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BUREAU OF RESEARCH
IN MUNICIPAL GOVERNMENT

**RECORD OF THE
VOCATION BUREAU
OF BOSTON
1913**



**6 BEACON STREET
BOSTON, MASSACHUSETTS**

THE VOCATION BUREAU

6 BEACON STREET, BOSTON

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OCT 29 1934

ERVATION MASTER
 AT HARVARD

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RECORD OF THE VOCATION BUREAU OF BOSTON

The general aims of the Vocation Bureau are:

1. To study the causes of the waste which attends the passing of unguided and untrained young people from school to work, and to assist in experiments to prevent this waste.

2. To help parents, teachers, children, and others in the problems of thoughtful choosing, preparing for, and advancing in a chosen life work.

3. To work out a program of coöperation between the schools and the occupations, for the purpose of enabling both to make a more socially profitable use of human capacities and opportunities.

4. To publish vocational studies from the viewpoint of their educational and other efficiency requirements, and of their career-building possibilities.

5. To conduct a training course for qualified men and women who desire to prepare themselves for vocational guidance service in the public school system, philanthropic institutions, and in business establishments.

6. To maintain a clearing house of information dealing with life-career problems.

The Vocation Bureau's activities, it will be noted, consist both of individual services and of researches and constructive experiments in the field of education and employment.

Influence

Although in operation only three years under its present form of organization, the influence of the Vocation Bureau work has become apparent in more

than a score of cities, including New York, Buffalo, Philadelphia, Pittsburgh, Cincinnati, Cleveland, and Chicago, where have been started vocation bureaus or vocational guidance committees and surveys.

The publications of the Vocation Bureau are in use as text-books and reference material in over one hundred universities, colleges, vocational schools, public school systems, and other institutions.*

Over three hundred subscribers, representing many institutions, public and private, throughout the United States, receive the material issued by the Bureau. A growing list of correspondents and exchanges in Germany, France, England, and Scotland indicates an appreciative interest abroad in the Bureau's activities.

Although primarily serving the teachers and the youth of Boston, the Bureau's coöperation has been sought by and freely given to public-spirited agencies throughout the country. The Vocation Bureau idea has been warmly commended at national conventions of manufacturers, organized labor, educators, and child welfare workers.† The Federal Government has on several occasions secured the services of the Bureau and its director in the working out of social and educational problems, notably in Porto Rico‡ and in the Indian schools of the United States.

Support

The Vocation Bureau is supported by a few substantial annual donations and by a number of small contributions from private individuals. It receives no public moneys.

Its services are free, although a small charge is now made for its publications.

* See Appendix, p. 19.

† See Appendix, p. 20.

‡ Report to the Secretary of War — a Study of Porto Rico, etc., by Meyer Bloomfield.

The budget for the year 1912 was under nine thousand dollars, a modest enough outlay. On the Executive Board are business men, manufacturers, educators, organized labor officials, and social workers. In close coöperation with the Bureau are the leading educational and philanthropic institutions of Boston, of Massachusetts, and of several other states.

Beginnings

The Vocation Bureau started in 1908 at the Civic Service House, a social settlement in the North End of Boston which was founded through the generosity of Mrs. Pauline Agassiz Shaw by the present director of the Bureau, who was its first head worker for ten years and is now its supervisor.

The Boston School Board in 1909 invited the Bureau's help in starting a vocational guidance service for the school children. The Bureau then outlined a program which, with some important modifications, has since been the basis of the work in the Boston Public School System.

THE WORK OF THE BUREAU

The main lines of the Bureau's activities may be grouped under the following heads:

Clearing House for Vocational Guidance

Offices are maintained in a down-town building where books, pamphlets, reports, press and magazine clippings, manuscripts and other reference material are available to teachers, parents, investigators, students, and others who call for information, suggestions, and help. The files contain the best material thus far procurable in this country and abroad bearing on life-career problems. Among the visitors to the office are committees and individuals sent from differ-

ent cities to study the Boston experiment and to consult as to projects for investigations and as to the organization of a system of vocational guidance, for the training, placement, or supervision of young workers.

