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# BRITAIN'S CALL

FROM

# OVERSEAS.

The Need and the Scope  
for British Women in the  
Dominions and Colonies.

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PAMPHLET

ISSUED BY THE

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## BRITAIN'S CALL FROM OVERSEAS.

### THE OPPORTUNITIES OFFERED TO WOMEN.

Citizenship of the British Empire is a privilege of which most of us are proud—though we may not speak of it; but it is a privilege that is often taken as a matter of course, with but little thought of the obligations it entails.

But how many who have been through the schools and colleges of the mother country have any real understanding of the origin, the appeal and the life of those great daughter nations? How many really care about what is happening over there, or attempt to open their mind and imagination to understand?

In this leaflet an effort has been made to give to those connected with the education of girls in this country some idea of the immense field for women's work that lies open now in other parts of the British Commonwealth; and of the scope for the employment of those qualities and of that knowledge which are acquired or developed in our public schools.

Let us at the outset regard this subject from the other end, and hear the call the younger countries are making to those of us who live in the home land. They want, some consciously, others perhaps unconsciously, to be strong as Britain at her best is strong—with the strength that comes from the character of her citizens, the strength that is greater and more lasting than mere material prosperity. They seek to be built up with the best of Britain's population, for they know that as with a building—a great Hall or Cathedral—shoddy stuff is of no avail, nor will it endure. The call comes from them to us for those things which make up the spiritual side of a nation—literature, art, religion. Great Britain has had and still has an abundance of each. The younger Britains plead for a larger share in this great inheritance. They tell us too of the vast natural wealth in their lands lying unused for want of a larger population. How can this be otherwise when, for example, we learn that in Western Australia, with an area eleven times as big as Great Britain, the population is only that of Cornwall? To women the call comes with special urgency. How can

the home life of the Dominions and Colonies be what it should be when there is a scarcity of women; when many young men are living and working alone on farms and in up country settlements and when the women who are there have often no one to help them with their daily work or to give them the companionship of others of their sex? So the call comes back insistent and inspiring to those at home who have ears to hear.

In responding to that call many for generations have found themselves, for they have gone where life is free and simple, where there are few conventions behind which to hide, where both the truth and the false are quickly seen, and where individual effort leads to big results.

Have we not therefore a two-fold responsibility as British citizens—first to listen to the manifold calls of the younger British countries, and secondly to make known their opportunities to the younger generation with encouragement and sympathy?

So we pass from the general aspect of this subject to these facts and details of practical importance to all women.

When anyone is considering either for themselves or for another the best profession to choose, the main questions to be asked would seem to be:—

- I. Where am I likely to be of most use in the world?
- II. What occupation can I take up, and what money can I earn?
- III. What is the best way to prepare for my work?
- IV. Whose advice should I seek?
- V. Are there likely to be reliable people at hand for counsel in case of difficulties?

The answer to these questions will follow in numerical order. But first it may be hoped that when a girl's career is being considered the field will not be restricted to the British Isles.

I. In the call of the Dominions and the Crown Colonies is heard the answer, for many, to the first question.

II. Generally speaking, the choice of occupation overseas is as wide and the remuneration as high as or higher than in the United Kingdom. Girls who have gone out from Great Britain since the war or for a few years previously are to-day occupying posts as follows:—

*Canada*:—Organist. Teacher of music. Housekeeper in a General Hospital. Nurse in charge of operating room. Employee of a Shipping Company. Research worker in a University. Secretary to Training School for Nurses. Head of Social Service Work in

connection with a Hospital. Stenographers in a large Hotel and in a business office. Management and ownership of a tea shop in the Maritime Provinces.

*Australia*:—Companion to lady poultry keeper and dog breeder. House Mistress in Girls School. Secretarial work in a Government Department and in a business house. Teaching post under the Education Department. Governesses in private families. Employee in a Hairdressing Establishment. District Nurse. Music teacher in a "Station" home. Assistant in a private café. Games Mistress in a Private School. Lady Help in Guest House. Motor driver and Companion Help. Hotel Manageress. Welfare worker, School Matron. Milliner. Hospital Nurses, several specially trained for mental cases.

