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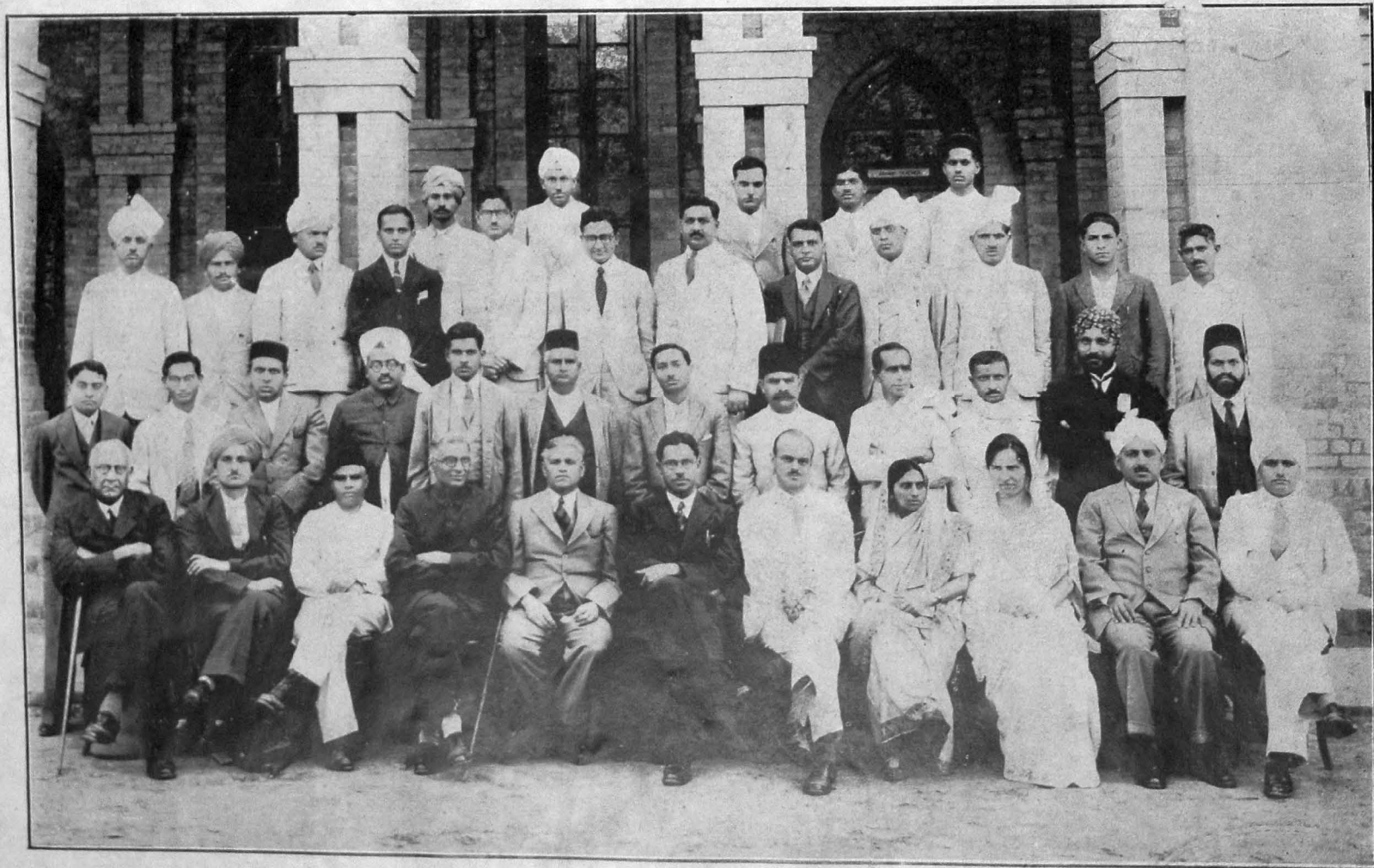
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THE THIRD ANNUAL PUNJAB LIBRARY CONFERENCE 22 MAY 1933
Lahore, April 13-15 1933

UNIVERSITY OF TORONTO LIBRARY

***ADDRESS BY DR S. K. DATTA, B.A., M.B., CH.B.,**
CHAIRMAN OF THE RECEPTION COMMITTEE.

LADIES AND GENTLEMEN,—

Of all duties the most pleasurable one is to welcome you as guests in the guise of delegates—guests who are to become during the few days in our disposal, members of our great family of Library lovers. It is in that capacity that in the name of the Reception Committee, I would welcome you to the Lahore of evil smells and of dusty roads, most of them in an active state of dissolution. This monstrously overgrown village which in spite of the airs it puts on, still retains the simple virtue of hospitality to the stranger within its gates. We trust that your visit to us will not have been in vain and that even in the narrow business of the Librarians' Craft we may have something to show you.

That the Panjab has a long and honourable Library history, it would be difficult to assert, but yet that history has not been altogether empty of glory. In this town, the Panjab Public Library housed in the old hunting pavilion of Wazir Khan (the leafy date-palms which often marked these Muslim amenities unfortunately are now disappearing) has a record of achievement to its credit. The University Library too affords many facilities to University students and teachers. The Dyal Singh Public Library has proved a boon to a public which without its ministrations could be deprived of much intellectual pleasure. On the other hand, Lahore is singularly devoid of Libraries where research or ordinary scholarly work can be carried on. The one exception is the Oriental College Library where research can be done in Persian and Urdu as also in certain other Oriental languages.

As head of the college which is a lineal descendant of the earliest English school in the Panjab, perhaps you will permit me to make certain references to our traditions which go back nearly a hundred years ago. The Mission work was begun in 1834 at what was then the frontier town of Ludhiana, and the Mission took over a small school begun by the British Agent then Captain (later Sir) Claude Wade. From that school English education in the Punjab sprang.

The modern school, the printing press, the introduction of the English Dictionary and the pocket watch, these were the contributions of

the early missionaries to the new civilisation which the approach of the East India Company brought to the frontier of the Panjab. But there was one further contribution. In the manuscript record of the Ludhiana Mission for 1836, we read: "We are about to print a catalogue of the Mission Library for the benefit of the general stations. A copy of this also shall be sent as soon as it is ready." I wish we could discover somewhere a copy of this early catalogue. Again in 1837 in the table of publications of the Ludhiana Mission Press we find the following.

"English High School Library labels 1152
Thus was the mechanism of libraries as revealed in the printed catalogue and the book label introduced into the Panjab.

Ladies & Gentlemen.—In your efforts to encourage what might be termed the efficiency of the Library, we must remember that our foundations are still insecure for we have not yet in this country an adequate number of readers, for in the first place the appalling widespread and very nearly universal illiteracy among the masses places definite limits to the reading public. This general illiteracy of India constitutes one of the most outstanding social problems of our time. The recent census has revealed the desperate fact that in 1931 there were 7,000,000 more illiterates in the country than in 1921. The ordinary machinery for making literates is not commensurate with the increase of population. Perhaps nothing brings home the facts of what can be done more than a visit to Japan, the only literate Asiatic country. In that country, with a population equal to that of the Madras Presidency and the States of Mysore and Travancore, the number of libraries open to the public is nearly 6000 which have on their shelves between seven and eight million volumes with an annual reading public of twenty-two million persons. What is even more striking is the enormous number of book-shops, crowded it often appears more with readers than buyers. The general poverty of the readers seems to result in the practice of temporary possession of a book. Persons buy books and as often seem to resell them back to the shops and thus an individual volume changes hands constantly.

*Delivered at the third session of the Punjab Library Conference, April 13-15, 1933.

In the second place even for our restricted number of readers enough library provision has not yet been made. Your association has probably made a census of libraries in this country, but the "Statistical Abstract" ignores libraries from its purview. It tells us under the letter 'L' how many Lepers, Lunatic Asylums, Light Houses and Liquor Shops India has to her credit or discredit, but not Libraries. The relapse into illiteracy of those who have been in school, which is a feature of your educational system might be partially stayed by a real Library Movement for the village.

In the third place we must acknowledge that our libraries are inadequately used in proportion to the numbers of literate or so-called educated persons. The root cause of this may prove to be that our minds are dulled by our present system of education. It may also prove that the use of English as a medium of instruction and of compulsory expression, in examination and class-room, has brought about this untoward result.

We need in India a much larger number of lovers of books. I purposely refrain from calling them Bibliophiles—but persons who will use libraries and carry with them or possess collections of books. Mr Philip Guedalla in his life of Wellington gives us two lists, of books carried by those two great soldiers of the early nineteenth century, Napoleon and the Duke himself. In 1706 the latter sails for India accompanied (among others,) with 3 volumes of Dow's History of Hindustan, Richardson's Persian Dictionary in 2 volumes, Cæsar's Commentaries and Plutarch's Lives, the works of Locke and Paley to which were added 4 volumes of Blackstone's Commentaries and 3 volumes of Smith's Wealth of Nations as well as 24 volumes of Swift's works, etc., etc. We have in existence the record of the book-seller's bill, the last item of which is "Trunk, Cord, etc. £ 1-11-6". This then was part of Col. Arthur Wellesley's Ambulant Library. Two years later another Ambulant Library was purchased for Napoleon on the eve of his departure for Egypt but unlike that of Wellington it was classified with precision under the heads of:—

Science et Arts
Geographie et Voyages
Historie
Poësie

Romans

Politique et Morals.

Under History was included a philosophical history of India together with Plutarch and the lives of Conde, Saxe, Marlborough Charles XII, etc., also twenty volumes of the memoirs of the Marshals of France. Under politics were included the following: The Old and New Testaments, The Quran, The Veds and the Spirit of Laws I trust Ladies and Gentlemen that in our efforts to obtain larger and better Libraries, mechanized in the last degree with catalogues, card indexes, etc. we shall not kill the individual spirit of the book-lover which expresses itself in the private Library, or the private collection.

Men and women are not educated unless they can and do use libraries and our educational system fails to teach the young how to do so. Some of us who are teachers realise that many hundreds of young students entering the First Year of College are unable to use an index or consult a catalogue, but what is even worse have no or little desire to enter the portals of their college libraries. Head-Masters ought to make the method of reading assignments, compulsory for their teachers and supervised reading in the library made compulsory for their scholars. Even as the laboratories afford to Science students a place where they can express themselves, the School and College Library ought to give this opportunity to all—and in particular to students of history, philosophy, literature, etc.

Ladies and Gentlemen, will you let me in the name of the Reception Committee congratulate you on your being able to secure for the Presidential Chair a distinguished exponent of Library Craft. We trust that under his chairmanship your Association will have a very fruitful session. As far as we are concerned, we hope that your visit will prove to be a very happy one. While possibly we have little to offer in the way of the inspiration of achievement of our local guild of librarians, yet we are willing to learn and let us all remember, that the people of Lahore have the proud distinction of being a sociable community and they appreciate the fact that you are their guests. Call upon us at any time to meet your needs. We await your commands. Visit our Libraries, Public and Academic, and we shall lay before you what treasures we possess.

