

A SELECTED ANALYTICAL BIBLIOGRAPHY

OF

VOCATIONAL GUIDANCE

BY

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Submitted as a partial requirement for  
the Master's Degree, in the School of  
Education, University of Kansas.

Approved: \_\_\_\_\_

*Presented as a term paper but bound  
for library use at my request.  
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June 1, 1918.

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OF VOCATIONAL GUIDANCE.

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The books and articles in this bibliography are discussed under two main classes.

The first class includes those books and articles that deal with the need of vocational guidance, the history of the movement, its fundamental principles and its operation. The second class deals with material that gives information about vocations. There is another type of literature on vocations that might be designated as inspirational. No attempt has been made by the writer of this paper to evaluate the inspirational literature on vocations, except in those cases where informational material is also included.

This study was undertaken by the writer primarily for his own benefit. Three years ago, as principal of the Fort Scott High School, he tried to introduce vocational guidance into the high school, under a modified Davis or Grand Rapids plan.

Both teachers and pupils asked where they could get material. Some authorities would answer the inquiry by saying that the best source of material is an investigation of the occupations of one's own town. However, the pupils know that they may not always live in Fort Scott, and they want to know the broad, general conditions surrounding an occupation. G. W. Gayler, superintendent of schools, Canton, Illinois, found as the result of an investigation that many of the high school pupils in Canton had been in two, three and even four school systems. (Psychological Clinic 9:161-6 Nov.'15.)

Leonard P. Ayers in his "Studies on Occupations" covering 78 American cities found that of thirteen year old boys, barely over half still lived in the city of their birth, while of their fathers only one in six still lived in the city where he was born. (U.S. Bur. of Educ. Bul. #14, 1914). These studies indicate clearly that vocational information should be more than local in application.

Since vocational guidance is of universal interest, it should be presented to all the pupils. This means that it must be begun at least as early as

the seventh grade, before a large number of pupils leave school. At this age the best plan is personal investigation of local occupations with oral or written reports and class discussion. The work, however, must be carried right on up through the high school. Pupils change their choices as their horizons broaden. Gayler, in the study mentioned above, found that out of 158 eighth grade pupils, 73 expressed choices for some vocation, and that at the end of the junior year 51% of these had changed their choice, -23% changed once, 12% twice and 13% three times.

The writer of this paper is convinced that assembly talks, boys' and girls' clubs, and debating societies are too haphazard and infrequent to be adequate in giving vocational guidance. The only other ways left are the life career class and the Grand Rapids Plan, or some modification of it. If the life career class is elective, it fails at once in that it does not reach all pupils. At the present time the Grand Rapids plan offers the best way to systematize vocational guidance in elementary and secondary schools. Undoubtedly the next big change in our curriculum will be a reorganization of the social

sciences. When this has been done and a new type of social science teacher developed, we will probably find vocational guidance absorbed by the new social science group. Until that time, oral and written English offers the best means of getting vocational information to all pupils. This means that the English teachers will need to readjust the English courses in composition. After the readjustment, the English work will be found no heavier than before, and it will have gained in interest and motivation.

The chief point of controversy in the administration of vocational guidance is the use of mental and psychological tests. Parsons in his "Choosing a Vocation", 1909, has a long list of questions to be used in introspective self analyses. The popular articles of Münsterberg, describing his tests for choosing motormen, steel ball inspectors, telephone operators and sea captains, are largely responsible for the credulity of the public regarding psychological tests. So-called psychological experts and efficiency experts made extravagant claims to employers about the value of psychology in selecting employees. The more extravagant

claims could not be supported, and a reaction set in when trained psychologists began to check up the results of psychological tests against actual experience, and found a wide discrepancy between the claims made and the facts of statistics.

Dr. Ayers in October 1913 said: "Even after all allowances are made, the inevitable conclusion remains that in vocational guidance the greatest field of immediate development for psychological tests is in choosing persons for positions, rather than in selecting positions for persons" (Proc. of Nat.V.G.Assn. 1913, p.37).

Prof. H. D. Kitson, professor of psychology in the University of Chicago, in January 1915, takes an equally conservative position (Manual Train. 16:265-270, Ja '15).

Dr. Helen T. Wooley, who in connection with the issuing of work certificates to children in Cincinnati, is carrying on an extended series of both mental and physical tests, and following these up by repeating the tests on the same pupils from year to year, and checking these tests against actual success in work,

hopes to work out norms for the different types of individuals that will correspond to the different types of work suited to these types of workers. She has been very conservative in her claims and tells only of what she hopes may be accomplished. (Survey An. 1913, and V.G. Bul. Nov. 1917).

John M. Brewer, Professor of Education, State Normal, Los Angeles California, in the most recent book on vocational guidance, January 1918, in the Chapter on "Pseudo-guidance", criticises all attempts at classification into types of mind. (The Vocational Guidance Movement - Brewer. MacMillan Co. 1918).

H. L. Hollingworth, Associate Professor of Psychology, Columbia University, in his book, "Vocational Psychology" 1916, puts the case for psychology in guidance about as strong as the better psychologists care to put it, at the present time. He says in the preface: "The book is essentially a presentation of the problems and methods of that branch of applied psychology which deals with individual differences in mental constitution. In the present instance, only

those differences are considered which may seem to be significant in determining the individual's choice of a vocation, or in influencing the selection of workers from among a group of applicants." On page 78, he says: "It is thus possible, through the use of graded scales, to measure in quantitative terms the general intelligence as well as more special capacities of applicants for positions for which general intelligence is the chief requisite. Such tests are now used in many places for the selection of clerical workers, telephone operators, stenographers, waitresses, salesmen, motormen, office help, inspectors, watchmen, soldiers, and special types of factory workers". On page 79, he says: "From the point of view of vocational selection we may expect the principle of the graded intelligence scale to become increasingly valuable as more and more norms are established". and again: "But we shall later have occasion to point out a further contribution which this makes possible in so far as it may enable us to classify the operations involved in various types of work, and to align these operations and tasks along the general intelligence scale. Such alignment

will enable us to specify the approximate degree of general intelligence which a given position demands, and thus in the case of the simple tasks, afford a means of vocational guidance as well as vocational selection".

That the above statement by Hollingworth is more than a mere hope to the medical corps of the United States Army is shown by events since the declaration of war.

In the spring of 1917, a committee on psychology was organized, with the approval of the Council of American Psychological Association, by the National Research Council. The committee consists of J. McKeen Cattell, G. Stanley Hall, E. L. Thorndike, Raymond Dodge, S. I. Franz, G. M. Whipple, C. E. Seashore, J. B. Watson, and R. M. Yerkes. Dr. Yerkes was made chairman.

A sub-committee on psychological examination of recruits, met together for two weeks and formulated plans. They tried these plans on 500 recruits. They met again in conference for two weeks and worked over the material, criticised and corrected the procedure and then tried it out on 4000 recruits. Again they tabulated and correlated results. The improved psychological examinations are now in progress in four cantonments, having

a total of 160,000 men. Surgeon General Gorgas has announced that every officer, all candidates for officers' training camps, and all enlisted and drafted men in the American Army are to undergo psychological examination to determine fitness for service. This decision grew out of the results of the psychological examinations in the four cantonments. These tests developed:

- (a). That approximately 2% of all drafted men are so seriously defective mentally as to be a menace or a nuisance to the service.
- (b) That the intelligence ratings have assisted officers in placing their men, and effectively using them.
- (c) That the examination of officers will assist greatly in assignment, promotion and retirement.