Research and Publications

A capable investigator spends his entire time in studying occupations open to boys and young men, what these occupations require and what they lead to. The results of these inquiries are published in tentative pamphlet form. Three months has been the minimum time devoted to one study. Some have taken much longer. From fifty to one hundred people are consulted as to the facts in each occupation; employers, superintendents, foremen, workers in their homes as well as in their places of work, union officials, social workers, instructors, and other authorities in the vocation studied. In each case the manuscript and printed proofs go back for revision and correction to those who have given trustworthy information. An economist revises final proofs to insure statistical accuracy.

The objects sought for in these studies are:

1. To present vocational facts simply and accurately.
2. To make accessible a knowledge of all the employments: the professions as well as the trades, skilled, semi-skilled, and unskilled; the business, the home making and governmental callings, and also any new and significant vocational activities of men and women.
3. So far as possible to supply to parents, teachers, and others interested the material necessary for an intelligent consideration of the occupations, their needs, demands, opportunities, relative desirability, and training requirements, and the possibilities they offer for careers.
4. To analyze the relation of aptitudes, interests, and habits to modern industrial demands, and thus lay an ade-

quate foundation for a system of training regardful of social as well as economic needs.

As fast as funds are available the Bureau will renew and extend these studies at intervals, and republish them so as to give the latest data in an occupation.

The Bureau fully realizes that an undertaking so vital and so difficult, where practically no precedent or experience in this country can be drawn upon, has to feel its way, profiting by criticism, suggestion, and growing insight. The Bureau has always urged that a careful plan under wise direction be worked out for the use of its vocational material.

The proper utilization of the Bureau material should make for a heightened interest in the community's training opportunities, and should make the fact increasingly clear that society will gain immensely by devoting the adolescent period in whole or in part to preparation for an advantageous start in life. Above all, the studies should help toward a deeper understanding of what working life ought to develop in social as well as in wage-earning efficiency.

Work with the Boston Schools

One of the principal provisions in the arrangements between the School Committee and the Vocation Bureau was for a group of teachers to be known as vocational counselors, to be appointed by their respective principals and to represent every school in Boston. Over one hundred teachers were so appointed two years ago, and they have been meeting on an average of twice a month throughout the school year at school headquarters to discuss the educational opportunities of the city, the vocational problems of the children, and to confer with employers and others who were invited to the sessions.*

* See Appendix for list of subjects treated, p. 23.

The work of the vocational counselors has been a labor of love. Nobody has expected that attending occupational talks would alone equip for effective vocational guidance. Highly important results, however, have come out of these meetings.

In the first place, every school in the city has had one teacher—indeed, in some schools, committees of teachers have formed voluntarily—to give time and thought to the dropping out from the grades of many boys and girls. These teachers are personally studying the home, street, and other influences which steady or unsettle the children when the compulsory education laws no longer restrain; they are trying to discover what assistance a school can give to parent and child perplexed with the problems of a life career.

There is plentiful testimony showing that fathers and mothers now turn to the Boston schools as never before for advice and help concerning their children's future. Questions as to what high schools or vocational schools and what courses to choose are continually coming before the counselors. The abilities, the interests, faults, and promising tendencies in the children are topics of grave discussion between parent and teacher or principal, the viewpoint being not only that of present school requirements, but also that of the probable careers of the children. In the classrooms the occupational talks have been repeated in order to make clear the efficiency requirements of the practical world outside. School programs and even commencement day programs have begun to show how schools are facing the challenging world which is soon to claim the productive years of these children.

This awakened practical interest of the schools in the life work of the children cannot stop short of comprehensive supervision and protection of the after-school careers of boys and girls. Already teachers, on their own initiative and with an expenditure of much

time and energy, have gone into the homes of their pupils, and have sought to get first-hand knowledge of the industrial environment. If our schools are to have any guiding relation to life, and all educational reform clamors for this relation, teachers must be given every incentive to touch in such personal ways the realities of the life which their pupils will live.

