four-year women's college, a woman who wishes to teach English or business writing, and a former woman professor of psychology. For more detailed information about this program, donors are urged to communicate with the Editors of **WOMEN'S EDUCATION**.

## More Programs in U.S. and Canada Being Designed for Mature Women

NEW IDEAS FOR EDUCATORS

### ITASCA CONFERENCE

Education and a Woman's Life, edited by L. E. Dennis and available from the ACE, 1785 Massachusetts Ave., N.W., Washington 6, D.C. \$2.50.

This is the report of the Conference on the Continuing Education of Women held in Sept. '62 at Itasca State Park in Minnesota. The volume contains the five papers read at the Conference, brief reports of eight "pilot projects for continuing education" and discussions of eight assigned questions as well as the conference summary by Margaret Culkin Banning.

The five papers deal with the topic from several points of view. What is a woman? How do women adapt to the educational process? What is the milieu of an educated woman? Where in society are educated women needed? What is the function of higher education in relation to women's continuing education?

### NEW YORK

Of significance to the continuing education of women is the plan of the New York State Department of Education "to launch a program of College Proficiency Examinations to make it possible for individuals to earn college credit and meet teacher certification requirements without attendance at regular college courses." The program is reported in detail by Dr. Norman D. Kurland in The House Study Review (summer '63).

Dr. Kurland also reports that the Educational Testing Service is devising examinations "for use in a national program." The affiliated schools of the National Home Study Council are considering their responsibility for education in this new relationship.

### CANADA

Opportunities for continuing education of women are outlined in a recent issue of the Women's Bureau Bulletin, published by the Canadian Department of Labour. This informative publication, subtitled "A Second Chance for Women" (#IX, July '63), reports on new interest in continuing education in Canada as well as in America; a short bibliography is also included. The Women's Bureau Bulletin, a quarterly, may be obtained from the Women's Bureau, Department of Labour, Canada.

### SARAH LAWRENCE

"Work in Progress," a study of the first year activities of The Center for Continuing Education at Sarah Lawrence College, has just been published. The program described in the report--both the courses and the consultation service--was created for women who have completed at least one year of college education, who have been out of college for some years, and who wish to resume study for a Bachelor of Arts degree; additionally, it is designed for women who have a bachelor's degree and wish to study for an advanced or professional degree. A limited number of copies of this first-year progress report is available from The Director, Sarah Lawrence Center for Continuing Education, Bronxville, N. Y.

### WISCONSIN

To step up a campaign to encourage senior women to continue post-graduate training and prepare for employment, the University of Wisconsin is sending each senior woman a packet of materials emphasizing the

need for trained women in the economic structure of the nation. Scholarship and fellowship information and a list of publications giving opportunities for overseas jobs are included.

### HOFSTRA

In a departure from usual policy, Hofstra University, Hempstead, Long Island, N.Y., is currently encouraging women who wish to continue--or commence--their education to take courses during the day time hours when their children are in school. Evening programs for women are continuing as usual; 23% of the evening undergraduates and 50% of the evening graduate students are women. Women who are continuing their education are counseled by Dr. Hyman Lichtenstein, Dean of the Evening Program who, with Dr. H. R. Block of Hofstra's Psychology Department, co-authored an article, titled "The Middle-Aged Coed in Evening College," which appeared in Adult Education, summer '63.

### ST. CLOUD

The Associated Women Students (AWS) of St. Cloud State College and the AAUW St. Cloud Branch met recently to confer on the continuing education of women. The joint project was considered "unique" and "beneficial" and, although there has been no publication resulting from the conference, further information on its objectives and evaluations may be secured from Dean Mildred L. Jones, St. Cloud State College, St. Cloud, Minn.

### NEW APPOINTMENTS

— Professor Virginia Grantham has been appointed advisor for women who wish to continue their education at Moorhead State College, Moorhead, Minn.

— Dr. Olive McKay has been appointed Staff Assistant for continuing education at George Washington University, Washington, D.C.

