

red, breath sweet, tongue clean. He should breathe through the nose only and should not be fretful. He should not be restlessly active, nor disinclined to play.

SOME AIDS IN VOCATIONAL GUIDANCE

- Bloomfield, Meyer: Vocational guidance of youth. Houghton Mifflin Company. 1911. 60 cents.
- Boys' High School, Brooklyn, N. Y.: Vocational reading list. 1912.
- Davis, J. B.: List of books on vocational guidance used by English Department of Central High School, Grand Rapids, Michigan, for themes and essays. (In Grand Rapids Public Library Bulletin, October, 1911.)
- DeWitt Clinton High School, New York city: List of vocational books. 1912.
- High School Teachers' Association of New York city: Choosing a career. Two pamphlets. Circular of information for boys, 16 cents. Circular for girls, 10 cents. Other pamphlets on vocational guidance. E. W. Weaver, 25 Jefferson avenue, Brooklyn, N. Y.
- Manual Training High School, Brooklyn, N. Y.: Reference library on "Choosing a Career." 1912.
- New York School of Philanthropy, 105 East 22nd street, New York city: Vocational guidance. (Library bulletin No. 2.) November, 1911.
- Parsons, Frank: Choosing a vocation. Houghton Mifflin Company. 1909. \$1.00.
- United States Department of Commerce and Labor: Report on vocational guidance. 1910. (From twenty-fifth annual report of the department.) 10 cents.
- Vocation Bureau of Boston; Vocations for boys. (Bulletins on various occupations.) Vocation Bureau, 6 Beacon street, Boston, Mass. 15 cents each (except The Department Store, 50 cents; Banking, 25 cents).
- Vocation Office for Girls, Boston: Vocations for Boston girls. (Bulletins on various occupations.) Girls' Trade Education League, 6 Beacon street, Boston, Mass. 10 cents each.
- Women's Educational and Industrial Union, Boston: Vocations for the trained woman; opportunities other than teaching. Longmans, Green & Co. 1910. \$1.20.

DEBATERS' AIDS.

- Alden, R. M.: Art of debate, 1900. \$1.12.
- Askew, J. B.: Pros and cons, a newspaper reader's and debater's guide to the leading controversies of the day. Fifth edition. E. P. Dutton & Co. 1912. 60 cents.
- Brookings & Ringwalt: Briefs for debate on current political, economic, and social topics. Longmans, Green & Co. 1896. \$1.25.
- Carnegie Library of Pittsburgh: Debate index. Carnegie Library, Pittsburgh, Pa. 1911. 20 cents.
- Craig, A. H.: Pros and cons, complete debates. Hinds, Noble & Eldredge. 1897. \$1.50.
- Debaters' Handbook Series: H. W. Wilson Company. 1905-1911. Each volume is devoted to one topic, as, Child labor, Direct primaries, Woman suffrage, etc. \$1.00 each.
- Foster, W. T.: Argumentation and debating. Houghton Mifflin Company. 1908. \$1.25.
- Gibson, L. M.: Handbook for literary and debating societies. Hodder & Stoughton, London. 1909.
- Intercollegiate debates, 2 volumes: Hinds, Noble & Eldredge. 1909-1912. \$1.50 each.
- Lymph, R. L.: Debating societies; organization and procedure. How to judge a debate. Principles of

effective debating. Three pamphlets. H. W. Wilson Company. 35 cents for the three.

- Matson, Henry: References for literary workers. A. C. McClurg & Co. 1898. \$2.00.
- Pattee, G. K.: Practical argumentation. Century Company. 1909. \$1.10.
- Ringwalt, R. C.: Briefs on public questions. Longmans, Green & Co. 1905. \$1.20.
- Robbins, E. C.: High school debate book. A. C. McClurg & Co. 1911. \$1.00.
- Rowton, Frederick: How to conduct a debate. Dick & Fitzgerald. 75 cents.
- The Speaker, Volumes 1-6: Hinds, Noble & Eldredge. 1905-1911. \$1.50 each.
- Thomas, R. W.: Manual of debate. American Book Company. 1910. 80 cents.

[Prepared by Goodwyn Institute Library, Memphis, Tenn., November, 1912, Marilla W. Freeman, librarian, in connection with address before Southern Education Association.]

THE DRESDEN CONGRESS

Enthusiastic reports of the Art Congress at Dresden last summer are still coming in. The director of art in the Denver public schools, Charles M. Carter, was enthusiastically impressed by the city and by the exhibit, which was "the largest and the best arranged of any of the kind ever held."

Another significant report of the congress comes from the commissioner of national education for Ireland, Gerald Dease:—

"The most striking fact, to my mind, in the whole show was the evidence in every exhibit, of every nationality, that concerned us, that the same idea seemed to be in process of incubation or development, viz., to let children draw in their own way—as we all did in the nursery—their own idea of a given subject: for the teacher to lead and develop the expression of the idea, but for all the initiative to come from the child. In France, Germany, Russia, Finland, Austria, and Hungary, and, above all, in the United States and one part of the English exhibition, this seemed to be what all were accepting as the foundation for elementary education in drawing. Possibly my own predilection may have led me to be attracted to this feature, but I could not help gathering from many conversations and from the evidence of my own eyes that those are the lines on which the future treatment of the subject will be carried out. I have collected many details that will be useful if we accept the same view ourselves, but this general statement will suffice for the present.

"Another very important and very general development in education is as follows: In all countries, and wherever anything of the kind is at all possible, but above all in the United States, where fortunately for themselves they are untrammled by the hide-bound pedantry of former generations, and are not hampered by the passive resistance of people educated on other lines themselves, every opportunity is seized to send classes with their teachers to picture galleries, museums, botany and drawing lessons in the open air, gardening, and so forth. These visits are recognized as valid lessons within the program and entered in the report with all other lessons of the day. Of course teachers must know something about what they take the children to see, but doubtless there are plenty of teachers with us who could at this moment give a useful explanation to their classes, and places where such visits would be immediately possible. Even in country parts I am sure there are owners of fine houses, pictures, gardens, etc., who would be glad to admit children from neighboring schools, under proper supervision, from time to time. "On my first tour of exploration I was very much