It should be pointed out here that the creation of this large body of vocational counselors was intended to afford a foundation for the more specialized and technical requirements of genuine vocational guidance. In 1912 the School Board detached, at the suggestion of the Vocation Bureau, three capable counselors to make investigations which should prepare the way for more effective vocational guidance work in the Boston schools.*

Vocational Guidance

Early in 1913 the School Board voted to establish a vocational guidance department. The plans formulated for the vocational guidance activities of the Boston schools, to be carried on under the personal direction of an assistant superintendent, are in some of their interesting details as follows:

Supt's Circular
No. 10, 1913

MEETINGS OF VOCATIONAL COUNSELORS

Boston Public Schools
Superintendent's Office
February 12, 1913.

To the Principals of Schools and Districts:

In order to make the work in vocational instruction uniform, it seems desirable to have the counselors all over the city chosen as follows:

* See Briefs of Papers Read at the Meeting of the Boston Masters' Association on Tuesday, November 12, 1912.

Two from each elementary school building containing a graduating class.

One from each building containing grades above the fourth but below the eighth.

Two from each high school.

The plan, which will be outlined later, will consist of (1) work with the graduates and (2) with those who drop out before graduation; hence it will be wise to have the counselor who is to deal with the graduates an eighth grade teacher, while the other counselors may be teachers of lower grades.

Realizing the high character of service which has been given by the present group of vocational counselors, it is hoped that so far as possible they may be retained, and that in choosing additional counselors the principals will bear in mind the fact that it is essential to the success of our undertaking to have only those who are keenly interested and *willing* to give of their time and strength. Aside from the counselors, all principals are urged to attend the meetings whenever possible and to coöperate in every way possible.

Hereafter the conferences of school counselors will be devoted mainly to case work, to consideration of actual problems, and exchange of significant experiences. The keeping of vocational guidance records for comparison and systematic study is now required of all the counselors.

The Harvard University Summer School Course

Starting in July, 1911, as a course of ten lectures, the first university course of its kind has developed into a six weeks' course of lectures, conferences, and readings, supplemented by a series of organized visits to commercial, manufacturing, educational, and social institutions. The summer school announcement for 1913 is herewith reproduced:

S7. Vocational Guidance.*—The duties and equipment of Teachers as Vocational Counselors; the theory and practice of vocational guidance.—Lectures, reading, and conferences. Five times a week, at 11. Mr. Bloomfield.

This course has been provided in view of the present demand for coöperation with young people concerning selection of and preparation for vocations appropriate to their opportunities and capacity, and because of the increased responsibility thus put upon school-teachers and others. The lectures will aim to show the purpose of the new movement, to describe what is now being done in various parts of the world, and to guide the students to an understanding of sound principles in vocational coöperation and to the best sources of the knowledge and methods necessary for effective work.

Besides the lectures there will be conferences for informal discussion; regular reading will be expected of all who take the course; and there will be a series of visits to industrial and business establishments and to other institutions which illustrate the topics under discussion.

The following topics will be discussed:

1. Elements in the choice of a vocation: analysis of the influences of school and home environment, etc., as basis for choice.
2. The need for vocational guidance: discussion of conditions as reported in the United States and abroad.
3. Beginnings in vocational guidance: Germany, England, Scotland, and the United States.
4. The duties and equipment of the vocational counselor.
5. Investigation of the occupations.
6. Vocational guidance and employment; the labor exchanges; juvenile employment and apprenticeship committees in Europe and the United States; placement agencies.
7. The technique of vocational guidance.
8. Scientific management and scientific placement.

* For courses at Columbia University and the University of Missouri see Appendix, p. 22

9. The foundations of vocational efficiency: educational, economic, and personal.

10. Problems in vocational guidance; with case work.

11. Social elements in vocational guidance.

The course will be limited to fifty members. Students will be admitted in order of application to the Dean of the Summer School, provided they have *previously* consulted the Instructor.