## Fellowships

"Two Years After the College Degree" is a report based on the activities of 1958 graduates two years after receiving degrees. Free copies of a summary of this report are available from the Office of Public Information, National Science Foundation, Washington, D.C. 20550. Single copies of the report are available from the Government Printing Office, Washington, D.C. 20402. \$1.75 each

Manpower Research Bulletins #1, #2, and #3 contain information regarding mobility and worker adaptation to economic change in the U.S., manpower and training trends, outlooks, programs, and young workers and their special needs (0-691-554, 0-691-859, and 0-684-931 respectively). Available free from the Government Printing Office, Washington, D.C. 20402.

"Marriage and the American Woman" is a five-page digest of data on marriage, education, working women, finances, etc., and should interest all women's counselors. Read Journal of the National Association of Women Deans and Counselors, Oct. '63, V. 27, No. 1, p. 19.

"Women View Their Working World" is a readable new booklet outlining a research conducted by the Hogg Foundation for Mental Health for the Texas Federation of Business and Professional Women. Available from the University of Texas Printing Division, The University of Texas, Austin 12, Tex. 25¢

"Specialization for What?," an article by Phoebe Taylor, states that in our mechanized society the mother's influence on the child continues to be pivotal and therefore needs reconsideration. Read The Educational Forum, May '63

"Where the Brains Are" is a telling story about women at M.I.T. (where, incidentally, to celebrate its centennial, a chair was endowed for a distinguished woman professor). Time, Oct. 18, '63

"A Source for College Faculties," by Frances L. Clayton, compares the findings of John B. Parish on the position of women in higher education (AAUW Journal, Jan. '61) with this position in eight major women's colleges in "Women Professors," a special issue of the Pembroke Alumna Magazine, Oct. '62

Potential of Woman, edited by Seymour M. Farber and Roger H. L. Wilson, is a new book in which authorities discuss the roles played by women in the contemporary world. McGraw-Hill. \$2.95

## Be Sure to Read...

IN SCIENCE--For information about applications for fellowships for high school teachers of science and mathematics to be accepted before Jan. 3, '64 write the National Science Foundation Secondary School Teachers Fellowship, American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington 6, D.C.

--For information about applications for graduate fellowships for advanced study in the sciences to be accepted before Jan. 3, '64 write the Fellowship Office, National Academy of Sciences, National Research Council, 2101 Constitution Ave., N.W., Washington, D.C. 20418.

--The National Science Foundation is accepting applications for postdoctoral fellowships for advanced study and research in science, mathematics, and engineering. Information available from NSF, 1951 Constitution Ave., N.W., Washington, D.C. 20550.

IN ADMINISTRATION--The Center for the Study of Higher Education at The University of Michigan is offering fellowships in college administration. Applications will be accepted before Feb. 15, '64 by Algo D. Henderson, Director, The Center for the Study of Higher Education The University of Michigan, Ann Arbor, Mich.

IN THE HUMANITIES--Eighty-five John Hay Fellowships in the humanities will be awarded to public senior high school teachers for 1964-65. Information available from Dr. Charles R. Keller, John Hay Fellows Program, 9 Rockefeller Plaza, New York 20, N. Y.

IN SPACE--The National Aeronautics and Space Administration, in cooperation with eighty-eight colleges and universities, is offering a graduate training grant program to predoctoral trainees in space-oriented research. Information available from NASA, Washington 25, D.C.

A bibliography pertinent to the education of women is available from Audrey Graff Hawk, Supervising Science and Technology Librarian, Los Angeles State College, Los Angeles, Calif.

A fact sheet of statistics on women's education is available from the American Association of University Women Sales Office, 2401 Virginia Ave., N.W., Washington, D.C. 20037. 5¢

## Funds Available for College

...IN TEACHING...\$18,000 in fellowships is being offered by Brown University to superior college graduates preparing for secondary school teaching. In the internship program, approximately thirty students will work simultaneously for twelve months toward a Master of Arts in Teaching degree and a teaching certificate. Master of Arts Teaching Internship Applications will be accepted until Feb. 15, '64, and are available from the Registrar, Graduate School, Brown University, Providence 12, R.I.

