Southern European immigrants arrived on America's shores. Most of the immigrants, being poor and unskilled, found that survival hinged on putting the entire family to work. As more and more women took jobs in garment factories, canneries, and laundries, the female labor force showed the sharpest upturn of any period prior to 1940. The women were at the lowest eche- lons of employment. These were the women who went to work out of sheer necessity for survival and were not the middle class nineteenth century women of whom Gilman speaks. As middle class women joined working class women at work they too entered—and stayed—at these same low levels of employment.

The breaking up of labor markets into male and female jobs has been credited with a large part of the growth in women's labor force participation during the past two decades. Women are still represented in a very narrow range of careers. In 1970 two-thirds of all women workers were employed as clerical, service and sales workers, or as domestic servants. Clerical occupations provide jobs for one-third of all female employees and service jobs take another 22 percent. Women have lost ground in the professional and technical areas in recent decades. Within the professional area women's proportion of specific jobs which they have traditionally held has also declined. Women represented 28 percent of the faculty in institutions of higher education in 1940, but only 22 percent in 1969. Since then the situation has not measurably improved. Women's share of service work has increased by almost one-half, from 40 to 59 percent of the service jobs. Women make up the bulk of the household workers; 97 percent in 1970.

Many jobs remain virtually closed to women. Employers view- ing job applicants waiting in line for the mid-level and top positions (or even for training slots) do not find women in the queue. Women are in a different line altogether, only rarely competing with men for the better jobs.

Breaking the Cycle

Women of today face economic inequities in opportunities to train for and enter a field, inequities in wages for the same job, inequities in promotion and inequities in the possibilities for increasing one’s responsibilities. Increasing the number of women in leadership positions requires internal psychological changes and external institutional changes. If the cycle of

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