This course is accepted as a half-course for the degree of A.A.

It does not count toward any degree for students in Harvard College.

Fee, \$20.

The Vocation Bureau Training Course

In response to an increasing demand for more extended opportunity to study and work in the field of vocational guidance, the Bureau organized a Monday afternoon course of lectures and conferences in October, 1912, to which the school superintendents of Newton, Chelsea, Cambridge, Somerville, Providence, and Gloucester have sent selected teachers for intensive study. These teachers carry on certain inquiries for their own departments, and in some instances are fitting themselves for vocational guidance and training service in their own towns. To the course have been admitted also representatives of the Civic Service House and the South End House.

The Bureau recognizes that in this first tentative effort toward intensive field study there will be much to learn in planning for a school of vocational guidance. Such a school is one of the vital future projects of the Vocation Bureau, as through it would best be

* See Appendix for list of institutions represented at the Harvard Summer School, p. 24.

carried on the detailed studies, researches, and case work on which the solidity of the vocational guidance movement depends.*

Relations with Employers

The Vocation Bureau has constantly borne in mind the proposition that a sound development of its work depends not only on close contact with schools, neighborhoods, teachers, parents, and children, but also with employers, business bodies, industrial experts, and the occupations themselves in all their breadth, variety, and changes. Occupational investigation, fundamental though it be, is not vocational guidance. The investigation determines, to be sure, what kind of coöperation is possible or desirable, and on what terms; it is the basis of vocational information, of plan-making for special training courses in schools, and of social and legislative action; but the vocational guidance idea requires that contact with the employments be something more than onlooking. Moreover, there are splendid agencies for specialized research, such as the Sage Foundation, with its thoroughgoing studies of industry. A vocation bureau must be among other things a research body; nevertheless it must depend for some of its most valuable material on important research agencies. Moreover, it must not overlap the work of the child welfare agencies, nor devote its energies to promoting vocational education. The National Society for the Promotion of Industrial Education and the Commissions at work in various cities and states are better equipped for this work. It is the special business of a vocation bureau to organize the prolonged service which takes hold of the child when the life-career motive is awakened, to help guide, train, and tide over that child during the difficult transition period into the occupations; direct

* See Appendix for list of institutions, p. 24.

the child when it is genuinely ready for employment into the most advantageous openings possible, and stand by young people so far as may be throughout their occupational life.

The employer's interest is absolutely essential to such a plan. To fail to profit by his criticism, by his point of view, by his important coöperative possibilities, is to invite failure. The Bureau is in close touch with a large number of industrial, commercial, and professional concerns in sympathy with its purposes. Employers have approved its methods and have supported its efforts for more thoroughgoing protection and opportunity for the young worker. The Bureau works for the abolition of child labor, raising the compulsory school age, increasing the daytime leisure for further training, and for a better system of hiring, retaining, and promoting employees.

Better to understand the employer's relation to vocational guidance, the Bureau organized in 1912 a conference of employment managers. Men representing a score or more of the important manufacturing and business establishments have been meeting regularly in informal conference. In December, 1912, an Employment Managers' Association was formed, whose objects are defined in the constitution as follows:

ARTICLE I

Name and Object

SECTION 1. The name of this organization shall be the Employment Managers' Association.

SECTION 2. The objects and purposes of the organization shall be:

1. To discuss problems of employees; their training and their efficiency.

2. To compare experiences which shall throw light on

failures and successes in conducting the Employment Department.

3. To invite experts or other persons who have knowledge of the best methods or experiments for ascertaining the qualifications of employees, and providing for their advancement; and more particularly to study the questions connected with the most effective employment of young people.

Placement Work

One of the most important fruits of this close contact with employment officials is the possibility of formulating plans for organizing, in a small way at least, the generally chaotic entrance into an occupation. As in so many other social devices of national importance, our country has lagged behind in the labor exchange idea, particularly for the young work seekers. The blind and unsupervised hunting for a job is no better for a sixteen-year-old than it is for a fourteen-year-old boy and girl.

