

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-

ported by their families, those supported entirely by their families, those partly self-supporting and partly dependent upon charity, those supported partly by their families and partly by charity, and those wholly dependent upon charity.

In its attempt to individualize the economic status of the aged poor the book is filled with the pathos of economic fear—fear of encroaching disease with no means at hand, fear of being cut off from the sources of maintenance, or fear of a final home in some institution. This latter fear being so strong that it is stated that “the overwhelming majority (of the women) dreaded the very idea of an institution and fought bitterly against it.” To determine whether this fear was well-grounded Miss Nassau made a thorough investigation of several well-known institutions in New York, until she could “stand no longer the sight of such depressed, hopeless, sad, vacant, wretched faces,” and concludes “institutions are not a satisfactory mode of provision for the aged, and could never be made so” (p. 94).

What is the solution of the problem? Miss Nassau considers it to be neither churches nor charitable agencies. “The churches seldom have funds enough to help very many,” and charitable agencies, “with all their laudable efforts, are not able to cope with the situation of providing adequately for aged people outside of institutions.” After citing pertinent quotations from various authorities as to different forms of social provision it is stated that “so far no one system of provision for old age seems entirely satisfactory. All pension systems and all insurance systems seem to fail in some respects,” though “surely some provision for the aged ought to be made and will be made in time.”

This is the way the problem is left, for the book, apart from a few suggestions, offers no solution. But it is well worth reading and is indicative of the method that must be followed for any final determination of the best means of meeting the needs of old age poverty.

EDWIN S. LANE.

Philadelphia.

CIVICS FOR NEW AMERICANS. By Mabel Hill and Philip Davis. New York: Houghton Mifflin Company. 80 cents.

The title of this book explains sufficiently the nature of the context. It is intended for use in classes where newcomers to our country are enrolled and endeavors to instill into their minds some appreciation of the truth that “America is another word for opportunity.” But the point is made clear that, unless they familiarize themselves with our language, customs, and laws, their chances of success will be appreciably decreased. Immigrants are urged to enroll in day or evening schools and to send their children regularly to the public schools. The use of the gymnasium, public baths, and playgrounds is explained; various features of the city government are described and advice is given regarding the rules which should govern the conduct of all persons. Such matters as the pure food laws, workmen’s compensation acts and factory inspection are treated of in simple and understandable language. The meaning of citizenship in the United States is made clear and the process of naturalization described. A brief account is given of our national government and of the various political parties. Prospective citizens are urged to keep before them always the fact that by being made citizens of the United States they have had a great boon conferred upon them, one that can only be repaid by true and unselfish devotion to the best interests of the nation.

The appendix contains specific instructions as to the process of naturalization, questions on national and municipal government and suggestions as to the manner in which immigrants can meet for the purpose of study.

Miss Hill and Mr. Davis have put out a very helpful little book. Their advice to newcomers to these shores is suggestive and timely and they have not fallen into the error of giving so much information that the immigrant reader is likely to become confused and discouraged.

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