...IN MEDICINE...\$50,000, a gift to Wellesley College by Miss Martha Hale Shackford, Professor Emeritus of English Literature at the college, will be used as an incentive for young women to study medicine.

...IN AERONAUTICS...\$2,500 in scholarships is being offered before Feb. 1, '64, for the 26th annual Amelia Earhart Award by Zonta International, 59 E. Van Buren St., Chicago 5, Ill.

...Millions of dollars of fellowships for women are contained in "Bulletin #2, Fellowships," compiled by Benjamin Fine, Ph.D., and Sidney A. Eisenberg, The Sunday Star, Washington, D.C. Be sure to enclose a long self-addressed stamped envelope, plus 10¢.

..."Need a Lift?" is an annually revised 100-page handbook containing sources of career and scholarship information for all students. Copies are available from The American Legion, Dept. S, P.O. Box 1055, Indianapolis 6, Ind. 25¢

## Be Sure to Read . . .

"Has America Gone White Collar Mad?" by Frances L. Roth, an article of significance for the 80% of young people who don't go to college and who wish to know what educational opportunities will be available for them, in Cooking for Profit, Oct. '63, V. 32, No. 10. Order from Gas Magazines, Inc., 221 North Bassett St., Madison 3, Wis. 35¢

Library Careers, an illustrated book about library science as a profession, by Richard H. and Irene K. Logsdon. Walck, New York. \$3.50

"The Woman M.D." reprinted from Sept. '63 Mademoiselle, 420 Lexington Ave., New York 17, N.Y. 25¢

## An Interview With ELLA HARLLEE

ELLA HARLLEE is an energetic young professional woman whose varied education (in six states and five foreign countries) has pushed her to the top in the communications media. Formerly the Director of the Religious Film and Television Project at the American University in Washington, D.C. (where she produced approximately 2500 radio and TV programs per year), Miss Harllee now heads the new, independent, national, non-profit Educational Communications Association, Inc., which has branched into varied educational and religious projects. As its President and Director, she coordinates the development, distribution, and implementation of worthwhile material for the mass media--radio, television, motion pictures, audiovisuals, and publications. In addition, she travels extensively (20,000 miles last year), laying the groundwork for experimental programs to be produced in cooperation with community leaders across the country.

Civic problems, bible courses, national affairs, cultural aspirations: these are subjects which she and her field representatives tackle. "We work with community organizations which have a mutual interest in broadening horizons," she says.

Miss Harllee has discovered that despite the advantages of educational and religious TV, personal confrontation with an audience is still highly effective. With this in mind, she organized "Telecourse Tours" for cities with faithful TV viewers who subscribe to a unique ECA membership plan. (Although the plan has been in existence only two years, over 10,000 viewers have "enrolled" in bible courses or world affairs.) In Indianapolis, for example, 250 TV "students" of the Old Testament were turned away from a personally conducted tour of the local synagogue. "The personal touch in our TV plan gives students a sense of belonging and a spiritual well-being--both so badly needed these days," Miss Harllee says.

Her own personal faith prompted her to volunteer her services for her first big job in religious TV. And her conviction, combined with an unusually strong background in speech and phonetics (B. A. American University, M. A. Columbia, graduate work at five universities) has led her to success. "Girls who are interested in my field should pursue a solid, classic educational background," she says. "The real techniques of television and radio are best learned in graduate school for, after all, they change overnight."

## A SWEEPING VIEW OF WOMEN

American Women: Report of the President's Commission on the Status of Women, U. S. Government Printing Office, 1963. 86 pages. \$1.25

KATE HEVNER MUELLER

"THIS MAY be the very best book about women written in the 20th century, but it surely is the dullest." So one national television commentator greeted the Report of President Kennedy's Commission on the Status of Women. Many other men will quip at the barrage of figures, trends, and arguments which this Commission Report releases. But for the thinking man or woman, for all those who take an esthetic pleasure in a complexity of materials drawn together into a useful and effective whole, American Women will provide an exhilarating experience.