Having prepared the way, therefore, for an intelligent coöperation with employers in sympathy with the Vocation Bureau ideals, it is planned to undertake some experiments in placement work in coöperation with several social agencies and a group of employers. The Bureau has been for some time making a study of employment agencies and the employment departments of various establishments. Many conferences on the subject have been held. The time is near for the country to undertake, through responsible agencies having in mind primarily the needs of our young workers, experiments to point the way to some less wasteful and costly method of bringing together what has been well called "the manless job and the jobless man."

Personal Service

Although the energies and resources of the Bureau are so heavily taxed by the demands of the work al-

ready indicated that granting individual interviews is almost an impossibility, many individual problems are nevertheless continually brought to the office. Men and women of all ages seek assistance, and wherever possible, individual consultations are held. The Bureau believes, however, that the best form of vocational guidance service is that rendered by a person in intimate and continuous contact with an individual or group of individuals. For this reason, it lays most emphasis on equipping trained advisers to work in schools and other institutions, although help may be given in analyzing a personal situation, in the manner of the lawyer or the physician. The Bureau is frequently asked to make special occupational reports for schools and other agencies. Its advice is sought in the selection of school, college, and special courses, and it is frequently consulted as to the relative merits of different occupations and the prospects open to those possessing special gifts and interests. Employers often inform the Bureau of interesting opportunities for men and women possessing the requisite training or fitness, and the files and records of the Bureau show some interesting results of the efforts to connect fitness with opportunity. Social workers, teachers, and employers frequently seek the Bureau's counsel in special or general problems affecting the welfare of workers or the management of an industry.

Coöperation

The Bureau has been fortunate in the support which has been given its work by the school department and the teachers of Boston, the public authorities, social agencies, labor organizations, and business bodies. Without their effective coöperation the work could not have advanced. The first national conference* on vocational guidance was called by the Boston

* See Appendix for program. p. 27.

Chamber of Commerce in November, 1910. The sessions were largely attended, the Board of Directors of the Chamber acting as hosts. To the State Board of Education the Bureau is also deeply indebted for never-failing assistance. The good will of the men and women of Boston, their patience and their effective support, have made the Vocation Bureau possible.

Future Plans

Persons of constructive imagination throughout the country, alert to the needs of the future generation of workers, have come to recognize the distinctive place of a vocation bureau in a community's enterprises. A new coördinating agency is needed which shall secure team play of home, school, and occupation, to the end that a richer vocational life of all the workers may be realized. In the near future there will be at work in the public schools the specially trained vocational counselor, and there will be in business and manufacturing establishments also a new type of employment manager, specially trained and empowered to develop in the worker not only the efficiency which the employer requires, but also that efficiency which society requires. Through the working together of such employment manager and school counselor, society will gain an important factor in the conservation of its human resources.

Conclusion

The Vocation Bureau is a new enterprise in the scientific management of human resources. The master-purpose of all its efforts has been the promotion of the social efficiency of those who live by labor. Through fresh devices of service the Bureau has been striving to make the life-career possibilities latent in the educative process on the one hand, and in the vocations on the other, coöperatively serve in behalf of

social advance. No undertaking inspired by the clear-seeing humanism of this age has set before itself a task more arduous, nor has any been committed to a mission more important.

For those who are to carry forward the work of the world—and their equipment in body and soul as well as their opportunities will quite settle the kind of work and world that is to be—for these ultimate sustainers of our civilization, the Vocation Bureau labors to secure the enjoyment of their inalienable right to be efficient, successful, and socially serviceable.

APPENDIX

LIST OF BUREAU PUBLICATIONS

Choosing a Vocation, by Prof. Frank Parsons (Houghton Mifflin Company)

The Vocational Guidance of Youth, by Meyer Bloomfield (Houghton Mifflin Company)

The Baker

Confectionery Manufacture

The Architect

The Landscape Architect

The Machinist

The Grocer

The Department Store and Its Opportunities for Boys and Young Men

Banking

(The price of these publications is fifteen cents each, with the exception of The Department Store, which is fifty cents, and Banking, which is twenty-five cents.)