*New Zealand*:—Hospital trained nurses. Matron at Nurses' Home. Chauffeuse Lady Help on Sheep Station. Welfare worker. Art Needleworker. Private Governesses. Assistant in Hairdressing Establishment. Teachers for Music, Arts and Crafts, Elocution, Physical Culture and Domestic Science, and Games Mistresses.

*South Africa*:—Teachers in Secondary Schools and Colleges. Hospital trained Nurses. Children's Nurses. Governesses. Poultry keeping. Horticulture and bee-keeping. Home Helps (more especially in Rhodesia).

It should be noted that many of those who are now holding these posts, started as home-helps in private houses. Their willingness to do so for a minimum period of twelve months after their arrival overseas made them eligible for a free passage to Australia or New Zealand or a reduced passage to Canada. It also secures to them immediate resident employment on arrival, a wage averaging 30s. a week, the opportunity of rendering useful service, of learning the ways of the country, of acquiring more practical skill in house-management, and of weighing the chances of striking out for themselves later on.

## HOW TO OBTAIN EMPLOYMENT.

### THE DOMINIONS.

By a system of *nomination* arranged between the \*S.O.S.B.W. in London and recognised voluntary societies in the Dominions, girls of good education are placed in carefully selected homes both in Australia and New Zealand. Those responsible for the selection of the employers take much personal trouble on behalf of the newcomers, by inviting them to their houses, introducing them

\* Society for the Oversea Settlement of British Women.

to good clubs, and befriending them in times of sickness or difficulty. Should a girl have good reason for changing her employer, she is helped in the selection of another post.

Those who are fully qualified in any profession can apply for direct employment in specific openings registered at the S.O.S.B.W. These include openings for teachers in Government and Private Schools, Hospital Matrons and Nurses, Children's Nurses, Agricultural workers, Dress-makers, as well as for specially defined domestic posts. Women with some capital, willing to pay for their own passage and to keep themselves for a few months on arrival while taking stock of things, can receive information about the different countries, their climate, where to lodge, whose advice to seek at the other end, and can be given introductions to trustworthy residents overseas. The following table indicates the scale of salaries likely to be offered, and the qualifications required:—

### SALARIES—(a) Teachers in Government Schools.

*Canada*.—There is a considerable variation as between the different Provinces, as is shown by the two following examples of minimum and maximum salaries.

Prince Edward Island—

Minimum \$350 = £70    Maximum \$1,600 = £320

Alberta—

Minimum \$840 = £168    Maximum \$3,500 = £700

*Australia*.—There is similar variation between the States, e.g.:

South Australia    Minimum £110    Maximum £300

Victoria            Minimum £120    Maximum £650

*Note*.—In New South Wales the initial figure is £148, but the maximum salary is £598.

*New Zealand*    ...    Minimum £170    Maximum £525

*Union of South Africa*—

Cape Province    Minimum £120    Maximum £600

Transvaal        Minimum £190    Maximum £720

Southern

Rhodesia    Minimum £200    Maximum £540

These posts are non-resident.

### (b) Teachers in Private Boarding Schools in all Dominions.

Minimum £100. Maximum (for assistant mistresses) £300.

These posts are resident. In addition to salary, board, lodging and laundry are given during term time.

**(c) Resident Governesses in Private Families.**

Canada—		
Minimum	\$240 = £48	Maximum \$600 = £120
Australia and New Zealand	}	Minimum £50    Maximum £150
South Africa Rhodesia Kenya		

**(d) Nurses.**

The salary for fully trained nurses is generally similar in all the Dominions.

In private nursing homes and associations, £100 to £175.

For staff nurses and nursing sisters in hospitals, £96 to £150.

For Bush nurses in Australia, £175.

(Where board and lodging are not provided the maximum salary is likely to be £300.)

Uniform and other allowances are provided according to circumstances. In every case board and lodging are provided.