Major Robt. M. Yerkes, head of the section of psychology says the value of the psychological examinations in choosing material for officers is clearly indicated by:

- (a) A correlation of .70 between the tests and officers ratings.

- (b) By the ranking of officers in different arms of the service.
- (c) By substantial agreement between the test ratings of soldiers and the opinion of their company officers.

The literature on psychological tests in the army is meager. The following literature seems to be all that is out at this time (June 1918), and no blanks are available:

The psychological examination of recruits.

School and Soc. 6:432-3 O.13 '17.

Psychological examinations at army cantonments.

School and Soc. 6:494-5 O.27 '17.

Psychological tests in the army.

School and Soc. 7: 106-7 Ja.26 '18.

Prevention of Nervous Casualties.

New Republic 13: 275-6 Ja 5 '18.

- B I B L I O G R A P H Y -

PART I.

History of vocational guidance, its principles, and how to operate it in a school system.

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A Broader View of Vocational Guidance.

John M. Brewer, Professor of Education, Harvard.

School and Soc. 5: 661-8 Je 9 '17.

Urges a program, from kindergarten through the high school, rich in nature study, music, drawing, play, manual arts, and gardening. Prevocational work in junior high school. Life career classes to study occupational opportunities. Study of vocations should yield cultural values as well as have a bread and butter value. Broad preparation for both occupation and citizenship. Narrow vocational specialization should not come before age of eighteen. The article is worth while.

A Plan for Vocational Guidance.

D. W. Horton, School R. 23:236-43 Ap. '15.

This is the plan tried in the high school at Mishawaka Indiana, a town of 16,000. It has several features worth noting.

### Choosing A Vocation.

Frank Parsons.

Houghton Mifflin Co. New York-Chicago,  
1909. 165 - pp. - \$1.00

This book was the first in the field. It still is worth while to the teacher who wants a fuller historical background than that given in "Vocational and Moral Guidance" by Davis. The book has three parts: The personal investigation; the industrial investigation; and the organization of the work of counseling. The personal investigation is too long and introspective. However, in the hands of a teacher who can adapt them, the forms for personal analysis and analysis of a vocation, will prove suggestive and helpful. The statistics are not of value.

The school that is limited in its library expenditure could better spend the money on other books, but for the others, as pointed out above, the book is worth while.

How can the Faculty of a Small High School Establish  
a Vocational Guidance System?

Wm. G. Bate.

Manual Train. 17: 336-342 Ja. '16.

This plan is the one used in the high school at  
Mankato Minnesota, - about 500 in the high school.

Some features worth noting.

Permanence of Interests of High School pupils.

G. W. Willett, Principal High School, Hibbing, Minnesota.

School and Soc. 7:325-330 Mr. 16, '18.

Questionnaire to high school pupils March 23, 1916  
covering first and second vocational choices, favor-  
ite subject and least liked subject. Same question-  
aire submitted Mar. 23, 1917 showed little permanence of  
choice. Varied from 11% for freshmen boys to 69% for  
senior girls, of former choice. Contradicts results  
of Thorndike on college students, and King and Adel-  
stein on college students.

A good article, and subject one worth noting.

Rating Men by Observation.

G. C. Brandenburg, Assistant Professor of Psychology  
and education, Purdue University.

School and Soc. 6: 509-10 O. 27 '17.

A test made in senior engineering class. Ranking of students by each other, by a group of college instructors and ranks as shown by scholastic records were correlated. Individual "sizing up" not reliable. Average of group "sizing up" shows considerable reliability. Worth reading.

Readings in Vocational Guidance.

Compiled by Meyer Bloomfield

Ginn and Co. New York-Chicago, 1915. 719 pp. \$2.25

Made up of papers and addresses by the most prominent educators in the United States.

Part I. - The View Point of Vocational Guidance

109 pp. - 13 papers.

Some of the best articles are:-

(a). Problems of Vocational Guidance. Supt.

F.E.Spaulding, Minneapolis, Minn. Address before Department of Superintendence, Cincinnati, 1915.

(b). The School and Vocational Guidance. Supt.

John V. Brennan, Ironwood Michigan. Also in American Schoolmaster, September 1914.

- (c). Vocational Guidance in Boston Schools.  
Strattan D. Brooks, formerly Supt. Boston  
Schools. Address First National Confer-  
ence on Vocational Guidance, 1910.
- (d). Vocational Guidance and Public Education.  
Paul H. Hanus, Professor of Education,  
Harvard. Also in School R. Ja. '11.
- (e). Suggestions Toward a Tenable Theory of  
Vocational Guidance. H. D. Kitson, Asso-  
ciate Professor of Psychology. University  
of Chicago. Also in Manual Train. Ja. '15.

This is one of the best articles in  
the book. It is one of the sanest discus-  
sions of the legitimate field of vocational  
guidance the writer of this paper has read.  
Should be read by every principal and teach-  
er dealing with vocational guidance.

Part II. The Foundations of Vocational Guidance.

398 pp. 20 articles.

Some of the most valuable papers are:-

- (a) Charting Childhood in Cincinnati. Dr. Helen  
T. Wooley. Also found in Survey, August 1913.  
Everyone interested in vocational guidance

should read this and then keep informed of Mrs. Wooley's work as it progresses. She is making mental and psychological tests and checking these against actual accomplishment in work. She thus hopes to work out norms for different vocations. Her experiment will cover several years.

(b) Practical Arts and Vocational Guidance.

C. A. Prosser - Also in Manual Train. Feb.'13.

(c) What we Need to Know about Occupations.

Dr. Charles A. Richards, Address delivered at Second Annual Conference of Vocational Guidance, New York 1913.

Many of the articles in Part II are now somewhat out of date and have been superseded by better ones.

Part III. Examples of Vocational Information. 164 pp.

9 papers. Each of these papers is issued as a small paper covered bulletin at cost of a few cents.

(a) The Architect 7 pp. - from Vocations for Boys.

Issued by Vocation Bureau, Boston.

Profession well analyzed. Good material.

Clear, simple style, within grasp of a high school boy. Bibliography of collateral reading.

- (b) The Grocer 9 pp - Issued by Vocation Bureau, Boston.

Analyzes conditions of grocery business in Boston from viewpoint of a boy thinking of entering grocery business. A very good analysis, not applicable to small city, except that part which deals with the nature of the grocery business.

- (c) The Machinist - 8 pp. Issued by Vocation Bureau, Boston.

A good clear analysis, but no better than the material in the Cleveland Survey, volume on the Metal Trades, and not so extensive as the latter. Has a fine paragraph on "comments by people in the trade".

- (d) Telephone Operating 13 pp. Issued by Girls' Trade Education League, Boston.

Very good analysis of the work, pay, conditions, qualifications necessary to succeed.

"Readings in Vocational Guidance" as a whole is well worth while unless one has access to the articles in the several magazines. Part III is no better however, than the same material covered in the Cleveland Survey series.

The Vocational Guidance Movement.- Its Problems and Possibilities.

John M. Brewer. Head of Department of Psychology and Education, State Normal, Los Angeles, California.