News-Letters to Parents

In Press:

The Profession of Law

In Preparation:

The Shoe Industry

Projected Studies:

The Metal Trades

The Building Trades

Agricultural Pursuits
Work for the Handicapped
Colored Boys
Medicine and Public Hygiene
Transportation
College Employment
Advertising
Railroad Employment

SOME OPINIONS ABOUT THE VOCATION BUREAU

Dr. Charles P. Neill, United States Commissioner of Labor

“No one who has given the least thought to the subject can fail to appreciate the value of this movement. It is of value alike for the individuals whom it assists and for society at large; for just in proportion as it assists individuals in finding the vocation for which they are best equipped, it helps society to realize the best economic adjustment.”

From an Editorial in the Springfield Republican

“. . . The sore need for this guidance is so apparent everywhere that it calls for no special emphasis. Young men, even, who receive a college education and who enjoy ample time for the selection of the occupation most suited to their abilities are often puzzled to make a wise choice. How much more handicapped are the children of the poor, who are forced into breadwinning employments in their teens, in selecting a trade or business that will open up to them a useful life career, is distressingly obvious. The truth is that the vast majority of boys and girls in this class are the victims of blind and cruel chance. They take what comes along. Their parents are of no assistance at so critical a time in their lives, for usually the parents are without adequate knowledge and they feel concerned mainly to have the children ‘earn something,’ at the earliest possible moment, the immediate wage being considered rather than the ultimate earning power or the proper development of the child’s best gifts. . . .”

Editorial from Collier's Weekly

“GUIDANCE.—Boston is setting an example which will undoubtedly be followed by the rest of the country, in what she is doing in the field of vocational guidance. To help young people secure the kind of work which is fitted to their abilities is obviously of the first importance, but it requires such knowledge, general intelligence, and special fitness in those who are conducting it that as the movement spreads there will undoubtedly be a lot of adventurers who go into it for their own profit. The Boston work, under the lead of Meyer Bloomfield, is being conducted in the highest possible manner.”

*Report of Mr. John Mitchell to the American Federation
of Labor Convention*

“VOCATIONAL DIRECTION.—The committee believes that one of the most important subjects before us is the matter of vocational direction. This subject is being worked out by a Vocation Bureau in Boston, which is achieving most gratifying results. Attention should be called to the fact that similar bureaus are being established in many of the large cities of the country.

“These bureaus are voluntary organizations of public-spirited men and women representing educators, labor men, social workers, business men, and manufacturers, formed for the purpose of coöperating with business men, manufacturers, parents, teachers, young people, and the community as a whole, in stimulating young people to consider what vocation they are best fitted for, in pointing out the way to prepare for such chosen vocation systematically, and in encouraging the purpose to follow the chosen life-work with intelligence and a progressive spirit. There is no fee or expense of any kind for the services of the bureaus.”

*Prof. Felix Adler, Leader of the Society for Ethical Culture
of New York*

“The work of the Bureau merits the attention, the good

will, the material and intellectual aid of the general public and of the best thinkers on social subjects.”

From Dr. George Kerschensteiner, Munich. Extract from a Letter to the Vocation Bureau

“I am following your progress in this direction with un-failing attention, for you are doing an excellent and useful work—a work that is as necessary in the United States as in Germany.”

EXTENSION COURSE IN VOCATIONAL GUIDANCE

COLUMBIA UNIVERSITY, BEGINNING FEBRUARY 8, 1913

Vocational Guidance.—Lectures, readings, investigations, reports, and discussions. Professor Bonser and special lecturers. 2 points. Second half-year. Credit II, IV—graduate or undergraduate.

9–11 A.M., Saturday, Room 130, Teachers College. Fee, \$10.