**QUALIFICATIONS—(a) Teachers in Government Schools.**

*Australia and New Zealand.*—The same qualification as in England, viz.: the Board of Education's Certificate is required of all English teachers.

*Canada.*—Some training in Canadian Colleges is required in addition to the English qualifications. The demand for teachers beyond the Canadian supply is very small.

*South Africa.*—A knowledge of Afrikaans is usually required. There is little or no demand for English teachers in the Schools of the Union.

*Rhodesia.*—Honours Degree or a Specialist's Certificate, such as Higher Froebel, Ling, etc., together with training and experience. Occasionally experience is accepted without training.

**(b) Teachers in Private Boarding Schools.**

For all the Dominions, English teachers should have an Honours Degree or some Specialist Certificate as well as training and experience. In some cases experience is accepted without training.

**(c) Governesses in Private Families.**

For all Dominions a good all-round education and pleasant personality are wanted.

Where older children are to be taught, some special qualification, such as Higher Certificate, is generally required.

Governesses in the Dominions are often expected to give some help in the lighter work of the house.

**(d) Hospital Nurses.**

For all the Dominions the training certificate of State Registered Nurses.

The C.M.B. Certificate is also required in many cases.

Special opportunities occur occasionally, as for example in Toronto, Canada, where at the present time the School of Mothercraft attached to the Hospital for sick children accepts from four to six students from England every three months for a free course of twelve months' training in Nursery-Nursing. The course includes board and residence, laundry, uniform and ordinary medical attendance. The Nursery Nurse's Certificate (Class I or II) is granted on the satisfactory completion of training, and a position is assured at a minimum salary of \$38 (£7 7s.) a month, resident. An assisted passage to Toronto is given to the chosen candidates. A High School Education (or equivalent) is essential. Applicants to be between the ages of 18 and 30.

III. It will be seen from the answer to Question II, that the best way to prepare for a career overseas is to be thoroughly competent at some one job. Evidence of real capacity in a particular line, whatever it may be, is of great value. *Of still greater value are qualities of character, of self-dependence and of reliability, and every effort should be made to develop them in the time of preparation.*

It is generally recognised that a knowledge of household management should be a necessary part of every woman's education. In Canada, Australia and New Zealand it is the one employment to which anyone can turn with the certainty of a good wage and a home. Practical knowledge of the different household operations means independence for the professional woman, and a well run, economically managed home for the married woman. To learn the science of house management is therefore an essential part of preparation.

IV. Failure or disillusionment is often due to lack of forethought, ignorance of conditions overseas and neglect to get the advice of those whose experience best qualifies

them to give it. Women and girls should seek advice at all points from those in charge of the Women's Branch at the Oversea Settlement Department, commonly known as the "S.O.S.B.W.," Caxton House (West), Tothill Street, Westminster, London, S.W.1. The Society through its individual correspondents in all parts of the Empire has information about specific openings for professional women, and arranges for the various schemes of special nomination.

At home the Society is closely linked up with some of the leading Women's Societies, of which the following are actually represented on the Society's Central Council in London:—

National Council of Women, Girls' Friendly Society, Girl Guides, Mothers' Union, Y.W.C.A., Catholic Women's League and the Standing Joint Committee of Industrial Women's Organisations.

From many years' experience of placing professional women in successful employment both in the Dominions and in the Crown Colonies, especially in East and West Africa, the Society can give wide and reliable information.

V. Women and girls who go out to domestic employment through the S.O.S.B.W. in co-operation with the Societies represented on the Council and other organisations, can be sure of guardianship on the voyage and on arrival, and of reliable friends in the country to which they go. While those who go out to professional work, or to investigate possibilities, can obtain introductions to reliable people overseas.

Reference has already been made (*see p. 5*) to the care given by residents in Australia and New Zealand to young women and others arriving in those countries. In Canada, the women officers of the Immigration Department in Ottawa meet all new settlers at the port of arrival, and with the help of voluntary bodies, such as the Red Cross, Travellers' Aid and others, give help with luggage, money, passports and in making arrangements for the train journey. Newcomers can always find a home (not only in Canada, but also in the other Dominions) in one or other of the Women's Hostels established in each of the main cities.