Basic to the understanding and progress of women today are two concepts: (1) her interest is centered firmly in the well-being of the community as a whole, since women no longer occupy any special position in our society nor need special protection; and (2) the tempo of women's progress depends on the rate of our economic growth, and woman's foremost job is to promote this growth by making her own individual contribution. Her choice is no longer between one kind of life (homemaking) or the other (earning); her freedom of choice lies only in her vocational direction (what kind of work) and in the timing (how many years, if any, exclusively in homemaking). And she has plenty of time! At 60 her life expectation is 12.2 years; at 40 she has 30 more working years, and plenty of company in the working world (in the last fifteen years women workers of 45 years and older have doubled). Education and counseling are the keys to her personal dignity and freedom which, in this century, can be achieved only through employment.

The Commission gives priority to measures for improving education: better teacher training and salaries, scholarship

Dr. Mueller is Professor of Higher Education at Indiana University in Bloomington.

and loan programs, research, counseling and vocational programs. There must be emphasis on both the needs of mature women and the quality of early education, but it is even more important--in fact it is imperative--that education's total framework "be enlarged to include adult education as an integral part of its structure." Although 40 million persons are involved in adult education, with 3 million working under 82,000 teachers in the public schools, adult education is too often thought of as a diversion on the fringes of adult life. This kind of education must now be "accessible, diversified, comprehensive, and flexible," and it must have counseling at its center. Too many of the present adult opportunities in business, industry, and government are not open to women, while at the same time, most of the changes in work patterns and attitudes fall most heavily on women and multiply their needs for counseling.

New and dramatic charts make all too clear the figures now so familiar to many educators: 4 million women with less than five years' schooling, who are helpless in preparing their children adequately for today's world; more than 11 million who started but did not finish high school; less than half of all women 25 and older holding high school diplomas; only 42 percent of women in the college freshman classes; only one

in three of the B.A. and M.A. degrees going to women, and only one in ten of the Ph.D.'s earned by women as against one of seven in the 1930s.

Contrary to today's counseling experts, who argue that there should be no sex differences in the training or the process of counseling, the Commission declares: "Because of differences in life patterns of women as contrasted with men, the counseling of girls and women is a specialized form of the counseling profession. From infancy, roles held up to girls deflect talents into narrow channels. Among women of all levels of skill there is need for encouragement to develop a broader range of aptitudes and carry them into higher education."

Higher education for women, therefore, takes on a greater significance than in any other century, in any other country. From this Commission's Report it is basic to our economic growth. Looking outward, this makes it basic to our own nation's and the world's well-being; looking inward it is the only means to woman's growth as an individual in her own right. With its forthright and timely arguments, this elegant and eloquent little volume should persuade a much wider audience to ponder the problems which have been disturbing educators of women for many discouraging years.

## ROOM AT THE TOP FOR COLLEGE WOMEN?

Continued from page 1

from 8,600 to 10,200; engineers from 2,600 to 2,800; draftsmen from 1,200 to 2,700; accountants from 7,500 to 8,900. But even after these increases, college-trained women generally made up only a small percentage in each occupation: 0.6 percent of the engineers, 3.9 percent of the accountants; 8.4 percent of the pharmacists, and so on. Since many of these fields are listed as shortage areas, it seems likely that the chief reasons for the relatively small numbers entering these fields is the lack of trained applicants and, perhaps indirectly, a feeling by women that opportunities would be denied to them if they were to train in these areas.

Employment and educational trends suggest to college women and their counselors a need for more career planning, and a greater awareness of the kind of competition confronting these new labor market entrants in the years to come. The attention given to both these considerations may well determine how much more room at the top will be available to women.