Problems and methods in the study of vocations, the making of educational surveys, and the study of vocational aptitudes and tendencies—vocational analysis; sources, kinds, values, and uses of vocational information; function of general school work in vocational guidance; the work of vocational bureaus, and of vocational advisers and counselors—placement and follow-up; opportunities and methods of vocational education and training in New York City; history, status, and methods of vocational guidance in New York City; vocational guidance in other centers of its development in United States.

Field work for a limited number, providing practical training in the investigation of special problems in vocational guidance under the direction of expert investigators.

UNIVERSITY OF MISSOURI

Vocational Guidance.—This course is an attempt to work out in some detail a definite plan for vocational guidance in

the high school. Such topics as the following will be considered: The necessity for guidance and analysis of the factors involved in vocational guidance; relation of this problem to the industrial school movement; the position of the parent, the student, the course of study, and the social life of the school and the community in vocational education.

In addition to the above problems, questions of the following nature will be discussed: The student having selected a vocation, what can the school offer him? What can the school and the community do for students after leaving school (*a*) in securing employment, (*b*) in making further preparation in life's work? Twice a week (1 towards B.S. in Educa.). Mr. Elliff (Ac.D.).

LIST OF SUBJECTS TREATED AT MEETINGS OF THE BOSTON SCHOOL VOCATIONAL COUNSELORS

1910-11:

The Principles of Vocational Guidance
The Shoe Industry
The Boy and Girl in the Department Store
The Sources and Methods of Vocational Guidance
The Machine Industry
A Group of Trades for Boys
The Telephone Industry for Girls
Stenography and Typewriting for Girls
Bookbinding for Girls
Architecture
The Use of Statistics

1911-12:

Mechanical and Civil Engineering
Electrical Engineering
The Machine Trades
Agriculture
Textile Mill Working
The Building Trades

The Selling Clerk
The Needle Trades
Opportunities in the Department Store
A Social Suggestion on Boys and Girls as Wage-Earners
Trained Nursing
Conditions in Industry for the Young Girl Wage-Earner
Vocational Opportunities for the Girl Who Completes the
High School

1912-13:

The Shoe and Leather Industry
Lunch Room and Restaurant Work for Young Women
The Department Store
Education for Store Employment
The Metal Trades
The Profession of Business
Girls in the Candy Factory

**INSTITUTIONS REPRESENTED IN THE BUREAU
TRAINING COURSE FOR VOCATIONAL
COUNSELORS FOR 1912-13**

Cambridge Girls' Trade School
Chelsea High School
Cary School, Chelsea
Williams School, Chelsea
Gloucester High School
Newton Technical High School
Point Street Grammar School, Providence
Somerville High School
Civic Service House, Boston
South End House, Boston

**INSTITUTIONS REPRESENTED BY THE ENROLL-
MENT IN THE HARVARD SUMMER SCHOOL
COURSE ON VOCATIONAL GUIDANCE**

Amherst College
Baldwin University Law School
Balliol School, Utica, N. Y.

Baltimore Medical College
Barnard College, Columbia University
Boston Evening Schools
Boston Girls' High School
Boston High School of Practical Arts
Boston High School of Mechanic Arts
Boston Latin School
Boston Museum of Fine Arts
Boston Normal School
Boston University
Brookline Training Class
Bryant and Stratton's Commercial School
Bryn Mawr College
Cambridge English High School
Cambridge School for Girls
Castleton State Normal School, Vermont
Chauncey Hall School
Chicago School of Civics and Philanthropy
Clark University
Colgate Academy, Hamilton, N. Y.
Columbia University
Colorado College
Connecticut State Normal School
Corinth Female College
Corning Academy, Iowa
Dana Hall School, Wellesley
Dartmouth College
Dedham (Mass.) High School
Denver (Colo.) High School
Denver (Colo.) Latin School
East Side High School, Milwaukee, Wis.
Educational Society, Brooklyn, N. Y.
Emerson College of Oratory, Boston
Hartford (Conn.) Commercial High School
Harvard University
Hopedale College, Ohio
Hopedale Normal School, Ohio

