and industry are formed strictly on competitive lines. The inefficient gravi
tate to the least interesting and most deadening tasks. They hold a job only
a short time and are the first to be dropped when business is dull. Inci
dentally it may be added that they help to ruin the entire labor market
and beat down wages by rendering a minimum of service. The time lost
between jobs is often the direct route to the criminal court and society as
now constituted can take little cognizance of them until they have arrived
at bar. If not at their first appearance, then at the second or third, they
are made to feel the hard rules of the law. The making of a so-called pro
fessional criminal can be easily traced from data available to everybody.
If the defective is low in the mental scale, the steps are few. The high-
grade moron, on the other hand, escapes ordinary detection because he is
slower to return to the meshes. He constitutes a large class of offenders
who occasionally drift over the line.

"Here is the curse of the present situation in the light of recent knowl
edge: every correctional device so far employed becomes, in the case of the
feeble-minded, but one more step in the degradation which ends in hopeless
criminality. This is because the institutions and methods which have been
evolved for the discouragement of crime are all predicated upon competence
and responsibility; they are based on the conception, until recently uni
versal, that every person not insane is keyed to normal motives and will
react uniformly to certain disciplinary experiences.

"But we are entering upon a new dispensation now that we are able
to unmask mental defectiveness. This is the most vital step necessary to
break the disheartening routine of manufacturing criminals by process of
law."

MINNESOTA SCHOOL FOR FEEBLE-MINDED AND COLONY FOR
EPILEPTICS, FARIBAULT, MINN.—THE CHILDREN'S LIBRARY.

By Margaret MacLean, Principal.*

(Reprinted from The Modern Hospital, May, 1916, Vol. VI, No. 5.)

So much hand work is done by the feeble-minded, the exhibits sent out
from the institution are so largely made up of hand work, and so much
emphasis is placed on the value of manual and industrial work in all dis
cussions of the training given here, that it is not to be wondered at that
the visitors to the institution are surprised to find a school system with
classes ranging from sense training and the kindergarten to the sixth grade,
with perhaps more attention paid to music, both vocal and instrumental,
than is paid in the average public school; with drawing and water-color
work being done most creditably in all the grades; with physical training a
part of the daily routine of the child going hand-in-hand with the manual
training, which takes a serious place in the daily schedule as early as the
first primary grades.

That reading is one of the subjects in which the feeble-minded delight
and excel is attested by the appreciation shown of their work by a group
of principals from one of our largest and best city school systems, who
visited our schools not long ago, and were so delighted with the facility
with which a primary class read at sight stories written by some of their
number on the blackboard, that they sent to the class a large and beautiful
picture to be hung on the wall of their schoolroom. So it goes without say
ing that a library has been for years one of the features of this institution,
very dear to the hearts of the children. But, to be accurate, I must say
libraries, for the institution has more than one children's library.

In those buildings too far removed from the school training department
to be easily accessible, branch libraries are established for the benefit
of the children in those groups; so one will find suitable collections of books
in Skinner Hall, Sunnyside, Grandview, and Walcott, as well as in the main
building, where is to be found the school library proper. At present this is
small, containing only 1,050 odd volumes, for it has to be kept in limited
quarters—one of the rooms connecting with the principal's office. It is in
charge of a librarian, who also has in her care all the text and reference
books, magazines, and periodicals belonging to the school department.

If you should examine the 1,050 odd volumes, you would find books
ranging from those beloved by beginners in reading to those enjoyed by
reading men and women, with, quite naturally, a larger number of the
stories and biographies suited to younger children than any other class,
for of the 167 readers of the school library the ages run from 10 to 50
years chronologically and from 6 to 13 years mentally.

The following tables will show the number of readers divided into
chronological and mental aged groups respectively:

<table>
<thead>
<tr>
<th>Mental age</th>
<th>Readers</th>
<th>Mental age</th>
<th>Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 years</td>
<td>10</td>
<td>10 years</td>
<td>26</td>
</tr>
<tr>
<td>7 years</td>
<td>40</td>
<td>11 years</td>
<td>21</td>
</tr>
<tr>
<td>8 years</td>
<td>37</td>
<td>12 years</td>
<td>8</td>
</tr>
<tr>
<td>9 years</td>
<td>22</td>
<td>13 years</td>
<td>3</td>
</tr>
</tbody>
</table>

*Editor's Note: Children's hospitals, homes for crippled children, and schools
for the feeble-minded have been somewhat neglected in our efforts to secure better
conditions in the libraries of hospitals for adults. Will those in charge of such
institutions please help us remedy this neglect by sending lists of books for chil

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Story telling and the dramatization of stories are regular features of the school work in all grades, and it is not to be wondered at that the children form a taste for good reading and a fondness for books very early in life. This taste is fostered and encouraged by the teachers, and one of the strongest incentives to learning to read is to be able to get books from the library.