***PRESIDENTIAL ADDRESS BY DR M.O. THOMAS. M.A., TIL.D., DIP. I.S. (LONDON), F.L.A.
LIBRARIAN, ANNAMALAI UNIVERSITY.**

I THANK the Council of the Punjab Library Association for the honour it has bestowed on me in asking me to preside over the third session of the Punjab Library Conference. My best qualification for such an honour is, perhaps, my enthusiasm for the cause of a Library Movement in this country. Those of us who really desire to see the spread of education in India cannot but be enthusiastic about the importance of libraries, and those of us who have seen the part that Public Libraries have been playing in the education of Western nations cannot help longing for similar institutions in our own country. Now, if it is a truism to say that India is a century behind most of the Western countries in the matter of education, it is even more so in the matter of public libraries. To-day, we are glad, however, that our educational outlook is rapidly changing. Although we are still struggling to make headway and our progress is yet rather slow and uncertain, the country has already realized the need of a nation-wide education. But, is there a similar change in our attitude towards libraries which should naturally form an integral part of the programme of any progressive educational movement? Has the country yet realized the importance of libraries in the education of the nation? Is there a nation-wide Library Movement in this country? If there is, has it received any recognition at all? Is a library yet recognized as having the same value as an educational institution like a school, college or a university? Are librarians considered as educators? Unfortunately these questions cannot be answered in the affirmative. In India, libraries are still considered chiefly as mere store-houses of books or at best, they are institutions to be visited only by scholars or research-workers. Even some of our educationists take that attitude. They are slow to realize the importance of libraries for the education of the common man. That is not the case in progressive Western countries. There are, no doubt, many libraries in the West intended chiefly for the scholar and the research-student. But there are even more that provide for the information, education, as well as intellectual recreation of the ordinary

man. Western libraries, whether they be special libraries or general public libraries are real educational centres of the people. In conformity with this is the Western attitude towards the library profession. Librarians are looked upon as educators of the people. Men with good general education and specialized technical training alone are appointed as librarians and they have an equal place with other educationists of the country. But in this country, the old idea that any half-educated man can be a librarian, still prevails. Often our university students come and tell me "Sir, the Librarian refuses to issue this book to me" referring, of course, to the issue clerk. One of the members of the supreme governing body of a University was exceedingly surprised when he heard that the University librarian had a doctorate degree. These antiquated ideas of libraries and the library profession must change. We must make the public realize that libraries are real educational and cultural centres of the nation and that librarians and library workers are educators of the people. That being one of our primary tasks as a professional body, it will not, perhaps, be out of place if I take as the theme of my address, "Education and the Indian Public Libraries." I shall develop my theme mainly in the form of objections and answers.

We may anticipate several objections. We shall surely be questioned whether a Public Library System is at all necessary for the education of the Indian masses, and whether such a system would be beneficial to our people as a whole. Even if we convince our rulers and legislators that such a system is necessary and beneficial, a further question may be raised "Is the time ripe for its establishment?" Again, we may ourselves raise the question "Can there be a Public Library System in this country without an Indian Public Library Movement preceding it; what are the chances of such a movement making headway in this country?"

It is rather optimistic to assume that all the people of any country would agree on the question of the need and benefit of Public

Libraries. When the first Public Library Act was introduced in the British Parliament in the middle of the 19th century, there were not a few honorable members who opposed the bill on the ground that a Public Library System was not good for the country. They argued "that too much knowledge was a dangerous thing" and that free public libraries would be centres of unhealthy agitation among the masses. "What the people wanted was food for the body and not for the mind." But in Great Britain to-day such direct opposition dare not show its head. The case may, however, be different in India. Although none here may argue that educational institutions are centres of unhealthy agitation, many of our leaders would, on other grounds, be reluctant to admit the utility of public libraries. Even our educationists take rather an indifferent attitude towards public libraries. If they were convinced of the importance of libraries in the life-long education of the individuals and the nation, they would certainly have included in their educational programme not only schools, colleges, and Universities but also public libraries. In a message to the last Annual Conference of the Library Association at Bournemouth, Lord Irwin, the president of the Board of Education said "The Public Library is an essential complement of any system of state education. By providing books, not only on special and technical subjects, but also literature which is worth reading and is read for our pleasure, the public library may become for many of us a University; and it is a University which fortunately we need never leave." (*The Times Educational Supplement*, September 17, 1932). It is probable that some of our enlightened leaders who are acquainted with modern conditions in the West would agree with Lord Irwin's statement, and admit the need and utility of public libraries. Unfortunately, the majority will still be unconvinced. They are sure to raise insuperable obstacles, both of the real and imaginary kind.

The first of these serious obstacles would be based on the ground of the illiteracy of the Indian masses. "What is the use," the objector may argue "of a Public Library system in a country where the majority of people is illiterate? Why supply books to those who cannot read?" Superficially the argument seems to be quite sound. The answer may well take the form of a series of counter questions. "Are there enough libraries within

easy reach of all the educated people of the country? What do those provinces and states which have a high percentage of literacy do to prevent their people lapsing into illiteracy? Do we realize that a large percentage of children educated in primary schools lapse into illiteracy because they are deprived of a free supply of reading material to foster and to develop the little education they have acquired in schools?" It is an enormous waste to teach people to read and write and then deny them the public provision of literature on which they could expend their mental energy and enthusiasm. The agitation for compulsory education is highly commendable. The earlier it is introduced throughout the length and breadth of India, the better it will be for her people. But much of the money devoted to primary education is and will be expended to no purpose until free libraries are also given to the people of each school district. The educational programme for any place must include a free public library. *The educational movement and the library movement must everywhere go hand in hand.* It is so in all the Western countries. The earlier we co-ordinate these two movements the better it will be for this country also. The work of educationists does not stop with giving children a knowledge of the three Rs. They will soon forget if facilities for further development are not given. The child in the school should learn to use the library in his school days so that he may continue to develop his mental faculty even after he leaves the school. A person cannot learn in school throughout his life, but he can do so in a Library. As a matter of fact, the library is the only public institution in which a life-long education may be carried on. As Lord Irwin says "It is a university which fortunately we need never leave." We may add that it is a university that the state should provide to every one of its citizens. In a country of grinding poverty like ours where every pie of the poor man must go to relieve his physical hunger, it is not to be expected that he should buy his own literature to develop his mental faculty. For the starving individual, food for the body is more essential than food for the mind. The supply of literature should, therefore, be as free as primary school education.

Our original question, then, is answered. We are not advocating libraries for the illiterate masses—it would be a senseless thing to do;

But we are asking for enough libraries for our educated public. We are urging that libraries must form a regular part of the educational programme for this country. We are suggesting that wherever there is a school, there should also be a library which is free and open to the public. *An educational programme without a library programme must be one-sided and will yield only inadequate results.*

A more serious objection to a Public Library System in India would be the weakness of the reading habit among our people. Our educated public, it will be argued, is not generally a reading public, and hence why provide it with literature? There is undoubtedly some validity in this argument. Our so-called educated people have not yet acquired the reading habit which is characteristic of most Western people whose thirst for information and knowledge is remarkable and is evident everywhere. The reading-rooms and newsrooms in Western countries are usually over-crowded. Even the odd minutes spent in street conveyances, railways and underground railways are utilized by the public for reading. In Western countries and also in Japan, it is a common thing to see men, women and even children poring voraciously over books and newspapers as they rush to their offices, working places or schools. Such a habit is almost unknown in this country. People in our public conveyances are more content with chewing *pan* or engaging themselves in idle conversation.

It is easy, perhaps, to account for the lack of a well-formed reading habit among our people. Its primary cause may be traced to the narrow scope of our educational system. Our education, whether it be in school or college, is such as creates in our students no interest in literature outside their specific text-books. The educational ambition of our students is confined to one thing and that is, the passing of examinations by cramming the portions set for them. Once they have attained this object they seem to think that it is the end of their education. They have no further interest in books and would heartily endorse the attitude of the honorable member of the British Parliament who opposed the first library bill on the ground that he "did not like reading at all, and hated it when at Oxford." When one reads Gibbon's description of Oxford and Cambridge in his days one is not surprised that students hated reading at Oxford. The root cause of the lack of the reading habit is a defective

educational policy and this was characteristic of some of the important educational institutions of Great Britain in the days of Gibbon. There is hardly anything in our educational system which supplies an incentive for the love of literature in general, or provides opportunities for students to cultivate a good reading habit. *When passing examinations becomes the sole object of students, the love of culture is killed.* In our country, somehow or other, the cultural side of education is left entirely in the background. Culture comes largely through good reading, and what culture can we expect of students whose only aim is to get through examinations. The net result is that education which is intended to make a person fit for life fails in its purpose. The average Indian graduate does not know the world in which he lives. In that respect an average Western public school boy compares favourably with an ordinary Indian graduate. In an intelligence test an average English and Indian boy may score equal marks but in a test on general knowledge, culture and fitness for life, the latter will fall far short of the standard. The remedy for such a state of affairs lies in a complete revision of our educational system. We are not, however, concerned here with the task of reforming educational systems and policies. That is the work of educationists. Our problem concerns the function of libraries in cultivating a reading habit.

The problem presents two aspects. The first of these relates to the child and the second to the adult. How are we to develop a reading habit in the child as well as in the adult? The problem is very simple as far as the child is concerned. It would be poor logic to say that the child has no reading habit and so we shall not give him any books. Strictly speaking, a child has very few habits, but he has plenty of aptitudes and love of books is one of the most natural of his early aptitudes. At first, it may be only to play with them and tear them up, next it is to see the illustrations and finally to read. This natural propensity for books seems to be almost an innate instinct in the child. Introduce him, therefore, into a library, when he has passed the stage of tearing up pages and has attained a love of good illustrations and he will be sure to develop a real love for books.

If a child ever hates books, it is because they have become a part of his school machinery. Boredom and often revolt is the result of a

task imposed upon us, however, pleasant that task may really be in itself. It is as true of the child as it is of the adult. On this point Bertrand Russell in his recent book "Education and Social Order" says:—"Another effect of compulsion in education is that it destroys originality and intellectual interest. Desire for knowledge, at any rate for a good deal of knowledge, is natural to the young, but is generally destroyed by the fact that they are given more than they desire or can assimilate. Children who are forced to eat acquire a loathing for food, and children who are forced to learn acquire a loathing for knowledge. When they think, they do not think spontaneously in the way in which they run or jump or shout: they think with a view to pleasing some adult, and therefore with an attempt at correctness rather than from natural curiosity. The killing of spontaneity is especially disastrous in artistic directions. Children who are taught literature or painting or music to excess, or with a view to correctness rather than to self-expression, become progressively less interested in the æsthetic side of life. Even a boy's interest in mechanical devices can be killed by too much instruction. If you teach a boy the principle of the common pump in lesson-time, he will try to avoid acquiring the knowledge you are trying to impart, whereas if you have a pump in your back yard and forbid him to touch it he will spend all his leisure studying it. A great many of these troubles are avoided by making lessons voluntary. There is no longer friction between teacher and pupil, and in a fairly large proportion of cases the pupils consider the knowledge imparted by the teacher worth having. Their initiative is not destroyed, because it is by their own choice that they learn....." p. 32.

According to the present programme of most of our schools, however, a child has to read his prescribed text-books whether he likes them or not and invariably a penalty is attached to an unfinished reading. This as Bertrand Russell points out is not conducive to a love of books. In a library, on the other hand, a child has the liberty to choose the book he likes best and to read it at his leisure. The fact that there is no punishment attached to an unfinished reading makes a library book all the more enjoyable. In the early stages, the child's first preference will naturally be for books with good illustrations. He would then want to know what they illustrate. He either

seeks the help of others or tries to read himself. The result is the same, namely, a love of books and of reading early in life.

During the past two decades, educationists and librarians in Great Britain and America and in practically all the Western countries have done a great deal to develop the reading habit in children and to enrich their imaginative life by affording excellent materials for reading. More than that, they have provided them with well-furnished libraries which have an entirely different atmosphere from that of the school. The freedom in the juvenile library under the sympathetic guidance of the children's librarian is intended to give a different and yet a complementary aspect of school discipline. The child naturally enjoys such freedom and it has a wholesome influence on him in cultivating his reading habit. To-day a Western child looks upon the juvenile library of his locality as the more pleasant part of his schooling and it makes a lasting impression on his life.