Macmillan Co. New York-Chicago, 1918. 324 pp.

\$1.25 net.

In the preface, the author says:- "The purpose of this book is to make clear the problems with which the vocational guidance movement deals; to examine and evaluate the attempts so far made to solve these problems in schools and occupations; and to propose plans in the light of what has already been accomplished, for the further progress of the movement."

The author has examined a very large number of books and articles and in his book seems to have given a boiled down statement of what he considers the best

principles and practices in vocational guidance. He quotes freely from Bloomfield's Readings in Vocational Guidance, Youth School and Vocation, and Vocational and Moral Guidance by Davis. The author's conclusions seem to be drawn from the experience of others, rather than from personal experience. However, this is what is promised in his statement in the preface - "To examine and evaluate the attempts so far made to solve the problems in schools and occupations".

Chapter VIII is the most important chapter in the book. The main topics in the chapter are: - (1) Types of schools needed, (2) The functions of school people, (3) Cooperative effort for vocational guidance, (4) Improvement of conditions of employment, (5) Methods of guidance, (6) Training in vocational guidance, (7) Some appropriate next steps.

Under types of schools needed the author puts great emphasis on the junior high school with a highly differentiated curriculum in which it is made easy to try out along many lines of activity. Such a plan is now in operation in several cities, notably the junior high school, Kansas City Kansas.

One thing the author very appropriately emphasizes is cooperation between school people and other agencies having to do with employment, such as the unions, employers, and civic improvement societies.

The book does not contain detailed specific plans of procedure. General principles are laid down, and the main points in current practice now considered most promising are pointed out.

For those who have already become somewhat familiar with vocational guidance literature, the book will be of value as a summary of the movement. For those not yet familiar with the literature of vocational guidance, the book will have considerable value for the bird's-eye-view afforded of the movement.

The book does not contain information on specific vocations, and is not a text book for high school students.

There are 17 pages of bibliography, containing 267 titles, in fact all that are essential to the subject. This bibliography includes the literature down to 1917.

The publisher and date is given with each title.

On the whole the book is quite worth while for

administrators and vocational counselors.

United States Bureau of Education Bulletin, 1914, #14,  
73 pp. 10 cents.

This bulletin contains 14 papers presented at the organization meeting of the National Vocational Guidance Association, Grand Rapids, Michigan, 1913.

The papers which bear most directly on how to start vocational guidance are:-

(a) Guidance by Systematic Courses of Instruction in Vocational Opportunities and Personal Characteristics.

F. M. Giles,- Principal De Kalb (Illinois) Township High School.

Describes his plan for making a local survey and carrying on vocational guidance in a town of 10,000.

(b) The Present Trend of Vocational Guidance in the United States.

Dr. Helen T. Wooley - Director Child Labor Division Cincinnati Public Schools.

(c) How Should We Study the Industries for the Purpose of Vocational Guidance.

Prof. Frank M. Leavitt, University of Chicago.

Vocational and Moral Guidance.

Jesse B. Davis. Principal Grand Rapids High School.

Ginn & Co. New York-Chicago, 1914. 297 pp. \$1.25.

This book remains the best single volume for a statement of the importance of vocational guidance, the problems involved in vocational guidance, and plans for carrying it into effect through oral and written English from the seventh grade, progressively through the high school.

By moral guidance, Mr. Davis means character building, culminating in sound business, industrial and social ethics. The ethical ideas are developed simultaneously with the informational phase of vocational guidance, and are progressive in character.

With each chapter are suggestive subjects for investigation and either oral or written report or debate. In the seventh and eighth grades, nearly all the work is by local investigation. As the work progresses through the high school, references are given to aid the pupil in finding information, or good biographies are

suggested that bear on the ethical ideas that have been selected for that particular year.

The book does not give information about vocations.

There is one chapter on vocational counseling. No intricate psychology is used in the counseling. It is more a matter of encouragement.

There is a chapter on "Self Analysis" for the pupil. This self analysis is modeled after that in Parsons' "Choosing a Vocation", but is far less minute and intricate, and to a corresponding degree is more useful.

This is the first book for principals and teachers to read.

#### Vocational Guidance.

J. Adams Puffer.

Rand McNally Co. - Chicago, 1913, 294 pp. \$1.25. Contains material on the need for vocational guidance, how to choose a vocation, counseling, and also information about several specific vocations. Some of the advice is good but is mixed in with a great deal of platitude. The book is not of much value to either teacher or pupil.

## Vocational Guidance Fundamentals.

Vera Estelle Withey - Instructor in Charge of  
Elementary hand work. Escola De Engenharia, Porto,  
Allegre, Brazil.

Manual Train. 17: 229-32. Feb. '17.

A very sane article. Urges as a foundation for all  
vocational guidance a good understanding of adoles-  
cent psychology. Ridicules attempt to base guidance  
on vocational choices of children. Choices vary with  
age of development and passing fancy. Places little  
value on questionnaires. Two fields open to counselor,-  
(1) Personal influence, (2) Informational phase.

## Vocational Guidance in De Kalb Township High School.

F. M. Giles.

School R. 22: 227-34 Ap. '14.

This contains some of material in the article in  
Bureau of Education Bul.#14, but has in addition some  
good blank forms for investigating local occupations.

## Vocational Information for Pupils in a Small City High School.

W. A. Wheatley, Supt. Schools, Middletown, Conn.

School R. 23: 175-180. Ma.'15.

Urges local investigation by the pupil and supplementing this by readings. Gives two suggestive detailed lesson plans: (1) the poultryman (2) the mechanical engineer. Worth while for these plans.

#### Vocational Guidance through Life Career Classes.

John M. Brewer - Professor of Education, State Normal, Los Angeles, California.

School and Soc. 6: 541-5. Nov. 10, '17.

Urges life career class because of different viewpoint from that of vocational guidance given in English or civics classes. Work not adequately done in other than life career classes. Discusses subject matter of life career class, and methods. Urges use of text book. Tells what kind of text to avoid, but does not indicate any good ones. The article contains valuable suggestions.

#### Vocational Psychology.

H. L. Hollingworth, Associate Professor of Psychology, Columbia University.

D. Appleton & Co. New York, 1916. 302 pp. \$2.00 net. The book is written in an easy understandable style. The author says in his preface: "The book is written

with the hope that it may be suggestive to the individual who seeks to know himself better, helpful to the student and parent who may wish to avoid the wiles of the charlatan, encouraging to the investigator or counselor who is engaged in carrying forward the solution of vocational problems, and useful to the practical man who may be mainly interested in surrounding himself with competent associates and employees."

Even with the freedom from technical terms and formulae, the above hope is too ambitious. At least high school students, parents and the average practical man will get help from the book as it comes to them through the vocational counselor. It is, however, within the grasp of those who have even a fair knowledge of psychology. The book is a safe and sane presentation of psychology as used in vocational guidance at this date, and is very much worth reading by those interested in vocational guidance, especially vocational counselors. The chapter titles will aid in understanding the scope of the book:

I. Motives and Antecedents of Vocational Psychology.

- II. The Search for Phrenological and Physiognomic principles.
  - III. The Development of Psychological Tests.
  - IV. The Psychographic Methods.
  - V. Special Vocational Tests and Methods.
  - VI. Self-analysis and the Judgment of Associates.
  - VII. Experimental Study of Self-analyses, Estimates of Associates and the Results of the Tests.
  - VIII. The School Curriculum as a Vocational Test.
  - IX. The Determinants of Vocational Aptitude.
  - X. The Vocational Aptitudes of Women.
  - XI. Theory and Principle of Psychological Tests as Applied to Vocational Analyses.
  - XII. Conclusions.
- Appendix - Tests, Blanks, Standards, Forms.