The books are issued by a regular card system, not unlike that used in any library, and to the individual child, who is solely responsible for the care of the book issued to him.

To become a reader of the library books is a privilege easily won; some yards of red tape must be wound up before one attains that ambition, for to be a holder of a library card proves that a certain amount of erudition is possessed by his owner.

Library books are not loaned by one child to another, though there is no rule against it. The readers have found that it they are to be responsible for the condition of their books, and lose the privilege of the library if they carelessly handle and abuse the, they must restrict the use of them to themselves.

It is a well-known fact that his "library," as the children say, is the one thing that a boy will not share with his best friend. His skates, his knife, his box of fruit, his candy, his clothes off his back even, are a friend's for the asking, but his library book, never! You see something might happen to it.

For this is the way in which one can obtain the coveted library privilege: when a child has learned to read well enough to want other reading matter than that found in his regular text books, he is encouraged to go to the librarian who has a serious and thrilling interview with the prospective reader, and he is given a card which he must have filled in. This card, if for Tom Brown in Miss Smith's school room, reads as follows:

"I hereby promise to use the library books with care, and to return them promptly in good condition. If I fail to do so, I agree to give up the privilege of using these books until I can learn to be more careful with them."

(Signed) TOM BROWN

When this card is deposited with the librarian, Tom's name is placed on the list of those entitled to all the privileges of the library; he may at once select a book from the shelves and it is formally issued to him. Thereafter he may have a new book at least once a week, provided he returns, in good condition, the one previously drawn. If a book becomes torn, soiled, or defaced while in his possession, he may not place the blame on anyone else for has he not pledged himself to be responsible for it?

It is seldom that one has to forfeit the privilege of the library, and never has a child who really enjoys his books been forced to do so the second time.

The reader may draw any book he wishes, though it is sometimes true that he will be happier in his choice if guided by the librarian. Some of the youngest readers may be attracted by the handsome binding, the cover page, or the illustrations, and a book "would not be refused him, no matter what reason he had for his choice.

A number of the readers keep lists of books which their friends have enjoyed and told them about, and these they will ask for first, and show great disappointment if they are not. Of course, they want the book "all the follows are talking about."

One feature of the library is the care of the numerous periodicals taken by the school. Many of the best educational, scientific, and literary magazines are taken. A number of these are used by teachers, or heads of departments whose work is especially considered in them. After reading them, the persons having bar, them return them to the library, where they are easily accessible for reference: but a large proportion of the magazines and periodicals are sent directly to the children's living rooms, to be used and enjoyed by them in their leisure hours. Many children who do not read books enjoy the pictures and pretty illustrations, but none go unread. At the end of the month all are returned to the librarian, one copy of each is bled in the library, and the balance are sent to the hospital, where the convalescents enjoy them in any way they see fit.

A list of these magazines may prove of interest to the reader, and it may serve to illustrate one phase of our work.

<table>
<thead>
<tr>
<th>Magazines</th>
<th>Number of Copies</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Craftsman</td>
<td>6</td>
</tr>
<tr>
<td>The Craftsman</td>
<td>1</td>
</tr>
<tr>
<td>Delineator,</td>
<td>2</td>
</tr>
<tr>
<td>Everybody's Magazine</td>
<td>9</td>
</tr>
<tr>
<td>Etude</td>
<td>1</td>
</tr>
<tr>
<td>Farmer's Woman</td>
<td>12</td>
</tr>
<tr>
<td>Harper's Bazar</td>
<td>8</td>
</tr>
<tr>
<td>Home NeedleWork</td>
<td>2</td>
</tr>
<tr>
<td>Independent</td>
<td>1</td>
</tr>
<tr>
<td>Kindergarten Review</td>
<td>3</td>
</tr>
<tr>
<td>Kindergarten Magazine</td>
<td>3</td>
</tr>
<tr>
<td>Little Folks</td>
<td>4</td>
</tr>
<tr>
<td>Ladies Home Journal</td>
<td>6</td>
</tr>
<tr>
<td>Manual Training</td>
<td>3</td>
</tr>
<tr>
<td>Mind and Body</td>
<td>3</td>
</tr>
<tr>
<td>Mental Health</td>
<td>1</td>
</tr>
<tr>
<td>Modern Priscilla</td>
<td>3</td>
</tr>
<tr>
<td>McClure's</td>
<td>8</td>
</tr>
<tr>
<td>Normal Institute and Primary</td>
<td>1</td>
</tr>
<tr>
<td>Primary</td>
<td>4</td>
</tr>
<tr>
<td>School Arts</td>
<td>1</td>
</tr>
<tr>
<td>Something to Do</td>
<td>2</td>
</tr>
<tr>
<td>School Education</td>
<td>1</td>
</tr>
<tr>
<td>St Nicholas</td>
<td>2</td>
</tr>
<tr>
<td>Scientific American</td>
<td>1</td>
</tr>
<tr>
<td>Survey</td>
<td>3</td>
</tr>
<tr>
<td>Sunday School Times</td>
<td>4</td>
</tr>
<tr>
<td>Weekly</td>
<td>20</td>
</tr>
<tr>
<td>Welcome</td>
<td>20</td>
</tr>
<tr>
<td>What to Do</td>
<td>20</td>
</tr>
<tr>
<td>Youth's Companion</td>
<td>18</td>
</tr>
</tbody>
</table>