In South Africa and Rhodesia the S.O.S.B.W. has Hostels at Capetown, Johannesburg, Salisbury, and Bulawayo and gives introductions to its representatives in all the main centres.

Attention must also be called to the openings in some of the Crown Colonies for young women of character and ability.

The question of native education and scientific research is well to the fore at the present time. The work is as yet in its infancy, but enough of the ground has already been explored to show how vast is the scope for administrative work of all kinds in those thickly populated territories, for the right government of which the British people are responsible.

The schools in tropical Africa are of two types, viz., Government schools, and those controlled by various Missionary Bodies and subsidised by Government. The work of teachers in these territories is very different from any in England. They may be called upon to do administrative work in an office, or to travel as inspectors, or to do the ordinary educational work of a school. It is as yet essentially pioneer work and requires men and women with the pioneer spirit. That spirit, together with zeal for British ideals of justice and fair play, rather than academic qualifications, is wanted in teachers for tropical Africa. *Personality* counts everywhere, but nowhere to a greater degree than in work among native races. Difficult as it is to define personality, it may surely be said to be the blend of energy, a sense of proportion, spiritual imagination, the right kind of self-confidence and integrity—qualities without which intellectual qualifications are often singularly ineffective.

A concrete example of what is wanted is now before the S.O.S.B.W. At the present time (Autumn, 1928) four young women are required for native educational work in Nigeria. It would be creative work under the authority of the Government, and the teachers would be encouraged to go ahead and plan out the work for themselves, starting with the infants and building up a school system from that beginning. The first nine months would be spent in travelling through the country, visiting the various villages and their homes, and learning the language.

The Government consider it essential that native education should have a religious basis. Only Christian teachers therefore will be accepted, but with no restriction from a denominational point of view.

Salary—£480 for three years, rising afterwards by annual increments to £720. Four months' leave every 18 months on full pay and first class return passage to England.

Again, in the Gold Coast women teachers of character and personality are needed from time to time. The salary is as follows:—

Minimum, £480.

Maximum—

For women without any degree £600.

For women holding the Board of Education certificate £720.

For women graduates £920.

Leave and passage allowances as for Nigeria.

Although there are not many such openings at present, there is no doubt that the scope for competent young women throughout the Crown Colonies will gradually extend—and that not only in educational work.

Are the parents and teachers of girls at home preparing the present generation to hear Britain's Call for Overseas and to get ready to respond to it? The time has surely come for a change in the conventional attitude. Should not girls be brought early to understand that the Commonwealth has a claim upon them for the best that is in them?

For generations boys have been taught this as a matter of course, with the result that their powers of leadership have been developed, and a never ending supply of competent men ensured. In the womanhood of our country there is fine material, especially in those homes where for generations the parents have been able to give a good education to their children, but this fine material is only being partially used. Unless there is economic compulsion to become wage-earners, girls are still too often not expected by parents and public opinion to train for some definite work. Yet in so doing they become efficient, whether as home-makers, leaders of others, administrators or organisers. Thus, and thus only, will women be preparing for the great calls to service which as British citizens are sure to come to them in ever-increasing volume.

#### LITERATURE ON THE OVERSEA DOMINIONS AND COLONIES.

The following Leaflets and Handbooks, in which much valuable and detailed information is given, can be obtained from the Oversea Settlement Department. In every case (unless marked otherwise) a supply can be had from the Department at Caxton House, Tothill Street, London, S.W.1, *free of cost*.

#### CLASS I.—OFFICIAL AND UNOFFICIAL PUBLICATIONS.

##### *Australia.*

Official Handbook on Australia. 37 pages.

"Australia—Land of Hope and Sunshine." 10 pages.  
(How women can get there, and what they say of it.)

"Australia as I found it," by Marjorie Mitchell. 3 pages.

(An unsolicited account by a young clerk who went to Australia and did household work there.)

"Some Rambling Memories," by Winifred Ponder. 16 pages.

(A series of short articles written by an educated woman who went out to "try her luck" in Australia.)