Conditions are unfortunately different in India. To begin with, the average Indian child lacks the cultural background of the majority of British or American children. There is very little opportunity for cultivating a reading habit at home. Poverty, illiteracy of parents, social customs and habits, all contribute towards the child growing in an atmosphere of ignorance. Secondly, there is a scarcity of schools. Even if there are schools, the method of teaching is still antiquated. The education of primary school children is generally entrusted to a partially educated schoolmaster who is their constant dread during the major part of the day. And when the child grows to be an adult all the memory he has of education is connected with a few dull and uninteresting books and frequent corporal and other punishments for the neglect of reading them. No wonder he has a distaste of books which have been the prime cause of the dread of his school days.

The remedy for such conditions lies in a reform of our school methods. The modern Western methods of early education of the child have made school a really pleasant place for him. A child in a kindergarten, unless he is an exceptional child, does not to-day hide in the wayside bush to play truant as some of us did when we were children. He likes his school because the new methods have made work as interesting as play. His

education is in the hands of teachers who understand child psychology and who adapt themselves sympathetically to the need of each individual child. The earlier we adopt such modern methods in all our primary schools, the better for our children.

We are not, however, directly concerned here with school reform. Our task is to help the child to cultivate a reading habit apart from the influence of the home and the school. The juvenile library is our own sphere of work as far as children are concerned. Although we have several libraries in India, with the exception of Baroda, there is hardly any library which has a children's department. In Great Britain and America on the other hand, the juvenile library is one of the main features of most public libraries and those public libraries which have not got a well-equipped juvenile department are considered antiquated. *If we really care for the education of the future generation of this country, we should strive not only for compulsory primary education, but also for the establishment of juvenile libraries.*

Even the child who shuns school will not shun a juvenile library. The Indian child would love his library as much as the western child provided he were given the opportunity. The love of beautiful illustrations, of good stories and of interesting pictures on the screen is common to children. When one sees the splendid library facilities given to children of even the poorest classes in the West, one cannot help wishing for similar facilities for the children of this country. When will such opportunities be given?

The other aspect of our problem is connected with developing a reading habit in the adult. Formation of any habit in adult life is, no doubt, more difficult than in childhood. Yet it is not impossible. And if there is any agency which can successfully create a reading habit in the adult, it is the public library. Regular schools can do very little for the adult who has varied interests in life of which earning a living for himself and his dependants is the chief one. He has no time to attend schools. His attendance even in the evening or night schools is rather a difficult proposition unless he has a great deal of leisure for himself. After a day's hard work, it is not to be expected that he will be in a mood to walk any distance to a school or concentrate his attention over a course of study which he should have learned in his childhood. Schools can

help efficiently only those adults who have not acquired a knowledge of the three Rs. After acquiring that knowledge the best place to educate oneself is the public library. However tired a workman might be at the end of a day's work he would not mind, on his way back, dropping into a library to have a glance at the day's paper or occasionally going into the loan section to select one or two interesting books for reading at home. Adult education can be carried out to the best advantage if it is made a part of the programme of the work of the public library. We shall not here discuss the various ways in which such education can be imparted to the adult. Periodical courses of study on interesting subjects or on some burning topic of the day, discussion groups, extension lectures chiefly of the illustrated kind, visual instruction through moving pictures and other methods can serve as baits to attract adults to the library. A display of attractive books on the subject under discussion will naturally arouse interest and the demand for such books will often be more than the library can supply. Is there any better method of educating the adult or developing a reading habit in him?

What then is the real cause of the lack of the reading habit in our people? Is it mere laziness or want of good training and opportunity? I believe it is the latter. The Indian public may not cultivate the rush habit of the Westerners of reading while hanging on to the straps of crowded public conveyances. Our climate as well as the condition of our public conveyances are not conducive to such reading. Neither are we quite sure whether it is good for our people to cultivate the rush habit of Westerners particularly in matters connected with mental development.

The thirst for information and knowledge, however, is evident everywhere, even in the poorest villages. Is it not a common thing in our villages to see a person getting hold of a page of a newspaper or a few pages of a book and reading it to a circle of friends gathered around him in the cool of the evening or in the dim light of a kerosine lamp. And where travelling libraries have been established it has been conclusively proved that our villagers are as anxious as the rural population of the West to take the best advantage of such opportunities. Human nature is the same everywhere, and the thirst for information and knowledge is universal. If our children and

adults have as good a training and opportunity as their fellow beings in Western countries, we shall never lack a reading public. Fill the country with a number of modern free primary schools and free public libraries and we shall find them always full.

The third and perhaps the last serious objection to a public library system would be lack of funds. This has been the original stumbling-block of even those countries which have a flourishing system of public libraries to-day.

When the Library Act was first introduced into the British Parliament the most serious opposition to it was based on the ground that it would involve fresh taxation. Even a half penny rate was objected to. The objectors were more concerned about food for the body than food for the mind. They also thought that it was unjust to tax the whole community for the benefit of a few who were inclined to read.

The history of the Public Library Movement in Great Britain, however, clearly shows that once people are given an opportunity to enjoy the benefit of a public library system they are never unwilling to be taxed on that account. The bill for a half-penny rate went through in spite of great opposition though with a very narrow majority. A few years later the raising of the rate from half to one penny had less opposition. And in 1919 the complete removal of rate restriction had no opposition at all. It was passed unanimously. This wonderful change of attitude of the British public within the course of half a century can be accounted for only by the fact of their certainty of the boon of public libraries. They were quite willing to bear the burden of additional taxation in order that they might see a flourishing library system for the whole country.

The lesson is great for our country. Any proposal for a nation-wide library system now is sure to be objected to and even turned down on the score that it would involve additional taxation. And unfortunately since our people have not had the opportunity yet of knowing the benefit of a public library system it is not to be expected that they will voluntarily submit themselves to additional taxation. People are not over-fond of taxation on any account, and additional taxation will always be resented. Yet grudgingly or otherwise, they pay an enhanced income-tax, postal rates, and rail-

way fares. They even submit to cuts in their salaries. It is not likely that there would be greater resentment among the people if a local rate were imposed upon them for their education. And the experience of other countries proves that there would be no resentment at all when once they begin to enjoy the benefits of public libraries.

It is not worth our while trying to answer any more objections. There will always be ever so many of them. It is in the face of objections, however, that we have to convince our rulers and legislators on the one hand and the public on the other that a public library system is urgently needed for the country and that it will be beneficial to our people. The task is immense and it may not be accomplished within our generation. Nevertheless, we shall have the credit of being the pioneers of the movement.

What then is our task as pioneers? It is the task of setting afoot a library movement in the country. Those who are interested in the movement must preach the gospel of libraries in season and out of season. By constant propaganda work, we should enlist the sympathy and support of the great and influential people of the country and insist on being heard. We should also try to convince our rich philanthropists that there is a cause worthy of their consideration and deserving their support, a new and excellent outlet for their charity. *They should be persuaded to think that the erection of libraries is as good an object of philanthropy as the establishment of schools, colleges and universities.* Libraries erected by them will ever be standing monuments of their good work and they will always live in the memory of posterity. An Andrew Carnegie or a Passmore Edwards will never be forgotten. These have immortalized themselves by their gifts to libraries. The former was the wiser and more generous giver of the two. The whole country of Great Britain and to a great extent America owe their excellent library systems, particularly the County Library Systems, to the munificent gift of Andrew Carnegie. Here is an example worthy of imitation for those who are rich or likely to be rich.

The story of Andrew Carnegie is indeed a romantic story. He rose from the ranks of poor Scottish immigrants to U. S. A. doing odd jobs for a few cents a day to that of a multi-millionaire philanthropist with generous impulses. The main object of his philanthropy

was libraries. It was the kind action of a librarian of his adopted home-town who befriended him and gave him the use of his library while he was yet a boy which roused his generous impulses and made him resolve that should wealth ever be his portion in life, he would use it for the establishment of free libraries so that other boys and men might have opportunities similar to those which he was able to obtain. And when he actually became rich, he carried out his resolve to the fullest extent. More than half of the present rate supported libraries of the United Kingdom were originally recipients of his generosity. Besides these generous grants which he gave for the running of libraries, he was responsible also for the erection of 380 library buildings in the United Kingdom alone, and over a thousand buildings in dominions, colonies and the United States of America.

The wisdom of distribution of his gifts lies in the fact that in almost every case it was conditional. He undertook the erection of buildings and the running of the libraries for a short period, usually five years, provided the communities concerned would meet all the running expenses after that period. His principle was to help those who were willing to help themselves. The gift was therefore offered with a challenge. To speak of Great Britain alone, both were accepted by the British public, and the nation as a whole took up the matter. The British Parliament passed the Library Act of 1919 removing all rate limitations as well as restrictions for the adoption of the Act and left to the communities concerned by the levy of what rates they

chose for library purposes. Andrew Carnegie made the nation realize the benefit of public libraries and once they realized it, they were glad to bear the burden themselves.

We need a number of Carnegies in India not only to give us their gifts, but also to create an enlightened public conscience. We have, perhaps, many of them in the country. But they need to be convinced that the public library is one of the most essential factors in the education of our nation. But Carnegies alone will not achieve all that we want to achieve. It is the duty of the nation too to educate its citizens. The nation as a whole should bear the main burden, the people themselves should undertake the task, and the Government should shoulder its responsibility. "The primary duty of any government," Napoleon has said, "is the education of its people." In the words of President Hoover "There is no safety for our Republic without education of our youth. That is the first charge upon all citizens and local governments. The proper care and training of the nation's children is more important than any other process that is carried on by our Government."

Now our task as Library pioneers is to wrestle with principalities and powers on the one hand and the forces of darkness on the other, and to lay the solid foundation of a Public Library System on which perhaps we ourselves may not live to build a suitable superstructure, but for which we shall have the lasting gratitude not only of our younger generation but also of our posterity.

***ADDRESS BY DR F MOWBRAY VELTE, M.A., PH. D.**

CHAIRMAN OF THE COUNCIL, PUNJAB LIBRARY ASSOCIATION.

Mr Chairman, Ladies and Gentlemen:—

Every librarian both dreads and looks forward to the annual stock-taking. He cannot but regard with horror the state of confusion into which his little realm is temporarily thrown. Dusty and unfamiliar volumes emerge from their peaceful retirement in dim forgotten corners to be dusted, examined carefully, and restored finally to their former obscurity. Where books are missing the loss is noted, and in most cases made good by replacement. Now and then even in the best organized of libra-

res a stray is discovered which somehow or other has slipped past the cataloguing department, and now at last is entered therein. Occasionally—and here it lies one of the great joys of the annual stock-taking—a volume long-catalogued but long-ignored is during one of these house-cleanings discovered to be a hitherto unrealized treasure—a book perchance containing a notable autograph inscription or a really significant first edition.

The annual stock-taking of a Library Association is both less arduous and less exciting,

but nevertheless equally necessary. If we are to be alive, we must, as an association, ask ourselves almost annually what we have been able to accomplish, and what we hope to accomplish in the more or less immediate future. Thus my remarks as Chairman of the Council will be confined to a brief account of the work of the year just concluded and to a statement of what I believe we should aim at during the coming year.

The Panjab Library Association has just come through a year beset with difficulties. We are all painfully aware of the current financial stringency and yearn for the dawn of restored prosperity. The Panjab Library Association has not been unaffected by conditions. It has had a hard time maintaining itself, and its chief achievement, *The Modern Librarian*, has had to face a marked decline in the number of its subscribers, its very life thus being imperilled. Nor have the libraries for which the association exists fared much better. They have all been retrenched as to budget, when their original and untrenched budgets were in most cases pitifully small. Naturally this is a state of affairs which has curbed most of the Association's ambitions for expansion of usefulness, and it is a great thing under the circumstances that we have succeeded at least in holding our own in spite of handicaps.

