of children to find employment suited to their particular needs. The school authorities co-operate with the vocational experts who collect data regarding the demand for labor. Throughout their school course the pupils are given opportunities to take up manual training and domestic art; stimulating lectures are given and in every way the child is encouraged to think seriously concerning his future. Upon leaving the grammar school each pupil carries with him to the high school (if he goes so far) a card containing personal information acquired by the teachers under whom he has sat. High school instructors supplement this by their own observations and the completed card is turned over to the bureau. The experts now attempt to establish the boy or girl who wishes employment in a suitable occupation. This done, it is the duty of the bureau to keep in touch both with its proteges and the employers and find out how well it has diagnosed the case. Statistics prove that the number of persons thus placed leaving their occupations is comparatively small. Society has benefitted by having now a satisfied employer and a contented workman. The social gain is great.

Mr. Bloomfield offers suggestions as to the manner in which vocational bureaus may be established. The field is an open and a fruitful one and if this chapter is not used as the basis for the organization of a number of bureaus it will be because the city and school authorities are loath to take up with the new, not because the author has failed to prove his case. Other countries, notably Germany and England, are far in advance of the United States in this matter and have now perfected their systems to such a degree that we must of necessity lag a long way behind.

"Youth, School and Vocation" is a decided addition to our stock of "worth-while" books. Although in a work of this nature it is the substance rather than the form which counts, Mr. Bloomfield has not failed to present his subject in excellent literary style. As a last word of praise, be it said that he has carefully avoided the mistake so often made, that of belabor-

ing a subject until the reader is more exhausted than the subject.

J. C. MCGREGOR.

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LEARNING TO EARN. By John A. Lapp and Carl H. Mote. Indianapolis: Bobbs-Merrill Company. \$1.50.

The subject of vocational education in the United States is fortunately beginning to receive a little of the great amount of attention to which by reason of its fundamental importance it is entitled. The present volume whose sub-title *A plea and a plan for vocational education* well describes its nature is a valuable addition to the literature of the subject. It is a strong indictment of our educational system as at present organized and shows how the evils resulting therefrom can be remedied by a rational scheme of vocational education on a broad basis. The individual chapters dealing with the educational needs of industry, agriculture, business, and home making are full of suggestive matter. One sees, of course, clearly reflected, the fundamentals of the German system of vocational education, throughout the entire work. It might be said that the book would gain in interest and appeal by condensation, for there is considerable repetition, but in spite of that it cannot fail to interest the student of social problems in the largest sense.

HERMAN G. JAMES.

University of Texas.

OLD AGE POVERTY IN GREENWICH VILLAGE. By Mabel Louise Nassau. New York: Fleming H. Revell Company.

This book is the outcome of an intensive study made by Miss Nassau during the winter of 1913-14 of one hundred aged persons living in New York City. Six classification groups were found necessary, varying according to the source of maintenance, namely those wholly self-supporting, those partly self-supporting and partly sup-