for study and almost anybody could teach them, but with the masses in school now representing such a varied type in interest and ability, only the thoroughly trained teacher, with proper school facilities at his command, can be expected to accomplish the results required; consequently for this reason if for no other one, better teachers who cost more are constantly in demand.

10. It must be emphasized that a dollar in 1913 which bought 100 cents worth of a commodity, in 1924 bought only 58 cents worth of the same commodity. The depreciation of the dollar in the last decade represents almost 50 per cent.

—Campaign Handbook

BOOKS

VOCATIONAL GUIDANCE IN EDUCATION


Only in recent years have educators uniformly recognized that vocational education is the oldest form of education and that vocational guidance entered clearly into the educational utopias of the pre-Christian Greek philosophers. However, the tendency of the school when it was organized to draw away from this problem and leave it to extra-school agencies—except as regards professional and semi-professional education—until within the past century, is clearly mirrored in the late development of a significant body of literature on the subject. Readers and workers in the field of general education as well as vocational workers will welcome the addition of three volumes to our professional literature during the past school year, volumes which are equally excellent in the practical yet scientific contribution of the authors and in the workmanship of the publishers.

Dr. Payne's treatise on the Administration of Vocational Education escapes alike the tendency to mere philosophizing and the tendency only to record the necessary skills and facts of trade education. Beginning with the education essential to a democracy and the place of vocational training therein, the author convinces his readers at the outset that he has a practical message. The business of vocational education is tied up with other aspects of education, the liberal and the civic; the position is taken that it includes not only skills and knowledge of vocational and related processes but also "an understanding of social and economic relationships."

The Introduction is further devoted to a careful analysis of the various kinds of related practical work in education, Parts II and III are given over to a discussion of federal and state administration, and Part IV to the local administration of vocational education. In the pages of one volume the student of vocational education can thus inform himself of the various features of the present American plan of vocational training under the Federal Board of Vocational Education in each detail as regards types of schools, funds, and training, salaries, and certification of teachers. The book's value is enhanced many fold by an abundance of tables of data, charts of organization and administration, analytic outlines, and carefully selected bibliographies.

In a companion volume, the Organization of Vocational Guidance, the author goes with equal thoroughness into a related problem—that of giving adequate educational and vocational guidance to young people in and out of school in order that vocational education may be intelligently offered and administered. To the admirable features of the first treatise, Dr. Payne has added a large number of "case problems" and supplementary questions for the student. The
The happiest feature of the treatise is the fact that it is built squarely upon modern psychology and statistics, and recognizes in detail in several chapters the use of surveys and tests in the solution of the urgent problems of educational and vocational guidance. The book is a mine of information, as it sums up the findings of a large number of careful field studies and also the principles laid down by educators and psychologists. Especially helpful chapters are those on—Six Kinds of Guidance Now Being Used, Strategic Points in School Systems for Vocational Guidance, Sources of Information for the Vocational Guidance Adviser, Tests and Testing, and Surveys of Vocational Guidance Systems.

Of a somewhat more popular nature is Mr. Rosengarten's *Choosing Your Life Work*. The author states in the preface that the purpose is "to present, in plain and untechnical language, a simple and effective plan whereby the individual may analyze his own capacities, aptitudes, and interests, compare them with the requirements of representative occupations and plan his career accordingly." The book is clearly and simply written and is likely to be of especial value to vocational counsellors, parents, and teachers who are not supplied with special facilities for the offering of guidance in the more scientific way mapped out by Dr. Payne. Six introductory chapters prepare the reader for the problem by introducing him to the needs and methods of vocational self-analysis and guidance, including a suggestive questionnaire. The remaining chapters deal with forty-two occupations and groups of occupations ranging from art to forestry, and from plumbing to law. Each chapter indicates the possibilities of different types of work within the general field and sets forth something of the elements of success and methods of training, and then offers a brief selected bibliography on that vocational field. For example, six pages are given to a discussion of teaching, public and private, elementary and secondary and higher, the bibliography centering upon the matters of salaries and certification. If it be objected that no one can give expert advice on so many activities, it may be said that compensation is had in the fact that such a treatise opens up to the reader the whole gamut of trades and professions and develops the taste for further study in those fields which interest him.

College and university departments of education will welcome these three volumes for their usability in the new courses in vocation-education and guidance which every institution is now giving or planning to give. Workers in the field will find at hand concise, scientific, practical, and helpful discussions of the problems confronting them every day, aid in the solution of which has required a fair-sized library hitherto. Parents, teachers, and friends of youth will welcome this growing fund of knowledge on one of the most important aspects of modern education, the fitting, directing, and relating of youth to life's occupational tasks.

W. J. Gifford

**FACTS ABOUT FOOD**


The purpose of this book, as its name indicates, is to encourage the wise selection of food and to establish good food habits. The subject matter is accurate and up to date. Aside from such problems as energy requirements of the body supplied by food, building material, vitamines, etc., which one would expect to find in a book of this nature, the book gives score cards for judging oneself, test problems in food selection, and opportunities for analyzing and correcting faulty diets.

The interest of the child is gained from the first by the chapter on feeding farm animals. The illustrations contrasting ade-
quate and inadequate diets are most effective in showing the value of right foods.

This book is adapted to students of grammar grades and junior high schools. It should prove most effective for teaching food facts for every day.

P. P. M.

THE CHILD BELONGS


When Public School 64 in New York City took as its motto *The Child Belongs*, considerable modification of its program was found necessary. Their first step in fitting the school to the child was to get an insight into his abilities and his needs. To do this they not only gave educational and mental tests, they studied the child’s emotional life as well. The next step was to group him with his mental peers, and to provide work where effort on his part would be rewarded with reasonable success. What this did to the traditional school organization and to the traditional course of study makes interesting reading even for a hot summer’s day.

“It must be wonderful to be able to consider the individual child. But of course you can’t do that in a public school!” There isn’t much punch left now to this defense of lock-step methods. For Public School 64 is doing it!

K. M. Anthony

A “DIFFERENT” HISTORY


A well written biography of the American people with many excellent illustrations and drawings. The work contains carefully prepared questions on each chapter and topics for further investigation. The short biographies throughout the work are of real benefit to pupils and teachers alike. The series of books by the American Viewpoint Society, of which this is one, mark a real advance in the teaching of citizenship in our schools.

J. N. McIlwraith

OTHER BOOKS OF INTEREST


In this study of the factors conditioning teaching success, Dr. Whitney has used such refined statistical tools as the regression equation. For that reason the study is very valuable in its suggestions to normal schools for prognosis of teaching success.

Dr. Whitney found that of all the seven factors studied student teaching most influences later success. He recommends organizing teacher training institutions around the training school; he would have the supervisors in the training school on a par with other faculty members as to training, teaching load, and pay.


This book contains descriptions of the outstanding tests in each field with valuable suggestions for diagnosis. At the close of each chapter is a list of tests, and of selected references. The book is well written—only experts could write so simply and with so sure a touch.


Many teachers who understand the principles underlying project teaching are afraid to attempt it because they lack the necessary skill in gathering materials. For that reason *Unit Studies in Geography* is a definite contribution to the informal teaching movement.

The book may serve as a course of study in geography or it may be used with any course of study.


Like the first two books of the series this reader provides definite training in comprehension or thought getting. In addition it gives practice in locating information by use of table of contents and index, in organizing the material read, and in economical methods of remembering.

The book is intended for upper third or lower fourth grade classes. It will be equally helpful in fifth and sixth grade for use with children who need remedial work in comprehension.


One of the excellent Clarendon Series of English Literature.