Youth, School and Vocation.

Meyer Bloomfield.

Houghton Mifflin Co. - New York-Chicago, 1915.

271 pp. \$1.25 net.

This book contains considerable valuable material for the school administrator, or teacher who wishes to get a grasp of the problems of vocational guidance and to

know something of the plans in operation at this time. The plans described are chiefly those in the large cities in this country, England and Germany. The plans are not in detail, and generally are not applicable to small towns. The chapter on "Suggestive Material" is valuable to the vocational guidance administrator who can adapt it to his local needs. It contains many forms for vocational record cards and individual history of pupils.

This book is one of the best on the fundamental principles of vocational guidance, and is much quoted.

PART II.

Information about Vocations.

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Business Employments.

Frederick J. Allen, Investigator of Occupations  
for Vocation Bureau of Boston.

Ginn & Co. New York and Chicago, 1916.

211 pp. \$1.00.

The author says in the preface:- "In this book is collected a large amount of information about the business of manufacturing, the business of trading, and the business of finance. . . . ."

"You will find this book presents an intensive study of three definite business lines which include and typify the general activities of the business world. The business side of manufacturing is treated with shoe manufacturing as a concrete example. Modern retail trade is illustrated by the department store. Finance is illustrated by the study of banking institutions".

The book shows keen investigation and splendid analysis. It is clearly written, but could not be profitably used below the junior or senior years in the high school. It is a boys' book - not a girls' book. It is clearly worth a place in a school library for the use of the few bright, earnest boys who want to investigate business, and also for the use of teachers and vocational counselors who need to get a bird's-eye-view of big business.

The book does not deal with stenography, type-writing, etc., excepting incidentally as stepping stones to the real goal.

Part I - 113 pp - deals in detail with the organization of the business side of shoe manufacturing, as distinguished from the purely factory-labor side. Each chapter covers a separate department. Charts show the interrelation from messenger boy to head manager in each department. The boy who studies these three chapters will learn that big business is specialized and that he must decide on the particular department he wishes to enter.

Part II - The Department Store - 70 pp. The vein

point here is that of the business side, and again is addressed to the boy. The boy may begin with selling on the floor, but he is doing it to learn the business, and his real objective is the office. In this section are three pages of "Suggestions from an employer to a young man wishing to enter business". This advice is very well put and is very fine.

Part III. Banking - 16 pp. Shows the departments in banking, or the kinds of banking and their relations to each other.

#### Commercial Work and Training for Girls.

Jeannette Eaton - Vocational Investigator for the Cooperative Employment Bureau for Girls, Cleveland, Ohio, and

Bertha M. Stephens, Director of the Bureau.

Macmillan Co. New York-Chicago 1915, \$1.50 net. The cooperative Employment Bureau is at present part of the Welfare Department of Cleveland.

From the Introduction:- "Are girls refused in office work because of an oversupply of office workers, or because these girls are inherently unsuitable or improperly trained? In this study we have set

ourselves to find the answer and have come to it along two lines: - First, What kind of training is needed and is it adequately given in Cleveland? Second, What are the demands and what the inducements for girls in office work?"

The first 137 pages cover an investigation of five types of commercial schools in Cleveland:-

- (1). Private commercial schools that solicit and admit grade pupils.
- (2). Private commercial schools that admit only high school graduates.
- (3). Private commercial schools that admit a mixed type.
- (4). The Public High School of Commerce.
- (5). Parochial schools offering commercial courses.

The investigation covers curriculum, equipment, teachers, type of pupils and degree to which graduates have made good. It shows every evidence of being first hand, thorough, and impartial.

Part II gives a classification of women's office work, and shows the distribution in Cleveland. It also discusses the machines used in office work, conditions

of work, efficiency or what the employer has a right to demand.

Part II as information might be profitably put into the hands of junior and senior high school girls that are above the average in ability and thoughtfulness. It is not "written down" to the level of children.

Part I is certainly for the curriculum maker. In fact the book as a whole is about the best analysis of the situation in commercial education that the writer of this paper has read.

The conclusions are sane and tenable.

For curriculum makers, commercial teachers and vocational counselors the book is highly valuable.

Engineering as a Vocation.

Ernest McCullough, C.E., Consulting Civil Engineer, Member American Society Civil Engineers and seven other engineering and scientific societies.

David Williams Co. New York - 1912 - 201 pp. \$1.00  
In the preface the author says: "The subject matter of this book has been rearranged (with additions) from a number of addresses given before technical

schools and associations of engineer assistants. It is published for the information of parents in order that they may act wisely in selecting a career for their sons."

The language is not technical except where a technical word is really demanded. Bright thoughtful boys in the junior and senior years in the high school, if interested in the subject, will read the book with much profit. There is information here that would be still more valuable to those boys who are not really "interested" in the subject, but have decided to become engineers because the pay is big or because engineers "do big things".

The author strongly advises against entering the profession for the money in it. Only those should enter who are adapted to that type of work and love the work for the good they can do. The book should be in the high school library.

The contents by chapters with brief explanations will help to understand the book:-

- I. The Engineer - Largely historical.
- II. The Work of the Engineer - Partly historical-

Analyzes the work of civil engineering, mechanical engineering, mining engineering and electrical engineering.

III. The Education of the Engineer - Urges good foundation, no shortcuts - Discusses correspondence courses, etc. Discusses engineering schools, and engineering courses.

IV. Home Study Courses - Deprecates home study and night school courses for those who could take the regular courses, but offers suggestions and a list of books to those who must renounce the college course.

V. How to Hunt and Hold a Job.

VI. Does it Pay to Study Engineering?

Shows that the pay and promotion side of engineering is overestimated in the popular mind. Discusses the "wandering engineer". The nature of the work is such that the engineer finishes a job and must move on. A very fine chapter for the boy to read.

## How to Choose the Right Vocation.

Holmes W. Merton,- Vocational Counselor; Author of  
Pace Standardized Course in Vocational Counseling;  
Lecturer on Vocational Counseling.

Funk & Wagnalls Co. New York. 1917. 300 pp.  
\$1.50 net.

The subtitle to this book is: "The Mental Ability  
Requirements of the Fourteen Hundred Vocations, in-  
cluding: 362 Professions Arts and Sciences, 344 Com-  
mercial Enterprises and Businesses, 700 Trades and  
Skilled Vocations, with 720 Self-testing Questions."  
The plan will be shown by quoting from page 15:

"The scheme of presentation in the following  
pages is:

- (a). To define each of the dominant mental abili-  
ties and characteristics required for carry-  
ing on of the different classified vocations.  
Every one's vocation should arise from his  
dominant ability.
- (b) In conjunction with each of these respective  
different dominant abilities to name the par-  
ticular professions, arts and sciences, commer-  
cial enterprises, and trades and skilled

vocations which require the especial exercise of these abilities.

- (c) To direct the attention to the essential and supporting abilities and characteristics that make for success in the different vocations."