Nor must I neglect to mention at this point a very tremendous loss which we suffered during the year and to pay my tribute now to one to whom we owe a very great deal. The serious illness of Mr A. K. Siddhanta deprived us all the year of his generous services and his wise advice, and we have missed him in every branch of our life and work. We can only trust and pray that he may soon recover, and once more take his place amongst us as an enthusiastic leader in the Panjab Library Movement. It is quite impossible to find any one, who will quite take his place in either the work or in our affection and esteem.

But, as I have said before, we have, I believe, held our ground throughout the year and in some small ways even made progress in keeping interest alive in libraries as one of the greatest of public necessities. More than that I believe that the interest in steadily growing, and that thanks to the endeavour of all, who, like you present, are in earnest about the Library Movement, we are making the public library-conscious.

I think you will agree with me as you consider the programme for to-day and to-morrow that this should be the best of our library-conferences to date. Papers are to be read at these meetings which as teachers or librarians you cannot fail to find stimulating and instructive—a marked advance in both quality and quantity on the papers of our two previous conferences. Here at any rate we can report satisfactory progress.

Our periodical *The Modern Librarian*, possibly our most tangible achievement, has also improved in quality and scope. It has been very well received, especially in the U. S. A., and we have been much inspired by words of encouragement from American and British subscribers. Our Indian subscribers also are very appreciative, and have praised us more than we deserve. So despite all financial discouragements we shall struggle on and endeavour to improve on our past product.

The purposes and immediate objectives of the Panjab Library Association are very specifically those of its organ, *The Modern Librarian*.

The magazine in the first place desires to interest people in more libraries and better libraries. It includes a large number of articles with this purpose—articles on library control, on book selection, on matters of technical importance to librarians, and on the Library Movement as it manifests itself in different parts of India. We receive and print reports from all over India, and are in that sense truly what we claim to be—an All India Journal. But our greatest interest of course is nearest home—we have more to say of the Panjab and what we see about us than of other provinces of which our knowledge is necessarily more limited.

In our articles on Library administration and organization *The Modern Librarian* should of necessity speak in terms of Indian conditions. We must adapt our teaching in these matters to our circumstances and our needs, and all earnest members of the Association are urged to think along these lines and to submit their suggestions to *The Modern Librarian* for others to read, analyse, and turn to profit. There are surely library problems peculiar to India which demand consideration. Can we not tabulate such problems and attempt to discover their solution? Here is a useful labour to hand for every wide-awake librarian in the province.

The Modern Librarian as the organ of the Library Associations of India must endeavour to popularise libraries by developing an interest in reading of the right kind. Hence our emphasis on book reviews and the occasional presence in our pages of less technical and more purely literary articles. We do want to educate people by making them desire to read.

Reading good books is not, I am afraid, this Province's most approved pastime. Among students the real readers are relatively few; most students pursue learning as she is to be found only within the covers of a limited number of text-books and having been rewarded finally with a degree cease for the rest of their lives to read anything more significant than Edgar Wallace or the even less desirable sensational stuff that flaunts its meretricious charms on most of our cheap book-stalls and

vies with the more lurid cinema-shows in polluting the public mind.

The result is bad education and consequent bad thinking, and it is the aim of *The Modern Librarian* to turn the minds of its readers to more worthy literary matter. The books reviewed are we hope interesting, well-written, and at the same time profitable. The Panjab Library Association likewise, both as an organization and as a group of individuals, must battle for the best in reading-matter, and try to elevate the popular taste in literature. If we can succeed in doing this not merely will the Library Movement prosper, but the Province will progress both intellectually and spiritually and be saved from the dangers of the sloppy and trivial thinking with which the great mass of shoddy literature produced annually menaces higher standards of social and moral life.

*Home Libraries for Children

Mrs SITA RAM KOHLI, B.A.

FOR A MOTHER there is no treasure she loves and cherishes so much as her children. No pains, privations or sacrifices are too great for her for the sake of her children. The poets are not guilty of exaggeration when they sing of children as the light of their mother's eye or the lamp that lighteth the home over which she presides and reigns.

How sweet are the little apparently meaningless talks which she enjoys with her little ones. There is a hidden freemasonry which runs through their prattle and establishes mysterious bonds of love and affection which neither vicissitudes of fortune, nor distance, nor even lapse of time can sever.

The mother is the first teacher of the child, and need I add? she is also the best. She alone knows, above everybody else within the home or outside of it, what a child's real needs and capacities are, and how best those needs can be supplied. The mother is a born teacher of children. For she knows the psychology of the

child mind; not indeed from books but because of the freemasonry of which I have spoken and which she alone understands instinctively. For this reason even an uneducated or little educated mother is often a better teacher than many educated teachers.

The first lessons which children learn are from the natural objects around them. The familiar wide open eyes and the gaping mouth of a new born baby are symptoms of the feeling of wonder with which it is imbibing sense impressions from the world into which it has come. It is now the mother's privilege to provide for it opportunities and facilities for receiving a useful, pleasant and harmonious set of impressions.

Among these provisions and arrangements none are more valuable as sources of stimulating and useful information and impressions which enter the child mind through its senses—the "Gateways of knowledge" as they are called,—than the toys of various shapes, kinds and colours, little musical instruments and speaking toys, beautiful plants and flowers besides pictures of all kinds and sorts, specially brightly coloured, pictures. Little stories of heroes and heroines,

*Paper read at the third annual session of the Panjab Library Conference, April 13-15, 1933.

demons and hobgoblins soon come to occupy a very important place in the daily instruction which the child receives from its mother.

The Home Library for children is simply an extension of the provisions and arrangements of which I have been just speaking. Every home or if that be not possible, half a dozen homes in the neighbourhood pooling their resources together, should have one or two rooms set apart for children's study and play. I put these together because, as we mothers all know, what we call play is often a better means of imparting instruction than even a set lesson given to little boys and girls. The essence of all instruction is interest and anything that fails to excite the interest of children must be reckoned as a bad lesson badly taught. The children's room or rooms, we may well call them "Children's Library" should be a well ventilated place, open, fresh, cheerful and attractive. It should have a number of pictures, preferably coloured pictures, hung up on the wall or fixed on a special frame work or supported on a table in a standing position. It is very necessary that all these pictures should be readily accessible to the smallest child. In other words, they should not be hung up too high for them to see and examine. The table on which the pictures and other objects are placed should be low enough so as to be within the reach of the smallest child. Some of the pictures may be for instruction, others only for decoration. The photographs of the children themselves excite no small interest and are the subject of subsequent talk and comment among them.

It is not necessary that the same picture should be kept in the Children's Library room for a long time. Indeed it will be a great advantage to have a few pictures exhibited in the room for a week or ten days and then changed for other pictures. In order to keep the interest of the little children fresh and active, it is very necessary that they should be changed from time to time. Of course, economy is also an important consideration, but in this case we can combine considerations of economy with those of utility. During the week or ten days that a particular set of pictures is being exhibited, they should be explained by a lady preferably a mother of one or more of the children who make use of the Children's Library. It is easy enough to borrow these pictures from the half a dozen houses which have agreed to

pool their resources together for the common benefit of their children.

Another part of the Children's Home Library should be set apart for toys of various kinds, specially mechanical toys, building blocks, railway lines and engines, with spring winding up arrangements, toys of various sorts and simple musical instruments. Like the pictures, the toys may also be changed from time to time, so that the interest of the girls and boys may not flag but be ever kept fresh and active.

Then comes the third part of the Children's Home Library where juvenile literature of all sorts may be kept. This section should be particularly rich in picture books, story books, books of travels, books dealing with the lives of other people, specially men, women and children in humbler ranks of society, biographies of great men and women, fairy tales, etc. Among these books I would particularly include illustrated story books dealing with characters taken from Indian romance and chivalry, as well as stories from the religious literature of India, specially the Ramayan and the Mahabharat.

I wish to emphasise once again the necessity of not overloading the Children's Library with pictures, maps and charts, or toys or books. All that is necessary is to have a few of each kind or class for a short fixed period and to see to it that before they are replaced by a fresh set an opportunity is afforded to the children for whose use they are specially meant to have them explained. The children should be free to handle the various pictures and toys themselves. The older boys and girls should be free to use them. In the case of story books the older boys and girls should be encouraged to read them out to their younger brothers and sisters. It may even be necessary, and this is a very useful practice in many ways, that the older children should be asked to read a story as it is given in a book and then to tell it in their own language to others. The whole question is one of organization and co-operation. Given these, and of course the will to do the best that we mothers can for our children, the scheme offers no difficulties worth speaking of—as compared with its manifold advantages—not merely instructional, but also social and moral.

The opportunities and facilities for reading interesting things, of hearing stories from

mothers or older fellow children and of telling stories lead to the creation of tastes and habits which are of incalculable value to the children in after life. What is required is to produce a habit in children for reading. If this habit is further strengthened at school it will be the foundation for a taste for learning which will grow with years and become an intellectual

necessity when the children grow to manhood or womanhood. In one word, the foundations of the habit of reading and study are laid in the earliest years of the children's lives which they spend at home and in the Home Libraries. All that we have got to see is that these foundations are well and truly laid.

The Reading Room

Mrs J. M. BENADE.

ONE WINTER in Lahore, I tried in an embryonic way to get the girls of a certain little school interested in out-side reading, but my efforts were handicapped in many directions. It was difficult to be the main source of inspiration in every department and to be really efficient. The teachers had very little education. None were high school graduates, some had had only a meagre primary education. Their lack of experience in world affairs made them uninterested in my plan. The children came from homes where there was practically no educational background. Most of their fathers could read but did not communicate their learning to the family circle. And lastly, I had to hunt far and wide for books. One is able now to get readers in Hindi and Urdu which have spots of interesting material in them but on the whole vernacular literature has a dearth of books suitable for children. Nearly everything is written in a lofty style imitating the classics. So-called attempts at "Nature" books are flat failures. Biography, travel, and history books are extremely pedantic. One is tempted to say that in these matters India is just beginning to emerge from the dark ages. After the negligible results that my attempt had in getting a reading programme started, it was an inspiration to go to the University of Chicago and see a smooth running library system, established in the University Elementary School.

The setting for the aforementioned system is a very pleasant one, and conducive to reading interests. The room is well lighted and ventilated; the desks in it are arranged like library tables with chairs round them. On the walls, are pictures illustrating favourite stories and historic scenes; and there are bulletin boards showing attractive lists of books to

read, and even pictures from certain of the books; last but not least was the array of books themselves, stacked in shelves along three sides of the room. There was also a good display of all the current children's magazines. After reading a little poem on one of the bulletin boards, I wondered who could resist the lure of books :—

"Books are keys to wisdom's treasure,
Books are gates to lands of pleasure,
Books are paths that upward lead,
Books are friends, come, let us read."

The University School reading room seems to have as its purpose the teaching of good reading habits to pupils in the grades between the fourth and the seventh. Each class has its turn in the reading-room. The children go there, select their own books and read quietly for a period and then take their books with them to continue the reading at home. Usually at first they are interested in only the fiction type of story and read only for passing amusement. After a while most of them are influenced to read non-fiction books, at least occasionally, for the sake of getting information and broader knowledge about the world and its people. In the class-room their teachers give them booklists in connection with their work in history and geography, which stimulate the children to reading of that sort. Other correlations are also made. A Class which must present a programme at Assembly has a busy time in the reading room hunting for material of various sorts, or an embryo author must set forth to search for inspirations other than just his own. At times there are discussions about books and reading, and the children's attention is drawn to various types of reading matter. The attractive illustrated posters put up on the bulletin boards also offer suggestions as to

*Paper read at the Third Annual Punjab Library Conference held in Lahore, April 13-15, 1933.

what to read. When I visited the room, I found the following suggestive lists:—Viking Tales, Knighthood and Chivalry, Books for Boys, (an interesting miscellany). The Crusades Dog Stories, More Dog Books, About Horses, Animal Stories. From time to time reading-lists are published which help the children and parents to decide on the new books to be acquired in the home. These also give ideas for vacation readings. In these various ways the reading room helps the children to broaden their interests, and educates them in the use of books for the gleaning of information and enjoyment.