"Training of Women in Household Work for Australia." 4 pages.

(An account, with illustrations, of the six to ten weeks' instruction given at the Market Harborough Hostel.)

##### *Canada.*

Official Handbook on Canada. 38 pages.

Canadian Women's Hostels. 1 page.

(A complete list, with addresses and length of time allotted for free residence.)

##### *South Africa, Rhodesia and Kenya.*

Official Handbook on the Union of South Africa. 17 pages.

Official Handbook on Southern Rhodesia. 24 pages.

Official Handbook on Kenya Colony. Price 8d.

South Africa, Rhodesia and Kenya: Information for Travellers. 15 pages.

Africa—Opportunities and arrangements for Women Settlers. 3 pages.

Boschetto Agricultural College, Orange Free State. 6 pages.

(An account of a one year's course in Farming for Women.)

Southern Rhodesia. "Help offered to Women Settlers." 1 page.

South Africa. 2 pages.

(A description of the Women Settlers' House and Club at Cape Town.)

"South Africa To-day." 4 pages.

(Some impressions of a Visit. References to conditions, education, climate, etc.)

*New Zealand.*

Official Handbook on New Zealand. 26 pages.

CLASS II.—GENERAL.

Official Handbook for Women. 40 pages.

Annual Report of the Oversea Settlement Committee. Price 6d.

The Committee advise the Secretary of State for Dominion Affairs on all matters relating to Oversea Settlement and on the administration of the Empire Settlement Act. Their Annual Report, which is presented to Parliament, deals with the Government's Empire Settlement policy, migration statistics, migration and settlement schemes, etc.

Report of the S.O.S.B.W. 65 pages (excluding subscription list and Balance Sheets).

As presented annually to the Council. Apart from the record of work, the Report includes official tables to show comparative figures of *general migration*, and of *assisted migration*; also the approximate fares from Great Britain to the different Dominions; the conditions governing assisted passages; and quotations from letters received from women settlers.

"Opportunities Overseas for Women and Girls." Official 8 pages.

A brief summary of the general position, with particulars of assisted passages, nomination, welfare arrangements, and where to apply.

The Empire Overseas Official 20 pages.

Traces the growth of the Empire and outlines the present position as regards population, primary products, secondary products, imports and exports, and Empire settlement. With diagrams.

Professional Handbooks, Official:

Pt. I.	Barristers and Solicitors, Notaries Public	9d.
Pt. II.	Chemists and Nurses ... ..	4d.
Pt. III.	Dentists, Physicians and Surgeons and Veterinary Surgeons ... ..	4d.
Pt. IV.	Civil Service, Clerks, Stenographers, Typists and Accountants, Commercial Travellers ... ..	4d.
Pt. V.	Teachers and Governesses ... ..	4d.
Pt. VI.	Architects and Engineers ... ..	4d.
Pt. VII.	Auctioneers, Surveyors, Police ... ..	4d.

Contain information as to openings, qualifications, salary scales and prospects for members of the Profession overseas.

Our Imperial Heritage. 48 pages. (Price 6d.)

A short history of the development of the British Empire, with map and bibliography. This is vividly written and would form an excellent basis for more detailed study.

"Overseas Training Course for Women." 2 pages.

A leaflet on the Lancashire County Council's Farm School near Preston, Lancs., where a year's course in dairying, general farm work, poultry-keeping and housewifery is given.

"Nominations." 4 pages.

Sets forth the special nomination schemes for secondary school girls going out to Australia and New Zealand; the selection of posts; salaries; supervision in those countries; free passages.

"A Test Examination." 2 pages.

An account of a two days' free examination in practical household work arranged by the S.O.S.B.W.

"S.O.S.B.W. Auxiliary Branch." 2 pages.

Describes the opportunities offered to young women for the study of Empire subjects, and of joining in the work of the Women's Branch of the Oversea Settlement Department.

"For Women who wish to go Overseas." 1 page.

A brief note of the help that is available.

Index to Official and Voluntary Agencies, in Great Britain and the Dominions. 5 pages.

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