The whole plan depends on the youth's ability to analyze himself and then to fit his analyzed self into the proper niche according to the author's analyzed occupations. In a large measure the self-measuring questions would leave a young person more puzzled than before. The youth who would be enough of a psychologist to analyze himself with the aid of this book, could also analyze the occupations that appealed to him. In fact he could dispense with the book. As an aid in self-analysis the book is not as helpful as Choosing a Vocation by Parsons, or the self-analysis chapter in Vocational and Moral Guidance by Davis.

Occupations, Gowin and Wheatley.

Enoch Burton Gowin, Assistant Professor of Commerce,  
New York University.

William A. Wheatley, Supt. Schools, Middletown, Conn.  
Ginn & Company. New York and Chicago, 1916.

348 pp. \$1.20.

Of all the books on vocations available today, this one would come nearest to meeting the requirements of a text to be used in a life career class. Much more of its space is given to boys' occupations than to those open to girls. The book must, of necessity, be too brief to cover the information about vocations and be the basis of a final decision on a vocation, but it might well be the first book offered to high school pupils. The arrangement is good. The language and style are within the grasp of a freshman, but the book is not "written down" so as to lack interest for a senior.

At the end of each chapter are some good topics for investigation and class discussion; also a list of books, giving date of publication, author, publisher and price, and references to federal and state bulletins and best articles in magazines.

The books listed are well selected and are valuable in looking up further information.

Contents - pages in each chapter, number of books listed and articles in magazines and pamphlets.

## Chapters.

- I. "Going" into an Occupation - not "Drifting" in.  
5 pp. - Books - art.
- II. Characteristics of a Good Vocation - 13 pp.  
5 books -- art.
- III. How to Study a Vocation. 7-1/2 pp. -- Books  
-- Art.
- IV. Agriculture - 31 pp. 21 books - 23 art.
- V. Commercial Occupations - 29 pp. 23 books  
29 art.
- VI. Transportation - 23 pp. 12 books 8 art.
- VII. Civil Service - 13 pp. 7 books 2 art.
- VIII. Manufacturing - 17 pp. 15 books 6 art.
- IX. The Building Trades 30 pp. 15 books 10 art.
- X. Machine and Related Trades - 23 pp. 8 books  
10 art.
- XI. Engineering Professions - 22 pp. 9 books  
17 art.
- XII. The Learned Professions -28 pp. 14 books  
14 art.
- XIII. Miscellaneous and New Openings - 23 pages.  
11 books 15 art.

XIV. Choosing Your Life Work - 19 pp. 6 books 2 art.

XV. Securing a Position - 15 pp.

XVI. How to Advance - 10 pp.

#### Profitable Vocations for Boys.

E. W. Weaver, Pd. M. Formerly Director Vocational Guidance and Industrial Education, Bureau, Chamber of Commerce, Buffalo, N. Y. and J. Frank Byler, Ph.D. Principal George Brooks School, Philadelphia.

A. S. Barnes Co. - New York and Chicago, 1915.

271 pp. \$1.00 net.

About the first 60 pp. are devoted to general advice on choosing a vocation. One of the best chapters - 6 pp. - is devoted to "Choosing an Employer". "From Fourteen to Sixteen" - 5 pp. is aimed to keep the boy in school. The advice is timely and well put. The book as a whole is very readable for boys of high school age. The part of the book, 200 pages, devoted to information about particular vocations deals too briefly with many vocations to be of value. Good reading references are given at the end of each chapter. The book is not as valuable as "Occupations"

by Gowin and Wheatley, and the school limited in library funds should choose "Occupations", if only one is taken.

### Profitable Vocations for Girls.

E. W. Weaver.

A. S. Barnes & Company, New York - Chicago, 1915.

212 pp. 75c net.

Prepared by a committee of teachers under the direction of E. W. Weaver, Director of Vocational Guidance and Industrial Education Bureau, Chamber of Commerce, Buffalo, N. Y.

The first 56 pages are devoted to general advice. Some of the best chapters are: Self Examination, Making the Choice, The Preparation, Finding the Opening, Getting Along, Broadening out. On the whole the advice is timely and well put. This part of the book is of more value than Part II which deals with information about specific occupations. Part II is too brief to be satisfactory. For instance, dressmaking and millinery, combined are given three pages. Office work, stenography, typing, bookkeeping, etc. is covered in six pages. Compare this with 93 pages on dressmaking and

millinery in the Cleveland Survey volume, and about the same on office work in the Cleveland volume on "Boys and Girls in Commercial Work". Reading references are given at the end of each chapter. The book on the whole is worth while for the timely advice which runs all through it, and which has the girl's view point. Suitable for high school age.

#### The Cleveland Survey Series on Vocations.

These volumes have been gotten out under the direction of The Survey Committee of the Cleveland Foundation. Each volume is written by an expert investigator, but the same style of treatment prevails throughout the series. Three things have been kept in view in writing these books:- First, information about the occupations in Cleveland; second, what kind of education or training best fits one to enter the particular occupation; third, where can this training be had in Cleveland. The information will be limited largely to Cleveland conditions. However, the nature of the vocation, the education and training necessary to enter it and succeed in it, will be the same everywhere. Even such other factors as unionism, unemployment, wages, health conditions, will

not vary greatly.

The books are clear and concise. They can be used in the hands of pupils from the eighth grade through the high school. No effort has been made to draw the pupil on to read them by including personal life incidents. They are books of information, but are understandable by pupils as low as the eighth grade.

The books are of uniform size - 5 by 7 inches - bound in cloth and sell for 25c each. The books all bear 1916 copyright. Address - The Cleveland Foundation, Cleveland Ohio, or The Russell Sage Foundation, New York.

The titles are listed below with some description of each. The writer recommends such a choice from this series as suits the needs of each school.

"Boys and Girls in Commercial Work"

Bertha M. Stephens - 181 pp.

Commercial work as used in this volume means office work below that of the superintending and managing positions. It includes stenography, typing, manipulation of other office machines such as adding machine, comptometer, etc., bookkeeping, billing, filing, cashier's work, etc.

Boys' and girls' commercial work is analyzed on the basis of the positions held in Cleveland by boys and girls. This analysis shows that boys are holding a different type of position than girls are holding, and that boys should have a different type of training.

The study shows what combinations,- stenography-typewriting or typewriting-bookkeeping are in greatest demand.

Discusses wages, hours, conditions of employment, unemployment, advancement, etc. for commercial or office work, as found in: department stores, wholesale business, manufacturing, banking, civil service, and the small office employing but one girl.

Chapter eleven deals with commercial training as a scheme of education. Chapter thirteen deals with the undifferentiated course for boys and girls. Chapter fifteen deals entirely with how to train girls, and chapter sixteen is devoted to commercial training for boys.

The first two chapters and the last five should

be read not only by boys and girls interested in commercial vocations, but also by every curriculum maker and every commercial teacher.

(Note: Compare this book with "Business Employments" by Allen)

### "The Building Trades"

Frank P. Shaw. 107 pp.

The first sixty pages discusses the nature of the work, preparation to enter, apprenticeship, wages, promotion, hours, regularity of employment, health conditions, and labor unions for each of the following trades within the building trades:- contractors, carpenters, bricklayers, painters and decorators, and paper-hangers, plumbers, steam-fitters, electrical wirers, lathers and plasters, sheet metal workers, structural iron workers, and a few special trades. This material is good, and is suitable for boys as low as the eighth grade.