Indiana State Normal School
Johns Hopkins University
Lake Geneva Seminary, Wisconsin
Lowell Institute School for Industrial Foremen
Lowell (Mass.) High School
Lowell Training School for Teachers
Massachusetts Agricultural College
Massachusetts State Y. M. C. A.
Medford (Mass.) High School
Middlebury (Vt.) High School
Middlebury College
Mills Seminary, California
Natick (Mass.) High School
Nebraska State Normal School
Nebraska State University
Nichols School, Buffalo, N. Y.
Oakland (Cal.) High School
Olivet College
Parsons College, Iowa
Peabody Normal College, Nashville
Phillips Andover Academy
Radcliffe College
Rindge Manual Training School, Cambridge, Mass.
Russell Sage Foundation
St. Johnsbury Academy, Vermont
San Francisco Nurses' Settlement
School for Social Workers, Boston
Southern Collegiate Institute
Southern Illinois Normal School
Southington (Conn.) High School
Springfield (Mass.) High School
Springfield (Mass.) Technical High School
Taunton (Mass.) High School
Teachers College, Columbia University
Tufts College
University of California
University of Chicago

University Extension Courses
University of Illinois
University of Michigan
University of Texas
University of Toronto
Wellesley College
Wellesley (Mass.) High School
Western Electrical Co., Chicago
Western Reserve University
West Side Neighborhood House, Denver
Wheelock Kindergarten Training School, Boston
Windsor Academy, New York
Williams College
William Penn High School, Philadelphia
Women's Educational and Industrial Union, Boston
Worcester Polytechnic Institute
Vermont Academy, Saxton's River, Vt.
Yale University

FIRST NATIONAL CONFERENCE ON VOCATIONAL GUIDANCE

UNDER THE AUSPICES OF
THE BOSTON VOCATION BUREAU AND
BOSTON CHAMBER OF COMMERCE
Boston, Mass., November 15 and 16, 1910

Program

OPENING SESSION—TUESDAY, NOVEMBER 15, 4 P.M.

Chamber of Commerce, India Street

Introduction by President Bernard J. Rothwell of the
Chamber of Commerce

Chairman, Prof. Paul H. Hanus, of Harvard University,
Chairman of the Vocation Bureau Executive Board

The Mayor of Boston

President-Emeritus of Harvard University,

Charles W. Eliot

Reception 5.30

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EVENING SESSION—NOVEMBER 15, 8 P.M.

Huntington Hall, Massachusetts Institute of Technology

Chairman, Col. Thomas L. Livermore

Prof. Charles Zueblin, of Boston

Dr. Felix Adler, of New York

MORNING SESSION—WEDNESDAY, NOVEMBER 16, 10 A.M.

Chamber of Commerce

Chairman, Dr. Charles R. Richards, Director of Cooper Union

Mr. William Pear, General Secretary Boston Provident Society

Supt. Stratton D. Brooks, of Boston

Mr. E. W. Weaver, of the Brooklyn (N. Y.) High School for Boys

Miss Florence M. Marshall, Director of the Girls' Trade Education League, Boston

Meyer Bloomfield, Director of the Vocation Bureau of Boston

AFTERNOON SESSION—NOVEMBER 16, 2.30 P.M.

Chamber of Commerce

Chairman, Dr. David Snedden

Frederick P. Fish, Esq., Chairman of the Massachusetts Board of Education

Robert A. Woods, of the South End House

Brief addresses by visiting delegates

EVENING SESSION—NOVEMBER 16, 8 P.M.

Huntington Hall, Massachusetts Institute of Technology

Chairman, Mr. Bernard J. Rothwell

Dr. David Snedden, Massachusetts Commissioner of Education

President Richard C. Maclaurin, of the Massachusetts Institute of Technology

Prof. Frank M. Leavitt, Delegate from the University of Chicago