Despite the fact that women's attachment to the labor force is high, college women often fail to plan a career. The changing demands of the family cycle contribute to this lack of planning, for they make the pursuit of a continuous career impossible. Because their attachment to the labor force is intermittent--or at least because women expect or hope that it will be--they tend to take "jobs" rather than to make "careers" of working. A recent report (Quarterly Information Bulletin, published by Vocational Rehabilitation and Education Service of the Veteran's Administration, Oct. '63) makes reference to

this problem, quoting a survey which found that "the majority of women with irregular labor force participation have 'jobs' instead of 'careers' and they constitute a substantial proportion of all women workers." (College women may be more inclined to plan for careers than others, partly because the selection of the college curriculum usually embodies some career orientation.) This report points out that women, unlike men, "...do not expect to remain in paid employment all of their lives, and for a very simple reason. Almost all women expect and do in fact marry, and the great majority bear children. That being the case, many of the women who work throughout their lives do so without planning it that way." (Italics supplied) College women should be made aware of the facts concerning the probability of their labor force participation so they can plan more appropriately. Employment of women increases in proportion to the amount of education attained, and the proportion of college-educated women employed in the labor force represents the highest proportion of working women by educational attainment--57 percent as against 41 percent of the high school graduates and 28 percent of the elementary school graduates. It is a fair guess that 9 in 10 college women work at some time in their lifetime. Not only do most college women work but their work life expectancy is long--that is, they are apt to be in the labor market for many years. For single women, work life expectancy is almost as long as for men who (on the average) can be expected to work 43 years. Even for married women with children work life expectancy is not short.

The lack of career planning can make the difference between whether women can find room at the top or whether college women must take lesser "jobs." A 1962 distribution of college women by occupational groups shows the following numbers below the professional and managerial levels:

Occupation group	Number	Percent of all employed women with 4 or more years of college
Clerical	315,000	11.6
Sales workers	33,000	1.5
Craftsmen and foremen	3,000	.1
Operatives	25,000	1.2
Private household workers	17,000	.8
Service workers, except private household	51,000	2.4
	444,000	20.6

### WOMEN'S EDUCATION

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It is recognized that some women in top occupation groups--professional and managerial--may be underutilized and, on the other hand, that women in clerical and sales jobs may be in positions that utilize their college training. Nonetheless, many of almost half a million women with college degrees are not making use of their training--one-fifth of all college women in the labor force in 1962. Whether women are to blame for their underutilization or whether employers are to blame cannot be clearly determined. But certainly, to the extent that women have failed to plan a career, failed to carry through with specialized courses, and failed to gain experience in their field, this lack of foresight on the part of women must be considered a contributing factor.

Of course the attitude of employers also contributes to the placement of women's skills in the labor market. The President's Commission on the Status of Women focused on the extent to which access to jobs, rates of pay, and opportunity for training and advancement are based on the qualifications of the women who apply for or hold them, and the extent to which discriminations are made against them in these regards solely because they are women. The Com-

mission summarized employer attitudes as follows:

"The reasons given by employers for differential treatment cover a considerable range. Frequently, they say they prefer male employees because the nonwage costs of employing women are higher. They say that the employment pattern of younger women is in and out of the labor force, working for a time before marriage and thereafter putting family obligations first until their children are grown. They say that women's rates of sickness, absenteeism, and turnover are higher than men's; that the hiring of married women introduces one more element into the turnover rate because the residence of a married couple is normally determined by the occupation of the man. They say that though attendance rates of older women are often better than those of men, insurance and pensions for older workers are expensive, and that compliance with protective labor legislation applying to women is sometimes disruptive of schedules. They say that men object to working under women supervisors." A survey of Federal employment practices revealed that "men in the survey do not consider women as able as men, either as supervisors or non-supervisors in their own occupational field. The preference of men for other men is stronger in considering supervisory roles rather than non-supervisory."

So it appears to be an uphill road for the women. They still have many hurdles to cross, despite opening doors. Employers' reservations about hiring women may be intertwined with women's lack of career planning--to account for the lack of significant employment of professional women outside traditional women's occupations. But the intertwining of these two problems makes abundantly clear the need for women to plan in college for a "career," to maintain their excellence of academic performance, and to undertake specialized training at the graduate level whenever possible, so that they can compete equally with the large number of men seeking room at the top.

March Issue  
**COLLEGE  
 AND  
 CAREERS**



WOMEN'S EDUCATION is published quarterly by the American Association of University Women Educational Foundation, 2401 Virginia Avenue, N.W., Washington, D. C. 20037

Subscription price: \$2.00 per year

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