Chapters 4, 5, and 6 deal with the educational situation and are of value to the curriculum maker.

### "The Metal Trades"

R. R. Lutz - 138 pp.

Part I - 79 pp. - deals with foundry and

machine shop products and covers the ground in about the same way as is done in "The Building Trades". The following are discussed: machinists, pattern makers, core makers, boiler makers, blacksmiths.

Part II - 22 pp. - deals with automobile manufacturing.

Part III - 27 pp.- deals with steel mills, rolling mills, wire mills, blast furnaces, etc.

Training schools and vocational and continuation schools are discussed much the same as in "The Building Trades", but not so extensively.

#### "The Printing Trades"

Frank P. Shaw. 95 pp.

In this book the statistics cover a wider field than Cleveland. The book deals with "trades" and not the journalistic and business sides of printing and publishing. In addition to the usual print trades some space is given to the allied trades: photo engraving, lithographing, stereotyping, electrotyping etc. School training is discussed. The author advocates general industrial courses, rather than trade schools for printers.

## "Railroading and Street Transportation"

Ralph D. Fleming. 75 pp.

Part I treats only of engineers, firemen, conductors and trainmen. In addition to wages, regularity of employment, etc., (See "Building Trades" above) the author discusses requirements for entrance, examinations, "seniority", advantages and disadvantages of the two services - passenger and freight - and length of working life.

Part II - 11 pp. - deals with motor truck drivers and chauffeurs.

Part III deals with street railway transportation.

Part I is better written and more adequately treated than either of the other parts.

## "Department Store Occupations"

Iris Prouty O'Leary, Asst. in Vocational Education for Girls and Women, Dept. Pub. Instruction. N. J., 127 pp.

This book deals with the selling of merchandise by the average boy and girl - more particularly girl - who start at the bottom and work up. The managing offices at the top are pointed out as a final goal, chiefly for boys, but the view point

is that of the boy and girl who need immediate employment.

(Note: Contrast this viewpoint with that in "Department Stores" in Allen's "Business Employments", in this paper.)

Chapter III discusses "Neighborhood Stores in the City". Chapter IV deals with "Five and Ten Cent Stores". Chapter VII analyzes the different jobs and departments in the large department store, and shows by charts the line of promotion. Chapters VIII - IX "Vocational Training" and "Getting the Job" give some very practical advice on the value of good habits, neatness, tact, courtesy, etc.

"Dressmaking and Millinery".

Edna Bryner. 123 pp.

Dressmaking 43 pp. millinery 50 pp.

Contents By Chapters:

- I - Work for Women in the Sewing Trades.
- II - The Relative Importance of the Sewing trades.
- III - Character of Present Day Dressmaking.

- IV - Working Conditions and Wages.
- V - Millinery Business in Cleveland.
- VI - Conditions of Work and Wages in Millinery.
- VII - Learning the Trades in Shops and Apprentices Schools.
- VIII - Training Given in Public Schools.
- IX and X - Training Needed for Dressmaking and Millinery.

Although it would appear that conditions very largely applied only to Cleveland, in reality Chapter VIII is the only one with a local application.

"The Garment Workers".

Edna Bryner - 153 pp.

This book is equally as well written as the one on Dressmaking and Millinery by the same author. This occupation however is of little interest to Kansas high schools.

The Minneapolis Survey for Vocational Education.

Put out as Bulletin #21 of the National Society for the Promotion of Industrial Education, Headquarters New York City. Material gathered 1915. 697 pp.

Paper cover 75c.

The material is well arranged. The language and style put it within the grasp of a first year high school pupil. While this material covers much the same ground covered in the Cleveland Survey series, it also covers other topics and is worth having in addition to the volumes one might select from the Cleveland Survey series.

The information about vocations covers 477 pages. For each vocation the following points are covered: Number of different classes of workmen in Minneapolis, an analysis of the job, pay, hours, conditions under which work is performed, unionism, unemployment, personal and educational requirements, what kind of education needed to advance further, where to get this further education in Minneapolis.

Contents, with pages devoted to each:-

Building Trades:- Bricklayers and Masons, 5-1/2;  
Carpenters, 6; Electric Wiremen, 4-1/2; Hoisting  
Engineer, 1; Lathers and Plasterers, 8-1/2;  
Painters and Decorators, 7; Plumbers and Gas  
Fitters, 5; Sheet Metal Workers, 3-1/2;

Stationary Engineers, 2; Steamfitters, 5;

Stonecutters, 2; Structural Iron Workers, 3.

Electrical Workers:- Telephone Wiring and Installing, 7; Electric Railway, 6; Electric Heat, Power and Light, 5; Manufacturing Electrical Apparatus, 3-1/2; Installing Electrical Machinery, 7-1/2.

Metal Trades:- Machine Shops, 10; Boiler shops, 7; Automobile Industry, 6; Sheet Metal, 7; Foundry, 10.

Miscellaneous Group:- Wood Trades, 8; Printing Trades, 33; Flour Mill, 18; Baking Business, 8; Laundries, 27; Garment Trades, 30; Dressmaking, 18; Millinery, 9; Knitting Mills, 28; Department Stores, 51; Leadership in Industry, 9; Art Education in Industry, 30; Gardening, 24; Office Work, 20; Home Workers, 20.

#### The Law as a Vocation.

Frederick J. Allen, Vocation Bureau of Boston, 1913.

86 pp. Paper 75c, cloth \$1.00.

A brief, clear statement of the nature of the law profession, present day conditions, personal and educational requirements, high demands, dangers and

disadvantages, chance for service, emoluments, etc. There are no embellishments in the way of personal life experiences of great lawyers, to add interest to the book and draw a boy on. It is a plain statement of the situation. The author puts considerable emphasis on the "dangers and disadvantages". A satisfactory book. Within the range of better juniors and seniors in High School.

#### The Shoe Industry.

Frederick J. Allen. The Vocational Bureau of Boston. 1916. 327 pp. net \$1.25.

This book is written in the same clearcut, analytical style as the other books by Allen. The viewpoint is more that of the factory-labor side. It would be more readily grasped by high school pupils. It would be a valuable book for schools located near the shoe industry, but is not valuable as a source of vocational information to the schools of Kansas.

#### The Young Man and His Vocation.

Franklin Stewart Harris, Director School of Agricultural Engineering. Utah Agricultural College.

Richard G. Badger Co. Boston, 1916.

197 pp. \$1.25 net.

There are 28 chapters in the book, an average of 7 pages to the chapter. In these short chapters such broad subjects as the trades, manufacturing, engineering, business, are treated. The treatment is general and superficial. An attempt is made to analyze the vocation, the type of young man suited to it, and to give some general advice on how to succeed in it. The advice has much platitude in it. The book is within the mental grasp of a high school freshman.

The book is of little value to either pupil or counselor.

#### Training for a Life Insurance Agent.

Warren M. Horner, Insurance Agent, Manager, Writer and Lecturer on Insurance.

J. B. Lippincott Co. Philadelphia, 1917. 134 pp.

\$1.25 net.

There are kernels of information throughout this book, but one must thresh too much straw to get them. Platitudes abound. The arrangement is poor. On the

whole the book is not valuable for either pupil or teacher.