Along with this broad cultural aim, there are other aims which also have a very useful place in the reading-education of a child. There is the matter of knowing how to sit in relation to the light, the knowing about the necessity of charge cards, and the place of books on the shelves. (Their "streets" and "numbers" are taught to the new comers!) Here too is an opportunity to teach the use of the dictionary in discovering the meanings of words and their pronunciations, and to help form the habit of using the dictionary. The right attitude toward books and libraries is fostered in the Reading Room atmosphere. The more technical habits of reading are also looked after. At regular intervals the Monro, Curtis and Burgess silent reading tests and the Gray oral test, are all given. These reveal the child's speed in reading and his ability to grasp the meaning of his reading. The class teachers are naturally interested in these various purposes and have their share in promoting and developing them. Thus one sees that the University school is just as interested in developing lifelong reading interests as it is in the mere technicalities of education as it used to be represented by the 3 R's.

The results of all this effort I suppose cannot be stated in mere words, but interesting sidelights can be gleaned from the reading records and reports which are made every quarter. These reports are general in nature, but are also specific in that they give account of the progress of *each* child. The results gained by each child in the various reading tests is reported, his personal reading lists for each month are kept, and individual failings, good points or interests noted. I was interested to see that some children read only from four to six books in a quarter, while others devour as many as twenty-

six or twenty-eight books in the same time. Some devote themselves only to fiction, others try various sorts of reading and still others acquire hobbies, say poetry, or a science of some sort, and read that sort of literature largely.

Certain class room interests give a decided impetus to a definite type of reading which is voluntary. Efforts made to interest children in biography had markedly successful results. Many who once read cheap stories only had unconsciously acquired better taste, some had definitely set themselves to attain a higher ideal. Their parents' ideas too had been affected in this way. Sometimes children forgot to report all that they had read so that records are incomplete but one can get a good idea of the amount of reading done in a year by glancing at the following summary for the year October 1923 to May 1924. In fiction 6,465; Biography, 577; Myths, Legends and Fairy Tales, 400; Language readers (French): 41; Natural Science, 190; Useful and Fine Arts, 379; Literature, Poems, Plays, 82; History, Travel, Geography, 1,012, U.S. History, 440 books and articles were read. This gives a visible idea of results. How many others must be, which will only be revealed in the characters and careers of the children who have had the privilege of such extensive and choice reading. Certainly the whole purpose of this movement is a right one.

Is there any way of using these ideas even in a small Indian School? Yes, certainly. In the first place the school must have a collection of books for the children to read. Perhaps at first it will contain only some ten or twelve books, but the books should not be locked away in the almirah carefully, to be shown to the Inspector when he comes, but should be there to be read by the children of the school for enjoyment. Let half of the twelve books be stories. Let two of them be accounts of how the Japanese or Persian or British or some other nation live. Let two others be stories about ancient India or about Rome and Greece and let two of the books be short, simple dramas. If you have that many books, and a good educational journal in the vernacular, you have enough material to keep your school awake and alive at least for a time.

Some day then, let one of the classes prepare a programme to present before the school and let the children hunt in their story books for the material for this programme. After the

programme has been presented and the clapping has died away get another class busy at another programme. Don't wait for Christmas, have another programme two weeks from the time the first one was given. I prophesy that in this way a new liveliness and interest will promptly be awakened in the pupils of the school.

If the class teaching is of true worth in the school and if the library is given due prominence in the eyes of the children; if new books are shown to them and if the teacher talks about these books in a refreshing way, then a great appetite for reading will be stimulated among the children. They will begin to demand reading material like a hungry boy

demands hot *chapatis* to eat. A howling mob will be asking for more and more books and those in charge of the school will be forced to go into the high ways of the town to take up a collection for the school library.

Let each Indian School then, to the best of its ability have as shrine of wisdom a library, where books and other things of interest may be collected and used by all. Make the library an attractive place, even if it be only one shelf of books. Hang a picture above it. Arrange some flowers near it. Make it the altar in the temple of learning. Even a humble library in humble surroundings can become a shrine where the love of learning may grow into a never dying flame of beauty and inspiration.

Sinclair Lewis

Dr F. MOWBRAY VELTE, M.A., Ph. D. (Princeton).

WHILE Sinclair Lewis had since the publication of *Main Street* in 1920 been universally recognized in his own country as an exciting writer of novels that enjoyed a tremendous popular vogue and sales-value, it was not until 1930 that Americans began to wonder if they had been entertaining a truly great literary genius unawares. For the award of the Nobel Prize for Literature does put upon any literary work a hall mark which must inevitably arouse that question if the genius has not been accepted already. The reputation of Sinclair Lewis in the U. S. A. arose almost overnight from that of a sort of Babbitt in amusing and often aggravating satire—"a go-getter" in ironic fiction—to that of possibly the greatest literary interpreter to the world of the existing American scene. At least that was what Europe now seemed pleased to style him, and the average American citizen, who had for some years purchased and laughed or raged—or both—over his books, was apt to regard this author's new status either with bewilderment or with a certain measure of exasperation.

Was Sinclair Lewis sufficiently significant as a power in literature to be the first American

to win the coveted award? Had not Edwin Robinson or Robert Frost as poets actually attained a truer and more estimable eminence? Was not Eugene O'Neill a more original and powerful force in the new drama of to-day than Lewis in its fiction? Was not Theodore Dreiser as a realist, despite the awkwardnesses of his style, fundamentally a greater man and a greater writer? Could not Booth Tarkington even—undeniably a finer artist with a more finished technique—reasonably challenge Lewis in his own satiric field?

The Committee of Award stated definitely that Sinclair Lewis had been chosen "for his great and living art of painting life with a talent for creating types with wit and humour", but the question might naturally be asked if Tarkington had not also done so, and done so possibly with less malice and greater veracity though hardly with less vital satire. Truly the award puzzled not a few, and a number of representative criticisms of the work of Sinclair Lewis admirably illustrate the variety of feelings with which astute judges of literary art still approach him.

*Miss Elizabeth A. Drew in her volume on *The Modern Novel* for example clearly endeavours to damn him with faint praise with the

*I am indebted for all save the last of these well chosen representative criticism to *A Study of the Modern Novel* by Annie R. Marble.

implication with which she terminates the following brief words of comment. He is, she asserts, "the specialist in all its aspects" with "boisterous realism showing up the myth and moonshine of the business world or the medical profession.... His genius is the creation of social atmosphere.... But his art remains essentially *external*; it is a mosaic of the actual but of pieces chosen for a certain special purpose."

Ernest Boyd, a shrewd critic, is even more venomous in his *Portraits-Real and Imaginary*. His comment is one well-calculated to make Lewis squeal for it strikes him sorely in his Achilles heel—it makes Babbitt a boomerang to return and smite his creator. Lewis, he argues, is "a well-groomed and well-behaved, aggressive, forward-looking, upstanding, citizen, a sales promoter of ability, a key man and a live-wire, who works entirely on leads and full organization support, 80 per cent of whose business consists of annual repeat orders." And in the same vein:—"Sinclair Lewis is the drummer of ideas, the sales-executor of the new American Literature....presenting the unusual household speciality, burlesque made to book like satire.....His achievement in the last analysis is himself.....this, then, is the significance of Sinclair Lewis' work that he has burlesqued himself and "gotten away with it".

On the basis of this caustic analysis one wonders if Mr Boyd, were he so minded, could not outdo even Lewis in his own line of sarcastic invective, and one cannot but wonder if Mr Boyd has not struck the nail on the head.

But Carl Van Doren, a leader in American criticism, is decidedly more kindly. In his *Contemporary American Novelists* he sums up Lewis in the following words. "Lewis has photographic gifts of accuracy; he has all the gifts of mimicry; he has a tireless gusto in his pursuit of the tedious commonplace. Each item of his evidence is convincing, and the accumulation is irresistible. Indeed it is with a new Puritanism that he and his contemporaries wage war against the dull, a war something like that which certain of their elders once waged against the badHad Mr Lewis lacked remarkable gifts he would never have written a book which gets its vast popularity by assailing the populace".

The last statement here is perhaps open to question. No populace has to all appearances taken more delight in being assail-

ed by the rest of the world than the American populace. It seems to thrive on reproach, for all visiting lecturers to America make criticism of America, and things American their stock in trade, and profit financially it must be confessed by telling Americans with surprising consistency and at times absence of manners how little they esteem them. I am ready to admit the remarkable gifts of Mr Lewis, but remarkable gifts are not absolutely essential to popularity when one is engaged in the pastime of "assailing the American populace"; that, as I have remarked, seems in itself one of the readiest methods of obtaining popularity in America.

But this is probably an unwarranted and unpardonable digression. Walter Lippman substantiates what Carl Van Doren has said of Sinclair Lewis' powers of mimicry when he remarks with humour, "Had his gift been in a different medium he could have manufactured wax flowers that would make a man with hay fever sneeze; he would have crowed so like a rooster that the hens would palpitate."

A Princeton friend of mine, T. K. Whipple in his volume *Spokesmen: Modern Writers and American Life* reflects yet another emotion aroused by Lewis when he praises him "for his amazing skill" in "reproducing his segment of the world in mimicry", but emphasizes the cordial and malicious hatred which the writer shows to his environment. This is particularly true of his last and really memorable volumes in which Whipple argues that "from romanticist" he becomes "the philistine" and suggests that possibly the artist in him has been spoiled to give to American fiction "a ruthless satiric philosopher."

So run several representative American criticisms from which it may be noted that verily a prophet is without honour in his own country. It is to be noted, however, that Chesterton, Priestley and others argue that Sinclair Lewis is really a satirist rather than a novelist and can therefore hardly class him with that whole-souled object of their admiration, that master of mimicry and exaggerated characterization, Charles Dickens.

And here is a caustic judgment which I garnered from a recent issue of *Taraporevala's Indian Literary Review*—presumably not an American judgment,—which I deem quite enlightening.

"An outstanding and exceedingly serious pseudo-sophisticate" runs the comment, "is Sinclair Lewis. Mr Lewis arrived at the startling conclusion that a small Middle Western town is neither the chosen abode of culture nor a place whose inhabitants are all flawless exponents of sweetness and light. These amazing facts he announced loudly, even vociferously to the intense delight of many who had but recently plucked up courage enough to admit that even their own home town might have its defects, and of others who would never have been iconoclastic enough to suggest such a thing had not *Main Street* made contempt for the small town fashionable. The sweeping-condemnation formula having proved successful Mr Lewis went on to apply it to business men, doctors, ministers and a few other people".

There is a general unfriendliness in these judgments which is manifestly unfair to Mr. Lewis; as unfair probably as the fact that when after winning the Nobel Prize Mr Lewis engaged in his public squabble with Theodore Dreiser and so gallantly slapped that gentleman's pulpy face there were many bystanders ready enough to remark tersely "Well, after all, what else could one expect of him?"

To estimate how far any of these judgments on Lewis is justified and how far it should be moderated one must go to Lewis himself, study his career and social background, the man himself, and the nature of his more important works. This then shall be our present task.

Sinclair Lewis was born on Feb. 7, 1885 in Sauk Centre, Minnesota, a prairie village of which his father was the doctor. This little town of 2,500 souls was undoubtedly the model for Gopher City of *Main Street*, and the fact that the author's maternal grandfather, his uncle and his brother were all of them members of the medical profession explains in large part the carefully drawn portrait of Dr Will Kennicott in *Main Street* and the general theme and individual characterizations of *Martin Arrowsmith*. Sinclair Lewis is probably better acquainted with medical men than with any other sort of folk and therefore most true in his pictures of them and their work. This explains why *Martin Arrowsmith* judged from every point of view is ordinarily accepted as his best-developed novel.