Another branch of the work in the librarian's care is the games, all kinds of which are kept on hand and issued and interchanged as needed. The children are regularly supplied with such games as dominos, checkers, playing cards, flinch, authors, crokinole, snap, old maid, chess, etc., while bean bags, ring toss, rubber balls, base balls, and basket and foot balls are furnished in abundance.
There is no restriction on their use and enjoyment of these games, but they are taught, as far as possible, to use them with care, and making in every class one or two individuals responsible for the care of the games issued to that class has been found to be a good plan.

Still another feature of the library is the Victor and Edison records, which are kept for loaning to the various buildings. The institution owns three Victors and one Edison machine, and 225 records for these are cataloged and kept in cases being issued as required. As with the books and the magazines, these represent the very best to be found in their line. New records are being added frequently to this collection.

Several of the children own machines, and their friends keep them supplied with a variety of records, so that there is no building that does not have an abundance of books, music, and flowers, for we have a greenhouse to add to the pleasures and refinements of life.

As to our moving picture machine, our band and orchestra concerts, our operettas, and other forms of entertainment well, that is another story!

TRAVELING LIBRARIES IN HOSPITALS

By Miriam E. Carey, Supervisor of Institution Libraries.

Minnesota State Board of Control, St. Paul, Minn.

Reprinted From the Modern Hospital for April, 1916.

Systems of traveling libraries have been operated in the rural districts of this country for many years by library organizations of various sorts, and the results of their experience can be used as guides by those who wish to introduce traveling libraries into hospitals and other institutions in which reside large numbers of persons, many of whom would be glad to have something to read.

In hospitals for the insane there is always a group of patients who like to read and who exhaust the collection of books in the library before they leave the institution. These patients often see the book reviews and advertisements in the magazines: their curiosity is aroused about certain publications, and they want to read the new books just as much as any other person. One way to satisfy this demand is by means of traveling libraries operated from some central point.

The practicability of such a system has been tried out in the state of Minnesota, which has a circuit of five libraries going the rounds of the institutions for the insane. This year (1916) sees the third series of these collections in operation, so that the scheme has ceased to be an experiment.

When the first set of libraries was started, each of the five institutions interested subscribed $25, and the combined sum was spent for 125 volumes and the cases needed to transport them. Each library remained one month at each hospital, and on a given date was shipped to the next place in the circuit. At the end of six months each institution kept the books received in the last exchange, and sent the empty boxes back to headquarters. These boxes were filled with new sets of books, and were started out to make the same rounds as the first series. This method is still in operation, and by it each hospital has the opportunity to examine 125 fresh books every six months and to add 50 books a year to its present collection.

Good team work at each hospital is absolutely necessary to make a plan like this work smoothly, and in Minnesota it has cheerfully been rendered by the several persons in charge of the libraries at the various hospitals.

On them devolves the task of rounding up the books at the proper times, and in a large hospital this is a rather difficult thing to do, making it very necessary to have a good charging system of book-cards and book-pockets in operation.

When the date occurs for changing the libraries, someone at headquarters (in Minnesota it is the library supervisor) sends to each of the librarians a list of the next set of books to be received, a shipping tag for use on the box to be sent away, a return post-card by which the receipts of the new library and its condition is to be acknowledged, and a note stating the date of shipping.

If it happens in some hospital that one or two books are not returned promptly, the library is shipped without them. If they are found within a week or ten days, they are sent; on by parcel post, but, later than that, the institution at which they were lost buys new copies, which are put into the proper libraries in order to keep the series intact. It usually occurs that after many days the mislaid books reappear, and they are then added to the permanent library of the hospital which lost and replaced them. It is to be expected that there will be some loss through the actions of destructive patients, but this should be regarded as part of the business and should not debar the use of books by the other patients.

Books coming in this way at regular intervals from the outside world are attractive to the whole hospital; not only the patients, but also the employes, look forward eagerly to the exchanges.

As to size and construction of the traveling library cases, there is now a standard, and the number of books in each unit has also been established; it has been found best to send groups of 25 or 50 volumes in boxes made to accommodate exactly that number. The outside dimensions of the smaller cases are 28 by 10 inches, with a depth of 12 inches. For convenience in carrying, these cases have stout iron handles on both sides.