### Training for the Newspaper Trade.

Don C. Seitz, Business Manager of the New York World.

J. B. Lippincott Co. Philadelphia, 1916.

152 pp. \$1.25 net.

This book covers the editorial, reportorial and managerial phases of newspaper work. It is more nearly journalism than "newspaper trade". The language, style and arrangement are not only good, but the book is interestingly written. The author has illustrated many of his facts with briefly told incidents from the lives of successful editors, without getting off on a biographical tangent and losing sight of the information he is trying to give. The book can profitably be given to high school students.

The table of contents will aid in a statement of this book:- Training and Opportunity, The Trade, The Editor, The Reporter, The Reader's ViewPoint, The Industrial Side, Advertising, Illustrating, Circulation, The Country Newspaper.

Training for the Stage.

Arthur Hornblow, Author of "By Right of Conquest",  
"The End of the Game", "The Mask", etc.

J. B. Lippincott Co. Philadelphia, 1916.

186 pp. \$1.25 net.

The arrangement is good. The style is clear and concise. Enough incidents from the lives of great actors are used as illustrations to add to the interest. The author does not paint the stage in glowing colors and urge young people to choose it as a vocation. He rather urges great caution before deciding on the stage as a profession. Gives a list of 28 books on the drama, actors and acting. A book that can be used by high school juniors and seniors.

The Training of a Forester.

Gifford Pinchot.

J. B. Lippincott Co. Philadelphia, 1914. 136 pp.

\$1.00 net.

The author makes no special appeal to boys to enter the service. He gives a plain, concise but interesting description of a forester's work, life,

and training. The work of a forester, and this book will appeal to many boys who like nature in her rugged aspects. The suggestion is made to write The Forester, Washington, D.C. for free material on forestry. This book can be used for almost any year in the high school.

#### Vocations for Girls.

Mary A. Laselle and Katherine B. Wiley, Instructors in the Technical High School, Newton, Mass.

Houghton Mifflin Company, N. Y.-Chicago, 1913.

128 pp. 85c net.

From the preface:- "The object of this book is to give young girls, and those responsible for guidance of girls, some definite information as to conditions of work in the more common vocations". The authors have succeeded in so putting the information that young girls could grasp it. At least freshmen high school girls could handle this material. There are many timely suggestions to the girl on character, the nobility of work, and her preparation for entering work. However, much of this is trite. Too many subjects covered in the part on information to be adequately done.

Covers about the same ground as "Profitable Vocations for Girls" but is less valuable.

Vocations for the Trained Woman. Vol. I.

Introductory Papers - Edited by Agnes F. Perkins, A.M.  
Wellesley College.

Gotten out under direction of Women's Educational and Industrial Union - Boston.

Longmans Green & Co. - New York - 1910. paper  
60c net, cloth \$1.20 net.

A series of articles ranging from one page to eight pages. Each writer is an authority in his or her line of work. While the book is intended to appeal to college girls, it is easily within the grasp of high school juniors and seniors who expect to go to college and are serious about finding something really worth while to do besides teaching. Sixty nine different vocations open to college women are discussed. A good book for a really worth while girl to browse around in. She might thus "find" herself. The vocational counselor should know the book.

Vocations for the Trained Woman. Vol.II.

Eleanor Martin and Margaret A. Post.

Prepared under the direction of Susan M. Kingsbury, Ph.D.

Longmans Green & Co. New York - 1914. 160 pp.

\$1.50 net.

In this volume the following subjects are treated: Agriculture 69 pp., Social service 37 pp., Secretarial Work, 34 pp., Real Estate 20 pp.. The subjects are treated from view point of an investigation in Massachusetts and so take on local color. The findings on agriculture would hold only in New England and New York. The nature of the other types of work will be the same everywhere and these chapters are commended. The book could not profitably be placed in the hands of high school girls below senior year. It contains much the vocational counselor should know.

Vocational Guidance for the Professions.

Edwin Tenney Brewster,

Rand McNally Co. - New York-Chicago, 1917.

204 pp. \$1.00 postpaid.

This book forms one of a series on vocational guidance, being put out under the editorship of J. Adams Puffer. Puffer in the introduction says the

book is intended for parents, teachers, social workers, and students in high schools and colleges.

In the preface the author says that no mere catalogue of requirements, wages, conditions of labor, etc. will answer as vocational guidance for high school and college students. The question is one of fitness and he claims to have put the emphasis on the psychological factor. However, the psychology is superficial and abounds in general statements. Here is an example:

"In certain ways, the best of all tests for professional life is Latin. Greek of course may be equally good, but nobody seems to study Greek any more. More than any other ordinary school subject, Latin reproduces in model the conditions of professional work. If one 'likes Latin', if one enjoys the mere mental exercise of thinking clearly on an uninteresting subject, and loves a piece of work just because it is hard, then he has the professional temperament".

About the only psychological help offered is that in answer to the question "Am I up to professional grade?" The answer is chiefly a quantitative one, and is answered by saying that the questioner must at

least rank in the upper one third of his high school classes. The boy gets very little help in determining his individual differences, those abilities, however slight, that would make it possible for him to succeed in one vocation, but would be lost if he went into some other vocation.

There is some good material in the book. This is chiefly along informational lines, in showing the crowded condition in most of the professions, the money income, and the enjoyment of service in professional life.

Fifty five pages are taken up with portraits and illustrations that are of almost no value in this book. On the whole the book is not valuable to either pupil or counselor.

Young Folks Library. Vocations - 10 Volumes.

Editor in Chief - Wm. Dewitt Hyde, President  
Bowdoin College.

Hall and Locke Co. 1911 - Boston.

Price of set of 10 volumes \$16.50 cloth.

The books of this series are made up entirely of articles from magazines, and selections from other books. None of the material, except the introductions, was written for this series of books. Most of the articles were copyrighted from about 1900 to 1910, in Success, System, World's Work, Scientific American, American, McClures and other magazines of the better type. The style is that of the journalist, and predominantly deals with the big or striking phases of each occupation. Only about one tenth of the material is specifically on vocations in the vocational guidance sense. The rest is largely the inspirational and advice type of literature. Most of it has a high moral and ethical tone and in general is good reading for young people in the high school. Many of the articles are now out of date and do not represent present industrial conditions.

The actual compilation was undoubtedly done by the three assistant editors.- Nathan Haskell Dole, Caroline Ticknor and Albert Walter Tolman.

Each volume bears the name of an individual editor, every one of whom is a person of international fame, but there is no evidence of their editorship outside of the introduction to the volume.

Volume I. The Mechanic Arts - deals with engineering, manufacturing, inventions and inventors. It is in the journalistic style and might mislead a boy by its glorification of the bigness of the thing. The very hardships are glorified by their bigness. Good for the boy who needs inspiration, to browse around in.

Volume II. Home Making.- The articles have a high ethical and moral tone, and uphold the dignity of work and the sacred duty of home making. Good reading for high school girls. Inspirational in tone almost entirely.

Volume III. Farm and Forest. 321 pp. Farm and 67 Forestry. The 16 pages of "Introduction" by Prof. L. H. Bailey of New York State College of Agriculture is strictly vocational and very good. This is the best book of the series, and is worth a place in a high school library.

Volume IV. Business.