"Red" Lewis, as he was later known at Yale, lived a typical mid-western boyhood and never really adjusted himself to it. The

fact that his parents came originally of Yankee stock—from Connecticut and New York—no doubt accounts for the semi-Puritanical crusading strain which Carl Van Doren notes in his whole mental attitude, and this early manifested itself in rebellion against the conventions of Sauk Centre life and thought. Most notable along this line in view of the spirit behind the *Elmer Gantry* which he was later to write was his refusal to accept the validity of certain Biblical stories like that of Jonah and the whale.

And he carried non-conformity farther when he decided to go to Yale, instead of accompanying his schoolmates to the University of Minnesota. Sauk Centre found it hard to forgive the queer, unathletic gangling youth this latest eccentricity. And Yale considered him able but peculiar, red in hair and red in his radicalism, a critical and somewhat cynical iconoclast, who in his characteristic self-assurance confidently told a few of his friends a year or two after his graduation that he was going to write the great American novel. "Red" Lewis at Yale was deemed a bit of a freak, but, probably somewhat to his own irritation, was gently ignored in the greater undergraduate interests of football and club elections. He did, however, become editor of the Yale Literary Magazine in his senior year.

Before graduation in 1908 he had left college for a while to be a disciple of Upton Sinclair at Helicon Hall in New Jersey, had made a meagre livelihood during this time by writing jokes and verse for *Life* and for *Puck*, and made an adventurous trips to Panama in order to work on the canal only to be disappointed with no employment on his arrival there.

After graduation he went through a series of jobs in the reporting and publishing line but after 1916 set himself to devote all his time to his own writing.

His first known book was written in 1912 under the pseudonym of Tom Graham and was entitled "*Hike and the Aeroplane*". It is significant only in that in a sense it sets the journalistic style of his later work. Other early works, now almost forgotten, and in general disregarded, are "*Our Mr Wrenn*" 1914, "*The Trail of the Hawk*" 1915, "*The Job*" 1917, "*The Innocents*" 1917 and "*Free Air*" 1917. Of these I can confess only to having read "*Our Mr Wrenn*" and "*Free Air*" and have found them both interesting and free from that bitterness which later begins to characterize Lewis' work.

Our Mr Wrenn's journey to England in a cattle boat, and his strange adventures and experiences in that unfamiliar land form the amusing Odyssey of a very average man from Manhattan, who has always longed for and dreamed of world-travel and who in part at least achieves his dreams. The cattle-boat adventure is founded on experiences of the author himself.

Free Air is an inconsequential romance of the modern American motor-road. Its main value lies in the liveliness and accuracy with which it sketches American Scenes and types—in what William P. Slosson calls "the journalistic photography" of the writer.

It was with *Main Street* (1920) that the real fame of Lewis began. This novel conceived while he was still at Yale attained an enormous vogue—56,000 copies selling in two months and 390,000 copies in two years. It was translated besides into several foreign languages, and is undoubtedly the root cause of Sinclair Lewis' rise to prominence.

The story is that of Carol Kennicott, modern-minded young wife of a small town doctor, as honest and plodding as he is conservative and conventional. Carol's fury at the dulness of *Main Street* is the fury of Sinclair Lewis himself at the standards of Sauk Centre. Carol tries to enliven Gopher Prairie and to stimulate it to interest in her conception of the cultural and aesthetic, but Gopher Prairie refuses such enlightenment. I must confess to some sympathy with the attitude of Gopher Prairie. Through Carol's misadventures Lewis endeavours to level deadly shafts of satire at the pettiness, stupidity and smug self-content of like half-baked American communities.

The book as Miss Marble indicates either "arouses indignation as an unfair picture of small-town America or enthusiasm as a much-needed attack on the vices of a so-called democratic people." Henry Seidel Canby is moved to recrimination when he describes Carol as "a rather brittle intellectual" and the criticism revealed through her "as itself brittle and supercilious." There is considerable justice in the charge. Carol's pretensions to culture, taste, and intellectuality are, we feel, considerably greater than her actual attainments. Outside Gopher Prairie and in New York she would probably have gravitated with other pretenders to art to some such would-be "arty" quarter as Greenwich Village, and with a certain snug-

ness of her own, which is not too pleasant, she seems wholly unconscious of her own limitations. She is blind, too, to the solid virtues of Gopher Prairie in all its crudeness, to the qualities of resolution that created it with all its ugliness on the dust of once great dusty and deserted plains.

In short Sinclair Lewis might have written, understandingly of the tradition of courage and pioneering endurance of which Gopher Prairies are still proud. It was this that founded and built up almost every Middle-Western town; it was this which helped to weld diverse races of immigrants into corporate American communities. True such a town as Gopher Prairie has its defects and *Main Street* can be a pretty drab and deadly place, but it must be remembered in its defence that it has little of the history and mellowing influence of the ages behind it as have many equally stupid European small towns. It is necessarily crude and raw but in its little life it has travelled far. Its progress and achievement form part of the real epic of America and are what Walt Whitman would have recorded, but Lewis is primarily a satirist and not unlike Carol Kennicott in some respects himself. It hurts him to see Gopher Prairie's indifference to the higher things of life—one might indeed be malicious and say to Sinclair Lewis himself or to H. L. Mencken or Upton Sinclair or other bearers of the torch of truth and beauty.

Nevertheless despite a suspicion that this may be the case, one cannot doubt that *Main Street* was in its way invaluable. The words "*Main Street*", says Canby "became a term of opprobrium overnight." There are obviously *Main Streets* all over the world some, of them very near at hand, but most of them ready enough to sneer contemptuously at Gopher Prairie while painfully unaware of the beam in their own eyes. We need not elaborate this point to an intelligent audience. The satire of Sinclair Lewis, however, woke America up to her *Main Streets* with their smug narrow-mindedness and their characteristic blatancy. In so doing it performed a service for which Americans should be grateful.

Babbitt published in 1922 is to me a much more fascinating book. It must be noted in justice to Lewis at the outset that he himself describes Babbitt as a type of American and not the typical American. This is an important distinction which those outside America are too apt to overlook since they tend to judge

all Americans by their experiences of the unpleasant Babbitts, who too frequently travel about the world on world-tours in quest of that elusive thing called culture or a world-outlook. The word Babbitt has entered the vocabulary of the world to depict a particular type of individual of whom the book gives even more than a full-size portrait.

What then constitutes a Babbitt? George Follansbee Babbitt, realtor of the Zenith the "Zip" city, the home of "pep" and vision and forward-mindedness and upstanding citizens, is essentially the booster, the Rotarian, the jovial, kindly, ill-informed, self-satisfied man of business whose God is bigness. He is an apostle of publicity and advertising, who extends to one "the mitt of fellowship" with the time-honoured greeting, "Pleased to meet you."

His home is described with considerable humour, as provided with all the most up-to-date fixtures, one of those cheerful modern houses for medium incomes, that conforms absolutely to the set pattern of the neighbourhood in which it stands, but which, with all its creature comforts, lacks that individuality and sense of personality which is the secret of every true home. Its god is the motor-car, which Babbitt drives with such pride of ownership and sense of personal power, and which his daughter, Verona, and his son Ted, take possession of for their own uses whenever opportunity arises.

Like all good citizens Babbitt has been taught to regard anything that savours of Socialism as inimical to the best interests of the world—his world. Against this danger he warns Verona with deep feeling, all the deeper because of its ignorance of actualities.

"Now you look here! The first thing you got to understand is that all this uplift and flipflop and settlement-work and recreation is nothing in God's world but the entering wedge of socialism. The sooner a man learns he isn't going to be coddled, and he needn't expect a lot of free grub, and, uh, all these free classes and doodads for his kids unless he earns 'em, why the sooner he'll get on the job and produce—produce—produce. That's what the country needs, and not all this fancy stuff that just enfeebles the will-power of the workingman and gives his kids a lot of notions above their class." . . .

As a reply to Socialism Babbitt has his own well-worn creed.

"Trouble with a lot of folks is: they're so blame material; they don't see the spiritual and mental side of American supremacy: they think that inventions like the telephone and the aeroplane and wireless—no that was a wop invention, but any way; they think these mechanical improvements are all that we stand for; whereas to a real thinker, he sees that spiritual and, uh, dominating movements like Efficiency, and Rotarianism, and Prohibition and Democracy are what compose our deepest and truest wealth."

Interesting and in a way anticipatory of *Elmer Gantry* is the amusing interlude—or episode—in which Babbitt tries to introduce his gospel of efficiency and efficiency methods into the Sunday School of the Rev Dr John Jennison Drew, but even more of a prelude to *Gantry* is the description of the Rev Mike Monday and his methods—Billy Sunday the Evangelist in very faint disguise.

Babbitt's ideas of education are also illuminating inasmuch as they suggest to me a certain modern trend of reasoning revealed in suggestions frequently made to our University Board of Studies in English, when they came to prescribe books. I make the quotation and leave you to draw your own inferences.

"I'll tell you why you have to study Shakespeare and those. It's because they're required for college entrance, and that's all there is to it! Personally, I don't see myself why they stuck 'em into an up-to-date high-school system like we have in this state. Be a good deal better if you took Business English, and learned to write an ad, or letters that would pull."

Such is Babbitt's thought and world—a world peopled with innumerable Babbitts. In it prevails a definite caste system determined first of all by the price of the car a man can drive, and secondly by the club to which he belongs. Charles McKelvey, Babbitt's classmate, belongs to the highest circle and the Tonawanda Country Club; Babbitt himself to the less aristocratic Zenith Athletic Club; & Overbrook yet another class-mate to neither, The parallel between the McKelvey's dinner at the Babbitts' and the Babbitt's at the Overbooks' is very well done. It shows how completely even democratic citizens of Zenith can be snobs, and suggests that America is little, if any better, than other quarters of the globe in this respect.

Booth Tarkington, a more kindly scoffer at some of the foibles of American life, felt it incum

bent upon himself to write a novel, which should be a partial reply to *Babbitt* and did so in the *Plutocrat*, in which Tinker, one of Babbitt's own tribe, is the leading figure. To understand the psychology and some of the worth of the American business man this novel should be read after *Babbitt* to offset the impression produced thereby. Even *Dodsworth*, in my opinion an equally great novel by Sinclair Lewis, gives a more just picture. As Miss Marble says of Lewis in *Babbitt*, *Elmer Gantry* and to some extent *Martin Arrowsmith* is too much earnest and too prejudiced to focus his camera fairly and tends to distort the picture.

Of all the novels I regard *Martin Arrowsmith* as being from the standpoint of technique and story the best. In it Sinclair Lewis endeavours to de-bunk the medical profession and in the process gives us some unforgettably amusing caricatures in experts like Dr Tubbs, Dr Rippleton Holabird, Dr Pickerbaugh and others. But the three real characters are Martin himself, Dr Gottlieb and Leora, Martin's wife. Perhaps one might add to these Sundelius. For these characters Lewis has a real admiration which is absent from most of his character studies. It is impossible here to develop this story in further detail, but in it I find the best of Lewis's work. The medical knowledge displayed is a result of the Author's own early environment and also of long consultation with Dr Paul de Kruif who in *The Microbe-Hunters* and other works has attempted to make research popular and to reveal its heroism. The whole tale was worked up with great care, and for once, I feel, Lewis does hold up an ideal of painstaking, accurate, scientific study. The novel is thus more constructive and inspiring than anything he has written and herein lies its real secret.

Of *Elmer Gantry* perhaps the less said the better. Canby has described it as "a surgical operation on one of the most delicate parts of the social body." As a condemnation of the church and religion in general it strikes one as being very much of a blow beneath the belt and its implication that all clergymen are hypocrite and charlatans is manifestly unjust to large bodies of sincere, devoted and useful members of society. There is little restraint in Lewis here, and the justice of many charges which he makes is marred by the obvious malice and lack of balance with which he rends religion and all associated therewith *Elmer Gantry* as a novel is diabolically clever, but it

reveals Sinclair Lewis at his very worst. Not only do Drink, Sex, Cant, Sharp-practice, foul language, all the known vices play a large part in Rev Elmer Gantry's life and character without preventing him from being a popular success in the pulpit, but he shares these vices with the clergy in general. The novel is marred with smut, actual or implied,—can a modern novel exist without this element?—and with an excess of distortion of truth to serve the author's malevolent intent. This being the case it cannot possibly be ignored in any endeavour to pass final judgment on the writer's work and importance in literature. It is one of the main arguments against him.

Dodsworth, story of a more refined George Babbitt, is very worth-while. In it a retired business man sets out hoping to enjoy the age-old culture of Europe. As we make the acquaintance of Fran, his light brained, coquettish nagging, self-centred wife, we cannot help sympathising with *Dodsworth*. He is much more lovable than she despite her yearnings for the position to be attained by contact with cultured people. At times there is satire in this book on frivolous European society, and one wonders if Lewis is beginning to appreciate the folk of Zenith more than in times gone by, now that he can compare them with enlightened foreign products.

Once more as we read *Dodsworth* we think of *Booth Tarkington*. Was not Fran akin to the ladies of Tarkington's delightful satiric volume *Women*,—a type whom 'Tark' himself might have created?

I have tried to suggest throughout that Sinclair Lewis in his analysis of the American scene is one sided and inspired by ill-will. The picture is therefore incomplete, and can only be completed by a wider and less prejudiced study of American fiction.

His style is well-suited to his subject-matter since it is colloquial and journalistic. It lacks any elements of grace and charm, but is vigorous, febrile and rapid in movement. At times it possesses a forceful vigour that makes a lasting impression, and it abounds in lines of description or caricature that one cannot forget. He is not an artist in plot-structure—most of his novels have very little real plot—nor is he an artist in the creation of the beautiful or the inspiring. His positive gospel is to be found only in a plea for honesty which shall detest

(Continued on p. 136.)

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Editorial.

The Punjab Library Conference.

The current issue of *The Modern Librarian* is, it will be noted, concerned very largely with the proceedings of the Third Annual Panjab Library Conference and has reproduced a large number of the addresses made and the papers read on that occasion. Further papers will appear in the next issue and should provide interesting reading for all library-enthusiasts in India for there is much of exceptional value and suggestiveness in these papers.

As we look back at the Conference we can regard it as a very real success. The primary function of our meetings was to stimulate zeal for the Library Movement in the Province, and it may be recorded that we had a very satisfactory attendance and that those present sat through long sessions with gratifying attention. Ordinarily we have had a good audience on the opening day and a marked falling off on the second day of our deliberations, but this year the meeting of the second day was almost as well-attended and certainly quite as profitable to all concerned as that of the preceding evening.

There are several reasons for our success. In the first place it was undoubtedly advantageous to be able to hold our meetings along with those of the All-India Educational Conference, for many delegates to that Conference swelled our modest numbers. A very definite attempt was made to draw them by selecting subjects for our papers, which would be of interest to them, and by enlisting as speakers educationalists as prominent for example as Mrs Harper of Moga.

The result of this policy was as profitable to us as to the Educational Conference for we

were enabled thereby to obtain some new slants on library work and activity, and to visualize for ourselves a wider programme of work as a Library Association. But of this just a brief word will be spoken later.

A second and perhaps the greatest reason for our success was the programme presented. In the past the Conferences have passed resolutions—good enough in themselves—but apt to lead to no very practical and manifest results. This Conference passed few, if any, resolutions, but endeavoured to study a variety of real library problems, and, though there was not much opportunity for or tendency towards discussions, all who attended went away better informed on certain vital matters than they had been before. Among the speakers were such well-known figures as Sir Abdul Qadir and Dr Datta while Dr M. O. Thomas as President gave us an excellent lead in his thoughtful presidential address and his keen interest in all the proceedings. These speakers were supplemented by an excellent list of papers by thoughtful students of library matters and we all realized that as yet the Association is still in its infancy and has innumerable as yet unattempted avenues of service.

To speak then of the more important suggestions made. We are accustomed to think too much in terms of libraries for the educated few, of college libraries or public libraries, but both Dr Datta and Mrs Harper called our attention to work for libraries and librarians for simpler folk, for the rural communities for example. We are conscious that as yet we do not give suitable training in librarianship to librarians

of the humbler order who are to minister to such simpler folk, and that some method of training such men should be devised not merely for the province but for India. This is a matter which will require careful and wise consideration.

In addition Mr Pars Ram called our attention of the needs of factory-workers and wondered if we could not do something to make libraries more accessible to them by consultation with the employers and here again the Association must endeavour to meet a challenge.

Again the advantages of the open-access system were discussed fairly fully and it was decided that the use of this system demanded a certain training in the use of libraries by those availing themselves of books. It was felt that this training ought to begin in the schools and that boys and girls in schools were not made sufficiently familiar with the school library, which too often was not regularly open to them. It was urged, therefore, that we press upon

schools their responsibility in this matter and the need for making the school-library the real hub of the school's educational endeavour. If school children were taught to handle books properly and were taught the fundamentals of library honesty, the open-access system could be far more widely employed in colleges and elsewhere.

Finally Mr Labhu Ram of the Panjab University Library drew the attention of the Association to the need for a Union Catalogue of Periodicals in the libraries of the Panjab and it is to be hoped that something may come of this suggestion.

These are all matters of some importance and deserve consideration not merely in the Panjab but throughout India. We trust that the All-India Library Conference at Calcutta will grant them that consideration along with their other business.

F. M. V.

SINCLAIR LEWIS

(Continued from page 134).

shams. His main function is that of destruction rather than that of construction. If by destroying what he believes to be evil, he can purge America and make her a better land he will be satisfied that he has not laboured in vain. Moreover we often feel that in his strictures on those about him he is merely gratifying a personal spitefulness. What then are we to make of him? Is he really big

enough to be called a literary genius of the first water, or have Sauk Centre and Zenith in him simply become self-conscious and introspective? I have placed before you his background, the nature and content of his work, and certain judgments that have been passed thereon, and leave to you the task of deciding for yourselves the rank you deem should be his



NOTES AND NEWS

All-India Library Conference.

The following notice has been issued by the conveners of the All-India Library Conference:—

With a view to stimulate the library movement in the country, and to plead for and encourage the upkeep of libraries in accordance with scientific methods, the librarians of certain prominent libraries in several parts of the country have been thinking for some time past of holding an All-India Library Conference and of forming an Indian Library Association. It was actually decided to hold such a conference in December last in Lahore; but the outbreak of small-pox there, rendered it difficult to convene the meeting, and the plan had to be abandoned for the time being. After further discussion of the matter, it has been thought well to hold the conference in a central place like Calcutta, and it has been decided to hold it there about the beginning of September 1933. The exact date will be notified later. The name of Dr Thomas of the Annamalai University has been proposed for the presidency of the conference. It is hoped that librarians of university, college and public libraries; members of library committees; and others interested in the library movement will make it a point to attend the conference and contribute towards its success.

The following have signed the notice as conveners:—

- Newton M. Dutt, F. L. A.
Curator, Baroda Libraries.
J. A. Chapman, Librarian,
Rampur State Library.
S. R. Ranganathan, M. A., L. T., F.L.A.,
Librarian, Madras University Library &
Secretary, Madras Library Association.

Hon'ble Justice Sir Abdul Qadir, Kt.
President, Punjab Library Association.

Dr F. Mowbray Velte, M.A., Ph.D.,
Chairman, Punjab Library Association
Council.

K. M. Asadullah, B.A., F. L. A.,
Librarian, Imperial Library, } Secretary.
Calcutta.

Kumar Munindra Deb Rai Mahasai, M.L.C.
President, All-Bengal Library
Association, Calcutta.

R. V. Sabnis, Librarian,
University of Bombay.

Lala Labhu Ram,
Librarian, Punjab University Library,
Lahore.

John Van Manen, C. I. E.,
General Secretary, Asiatic
Society of Bengal, Calcutta.

J. S. Tilley, Hon Secretary,
Bombay Branch Royal Asiatic
Society, Bombay.

G. S. Misra, M.A., Librarian, Benares
Hindu University, Benares.

S. Bashir-ud-Din Ahmad, M.A.,
Assistant Librarian, Lytton Library,
Muslim University, Aligarh.

M. Hamid-uz-Zafar, B.A.,
Deputy Superintendent, State Library,
Hyderabad, Deccan.

N. Roy, M.A., Librarian, Dacca
University, Dacca.

President, Madras Library Association.
Librarian, Allahabad University Library.

Librarian, Punjab Public Library, Lahore.

RECEPTION COMMITTEE FORMED.

A meeting of the educationalists, librarians and of others who are interested in the library movement was held on the 20th April in the Asiatic Society of Bengal, 1 Park Street, Calcutta, at 5.45 P.M. Mr H. A. Stark, I. E. S. (Retd.) was in the chair. Among those who were present at the meeting were Mr Johan Van Manen, C.I.E., S. U. Mr Kamal-ud-Din Ahmed, I.E.S., Inspector of Schools, Presidency Division, Kumar Munindra Deb Rai Mahasai, M.L.C., Khan Bahadur Aziz-ul-Haq, M.L.C., Khan Bahadur A. F. M. Abdul Ali, Keeper of Records of the Government of India, Mrs N. C. Sen, Mr K. M. Asadullah, Dr M. Z. Siddiqui of Calcutta University, and Mrs Sarla Devi Chaudhrani.

Mr Stark, the president of the meeting, read a note explaining the objects of the meeting and of the proposed Library Conference. The meeting passed the following resolutions:—

I. That this meeting accords its cordial support to the proposal for the holding of an All-India Library Conference in Calcutta, sometime in September next and calls upon all persons interested in the furtherance of the Library Movement to co-operate with the Reception Committee in making the first session of the Conference an unqualified success.

Proposed by the Chair.

Seconded by Mr Van Manen, C.I.E.

II. That a Reception Committee of all those present at this meeting as well as those who have signified their willingness to serve on the said Committee be formed with power to add, to give effect to the 1st Resolution.

Proposed by—Mr K. M. Asadullah.

Seconded by—Mr Kamal-ud-Din Ahmad, I.E.S.

Supported by—Mr. S. Chatterji.

III. That the undermentioned persons be elected office-bearers of the Reception Committee:—

Chairman—Rai Bahadur Dr U. N. Brahmachari, M.A., M.D., Ph.D.,

Vice-Presidents—Mr H. A. Stark.

Mr J. Van Manen, C.I.E.,

Mr S. P. Mookerjee. M.A. B. L.,
Bar-at-Law.

Mr A. F. M. Abdul Ali, M.A.

Mrs N. C. Sen.

Secretary—Mr K. M. Asadullah, B.A., F.L.A.,

Joint-Secretaries—Kumar Munindra Deb Rai Mahasai, M.L.C. President, All-Bengal Library Association.

Librarian, Bangiya Sahitya Parishad Library.

Assistant Secretaries—Mr. T. C. Dutta, Joint-Secretary, All-Bengal Library Association.

Mr Raj Raj Mookerji, M.Sc., Imperial Library.

Treasurer.—Khan Bahadur Azizul Haq, M.L.C.

Assistant Treasurer—Mr Narendra Nath Ganguly, Imperial Record Department.

Proposed by—Mr A. F. M. Abdul Ali, M.A.,

Seconded by—Mr S. N. Mukerjee.