Part I. The General Principles of Business, 204 pp. The articles in this part are chiefly inspirational, and of the general analysis of

success type. Do not give much information on specific vocations. The analysis of success is placed on a high ethical plane.

Part II. Great Industries. 198 pp. The articles are chiefly the story of the growth of each of the great industries. Deals with the big phases of business. Little detailed information. Same objection as to the volume on mechanic arts,- glorification of the big thing. On the whole, good reading for a high school boy, if read under guidance, or in connection with class discussion on vocations.

Volume V. The Professions.

Part I. Medicine 146 pp. Three of the 12 articles are vocational in their view point. The others treat in a popular way of some of the great achievements of medicine. No information about the special professions in medicine.

Part II. Law. 142 pp. Four of the 12 articles have fairly close bearing on vocational guidance. The others are chiefly biographical sketches, and bear on the ethics of the profession.

Part III. The Ministry. 112 pp. Three articles have direct vocational view point. The other 10 are biographical or inspirational. The book as a whole has a high ethical and moral tone and is good inspirational reading.

Volume VI. Public Service.

Part I. Good Citizenship. 102 pp. "Intelligent Preparation for Public Service" by Arthur Twining Hadley is a very fine article and is vocational in view point. "Soldiers of Peace" by Joseph W. Folk is also a very fine article on good citizenship.

Part II. Municipal Service. 37 pp. This material is not very closely vocational.

Part III. Civil and Foreign Service, 66 pp. Very little on home civil service, but two good articles on consular service.

Part IV. Army and Navy. 75 pp. Material of little value. Out of date.

Part V. Charities and Corrections. 81 pp. Good general reading, somewhat out of date.

The book as a whole contains good general reading on medicine, law and the ministry. Ethical tone is high.

Volume VII. Education.

Part I. The Teacher - 59 pp.

Rather general in character. The article on kindergartening is the only vocational article. It is good.

Part II. Great Teachers and Educational Leaders. 92 pp. These are biographical.

Part III. School and College. 247 pp.

A really good article in this section is "Why Go to College" by Alice Freeman Palmer. The book as a whole is not highly valuable.

Volume VIII. Literature.

Part I. Some Authors Tell of Their Work. 128 pp.

Personal experiences of authors on how and why they brought forth their work.

Part II. About Writing and Writers. 198 pp. Such titles as "What is a Novel", "Success in Literature", "Fiction Writing as a Business."

Part III. The Daily Bread of Journalism. 70 pp. Four out of 7 articles have more or less of the vocational guidance view point, and are worth while.

The value of the material in Parts I and II is characterized by the editor, Henry Van Dyke in the Introduction. He says: "But the one thing for which such a book ought not to be taken, or mistaken, is a manual of the profession of literature". "There is no pathway of authorship." Except for that part on journalism, the book has little value.

Volume IX. Music and The Drama.

Part I. Music. 95 pp.

A good introduction of 10 pp. by Horatio Parker is vocational in view point. One other article, - Music as a Business, - is vocational. All the rest is inspirational.

Part II. Musicians. 121 pp.

This deals with the struggles and successes of famous musicians. Good biographical collateral reading.

Part III. The Drama. 168 pp.

There are three good vocational articles: The Art of Acting, by Henry Irving; The Art of the Theatre, by Julia Marlowe; and The Stage, by

Nathaniel C. Fowler, Jr. All the other articles are of value as side light material on the stage as a profession.

Volume X. The Fine Arts.

Part I. The Arts and Their Pursuit. 256 pp.

This deals with painting, architecture, sculpture, illustrating, decorating and printing.

Part II. Famous Artists and Their Work, 144 pp.

The introduction to the book by Kenyon Cox; Architecture as a Profession, by John M. Carrere; and The Equipment of an Illustrator, by Joseph Pennell, are good vocational material. The other articles deal with the development of art or are biographical. Any good history of art would give a more connected view than this series of disconnected articles on artists and their work.

The publications of the Boston Vocation Bureau and The Women's Educational and Industrial Union are mainly put out in small paper bound pamphlets at a cost usually 10 cents or less. These are intended to be distributed to pupils and parents. These booklets are well written and are admirable examples of how to

investigate industries. They would be useful as examples of leaflets that should be gotten out in many communities, telling of local opportunities in vocations and distributed cheaply to the pupils and parents. Every investigator of vocational guidance should send for a list of these publications. The Boston Vocation Bureau has recently been transferred to the School of Education, Harvard University. The address of the Women's Educational and Industrial Union is 264 Boylston Street, Boston.

#### The Vocational Guidance Bulletin.

Edited by W. Carson Ryan. Washington, D C.

This is a small monthly paper that can be had together with membership in the National Vocational Guidance Association for \$1.00. It is worth having.

TITLES OF BOOKS AND ARTICLES ANALYZED IN

PART I.

A Broader View of Vocational Guidance.

John M. Brewer. School and Soc. 5:661-8 Je.'17.

A Plan for Vocational Guidance.

D. W. Horton. School R. 23: 236-43 Ap.'15.

Choosing a Vocation.

Frank Parsons.

How Can the Faculty of a Small High School Establish a  
Vocational Guidance System.

Wm. G. Bate. Manual Train. 17:336-42 Ja.'16.

Permanence of Interests of High School Pupils.

G. W. Willett. School and Soc. 7:325-30. Mr.16,'18.

Rating Men by Observation.

G. C. Brandenburg. School and Soc. 6:509-10 O.27,'17.

Readings in Vocational Guidance.

Meyer Bloomfield.

The Vocational Guidance Movement.

John M. Brewer.

United States Bureau of Education, Bulletin #14.

Vocational and Moral Guidance.

Jesse B. Davis.

Vocational Guidance.

J. Adams Puffer.

Vocational Guidance Fundamentals.

Vera Estelle Withey, Manual Train. 17:229-32. Feb.'17.

Vocational Guidance in DeKalb Township High School.

F. M. Giles, School R. 22:227-34. Ap.'14.

Vocational Information for Pupils in a Small City High School.

W. A. Wheatley, School R. 23: 175-80 Mr.'15.

Vocational Guidance through Life Career Classes.

John M. Brewer. School and Soc. 6:541-5. Nov.10,'17.

Vocational Psychology.

H. L. Hollingworth.

Youth School and Vocation.

Meyer Bloomfield.

TITLES OF BOOKS AND ARTICLES ANALYZED IN  
PART II.

Business Employments. Frederick J. Allen  
Commercial Work and Training for Girls.  
Eaton and Stephens.  
Engineering as a Vocation. Ernest McCullough.  
How to Choose the Right Vocation.  
Holmes W. Merton.  
Occupations. Gowin and Wheatley  
Profitable Vocations for Boys.  
Weaver and Byler.  
Profitable Vocations for Girls.  
E. W. Weaver.  
The Cleveland Survey Series on Vocations. - 9 volumes.  
The Minneapolis Survey.  
The Law as a Profession. Frederick J. Allen  
The Shoe Industry. Frederick J. Allen  
The Young Man and His Vocation.  
Franklin S. Stewart.  
Training for a Life Insurance Agent.  
Warren M. Horner.

Training for the Newspaper Trade.	Don C. Seitz
Training for the Stage.	Arthur Hornblow
Training for a Forester.	Gifford Pinchat
Vocations for Girls	LaSalle and Wiley
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