Supported by—Kumar Munindra Deb Rai Mahasai, M.L.C.

IV. That a Working Committee consisting of the following persons with power to co-opt members be formed to make necessary arrangements for the holding of the proposed Conference.

Proposed by Johan Van Manen, Esq.

Seconded by—Kumar Munindra Deb Rai Mahasai.

Supported by—Mr T. C. Dutta.

President.—Rai Bahadur Dr U. N. Brahmachari,

Vice-Presidents—Mr. H. A. Stark.

Mr. J. Van Manen,

Mr. S. P. Mookerji,

Mr. A. F. M. Abdul Ali.

Secretary—Mr. K. M. Asadullah,

Joint-Secretary—Kumar Munindra Deb Rai Mahasai.

Assistant Secretary—Mr. T. C. Dutt,

Treasurer—Khan Bahadur Aziz-ul-Haq.

Asst. Treasurer—Mr Narendra Nath Ganguly.

Mr Surendranath Kumar, Superintendent Reading Rooms, Imperial Library.

Mr Manindralal Banerjee, Head Clerk, Imperial Library.

Librarian, Commercial Library, Calcutta.

Librarian, Calcutta University, Calcutta.

Mr Sachindra Kumar Mookerji.

Librarian, Presidency College, Calcutta.

Librarian, Calcutta Madrassah, Calcutta.

Ex-Officio.

Bezwada Library Conference

EASTER, 1933.

**Chairman of The Reception
Committee's Address.**

Raja Y. Siva Ram Prasad Bahadur, Chairman of the Reception Committee in the course of his speech said :—

The Library movement, as I see and feel it, is essentially one for the masses rather than for the classes. The latter can afford the luxuries of collections of books to suit their individual tastes but the masses who form the major section of India's population need the fresh open springs of intellectual refinement, without search, without sacrifice. Towards that task of humanitarian uplift, the All-India Public Library Association must address itself immediately and explore without delay the avenues of activity whereby knowledge can be extended and made to reach the homes of the poor and thirsty intellectual wayfarer.

If I may be pardoned for intruding into a realm which is exclusively that of the conference, I would request the Conference to embark upon a continuative scheme of library expansion which doubtless calls for State aid. I am not a through and through believer of rigid silence of private effort and I feel that the strength of any movement can be measured by the volume of private effort and collective organised public opinion behind it. This, however, does not mean that the State has no responsibility of its own in this direction. More than in any other feature of social reform, more than in the reformation of temples, or any other stereotyped measure of social elevation, the State owes greater obligation to the masses to help them see the lamp of knowledge and derive comfort and vigour through its soft lights. I plead therefore, with this Conference, with the Government of India and with the provincial Governments and finally with that great arbiter of national destiny, the people of India, to bring the pressure of public opinion to bear on the task of extending the public library movement so that every one of the 750,000 villages of India may have a centre of intellectual refreshment and cultural growth which will in their end, serve to restore Aryavarttha to that plane of intellectual

eminence from which, owing to external aggression and internal dissension, she has unconsciously slid through the passage of centuries to the levelless morass of cultural degradation and mass illiteracy we so veritably and painfully experience around us.

To liquidate the millions from illiteracy, from lack of education and from deficiency in character through private endeavour and through State action is the need of the hour. Private effort through a comprehensive and intensive organisational programme by the All-India Public Library Association on the one hand and State legislation which will afford Library institutions financial and other forms of assistance and will make provision for a Department of Libraries and Fine Arts on the other will, I submit, tend to promote the objects and ideals of the public library movement in India. I hope in this work of amelioration the leaders of Indian thought will forcefully participate invigorating it with their partnership. The work of technical Librarianship may be left to experts and scientific men in the field; but the immediate and limitless sphere of library expansion is open to all. May it attract the best of our talent so that in the economy of our village life, the library may be an integral part.

Opening Speech

Mr D. V. R. Naik who opened the conference, delivered an instructive address in the course of which he traced how from the earliest ages men had preserved their knowledge in some form or other and referred to acts of vandalism of the invading nations which destroyed those repositories of knowledge. But with the advance of civilization knowledge had come to be stored in the form in which it was known as the library and the movement to organise it in a scientific and efficient manner was of a paramount necessity.

He said that the library movement in India had not received the attention that it deserved by reason of our public men having been engaged in other works of national uplift. The organising of village libraries in a manner suitable to the genius of the village-folk was a task which called into play all the organising talents and resources of the workers in this movement. Mr V. R. Naik then paid a glowing tribute to the Gaikwar of Baroda, the father of the Modern Public Library Movement in India.

Presidential Address

Dr V. Shiva Ram, Head of the Political Science Department of the University of Lucknow, President of the Conference, in the course of his address, said :—

The library movement is of comparatively recent origin even in Western countries and is the result of democratic influences which obtained an ascendancy towards the end of the last century. The desire to extend the benefits of learning to the people at large, suggested the foundation of numerous public libraries. The possibilities of libraries as instruments of popular education have ever since occupied the attention of those interested in this movement. Much thought has been given in recent years to the best methods of popularising the use of libraries. The library movement as an aid to adult education has long been realised and no nation can aspire to rise to contribute to the world's culture unless it has equipped itself with a network of libraries adequate and suitable to the nation's needs.

According to the census of 1921 there were in India 293 million illiterates and 23 million literates who were able only to read and write a simple letter. (The figures for British India only are 329 million illiterates out of a total population of 247 millions). The literates include 20 million of men and only 3 million women. The percentage of persons over the age of 20 years who were literates was 18 per cent men and 2 per cent women, or 10 per cent for both. Moreover 92 per cent of the population of India live in villages of which there are 669,000 and with a population below 2,000 each and the proportion of literates among the rural population probably does not exceed more than 5 per cent. The backwardness thus created, is one of the main causes, if not the main cause, that stunts the growth of the villagers in every walk of life. It is strange that only 34 to 45 per cent of the boys and 5 per cent of the girls of the school going age are being educated in primary schools.

The importance of primary education is more and more acknowledged and the public is taking advantage of the facilities provided. But actual results are apparently not so satisfactory as would appear on the surface. According to Sir Philip Hartog about 60 per cent of the money spent on primary education is wasted and thrown away owing to the stagnation and consequent illiteracy resulting in failure of the

vast majority of primary pupils to spend four years in the primary school course. Out of 100 pupils who were in class I in 1922-23 only 18 were in class IV in 1925-26. The wastage in the case of girls is far greater than that for boys. Of 534,000 school going girls in class I in 1922, only 56,000 i.e. nearly 10 per cent were in class IV four years later. Thus there is a huge wastage of funds on primary education. In order to utilize money spent on primary education the Government must come forward and start continuation schools, schemes of adult education, etc., for the pupils who relapse into illiteracy after leaving the schools. In this connection the spread of the library movement and, adult education will render yeoman service to the nation.

From a political as well as from an economic point of view, adult education is undoubtedly essential to the masses. Now what do we mean by adult education? Mainly it is education for those who have not had the opportunities of higher education, covering in a broad way the moral and intellectual development of the people through books and the daily papers and associations with our fellows.

The growth of interest in the public library as an indispensable factor in adult education has been very remarkable during recent years in the West. But in India unfortunately education authorities and public library committees rarely work hand in hand and the library is in very few places treated as one of our chief educational assets. The tacit assumption is that education has nothing to gain from public libraries, and that the public libraries cater for something which is no part of what we call education. The term 'Education' is used in India as applying only to organised teaching and is only a preliminary to a kind of scaffolding for the real education which makes the efficient citizen, and which can be acquired only by developing the adult mind enriched by practical experience and wise reading. Accordingly one of the prime lessons to be taught by the school-master and the university professor is respect for books as the main storehouse and record of human achievement, the knowledge of how to use them and where they can be obtained.

The questions for us are: (1) What ought to be done? (2) What does it cost?; (3) Who ought to do it?; (4) How soon can it be done? The answer to the first question is that there

ought to be a public library in every school, village, town and Municipality of India and a steady inculcation in the school of the habit of looking beyond the school shelves to the public library. In addition to the school library, pupils from 10 or 12 years onward should be introduced generally or in classes, to the Municipal library and Museum (if any). Thus and thus only shall we create a library-using public out of the ranks of adolescents. No child ought to leave the school without being given a library ticket so that he may continue the reading habit he formed in the school when he leaves the school.*

Now we come to our second question, namely, what does it cost? The establishment of libraries in every village, town and district will, no doubt, cost an enormous amount and this can be done only by the joint action of the State and public. The educational budgets of each province should make a separate provision for libraries and also the locality concerned should raise a special education and library tax in addition to donations and endowments for this purpose. For, I do not believe in the dictum that we should leave everything for State action. The public must first help themselves in the matter and then call for State aid. If we have a ten-year plan for this purpose, we can, before 1943, see that each town and village in the country has a well equipped library of its own. The village should set apart a portion of its tax and revenues for this purpose and this can only be done by agitation and State aid. It is up to our representatives in the Madras Legislative Council to see that a bill is introduced to give effect to the provision of State aid to libraries throughout the province.

In the Philippines, the expenditure for public education per capita of population was 2.141 pesos in 1921. The liberality of the appropriation for education would be appreciated when it is remembered that the total per capita tax is 6.40 pesos. In other words one-third of the total taxation is devoted to public education, including the maintenance of libraries. The sum is further augmented by Municipal appropriations and various local contributions in the form of money, labour, and materials-

We are proud of the fact that the Andhra-Desa Library Association organized the first

All-India Conference held at Madras in 1919. The first Andhra Library Conference was also organised by this body in 1914 at Bezwada when there were present 163 librarians. Since then, the Andhra Library movement has been making rapid progress towards establishing more and more libraries in Telugu-speaking districts of both British India and the Indian States. During the period 1914—1920 a net-work of institutions called village, taluk, district and central library associations were established with frequent meetings of the libraries conference. In 1920 an institution was started to prepare library workers. The boy scout movement in parts of Andhra is co-ordinated with the library movement and was developed alongside it.

It must be noted, however, that the library movement in Andhra was a part of the larger movement for Andhra Revival. Irrelevant as it may seem at first sight, let me say that it is necessary to divorce the library movements entirely from the political movement; if this is done the future of the library movement is assured. It must also be divorced from all religious and sectarian movements, if it is to prosper and make progress. On the other hand the libraries in all places must be social and academic centres where public lectures, recitals, concerts, etc., should be held so that boys and girls, women and men may meet there daily to promote corporate life, knowledge and enlightenment. In villages, harkathas, kalak shepams, lectures in National health and social development are already being conducted under the auspices of the village library. If this is done on a more systematic and organized scale, it will be a great instrument of adult education in this country. It must also be said to the credit of the Andhra Library movement that it is a powerful source of adult education which has successfully employed the recitals of puranas, concerts and kalakshepams around the village library as agencies of culture. In addition, street dramas are organized, popular ballads sung, tournaments held, authors honoured, elocution contests organised all under the auspices of the village library. In a word all that conduces to the well being of the body politic either has its origin in the library or finds it working there, though in no single library are all these activities under-

* The first problem is however to form the library habit in school-children. These schools tend to neglect.—*Ed.*

taken. But the ideal is there. It has been placed before the country.

We should have a definite and rather an ambitious programme before us. Our programme should include to begin with, a regular publicity and propaganda work particularly in the direction of getting sympathy and support of our government and legislators on the one hand and the public on the other. We want to convince them that a public library system for the country is an urgent need. That will be our chief work for a few years to come. There are no doubt other items which we may include in our programme such as co-operation and co-ordination among existing libraries, creation of a national central library and regional libraries, copyright libraries, inter-libraries loans, Union catalogues, bibliographies of Indian literature, namely books, periodicals, manuscripts and other publications, establishment of more provincial associations, a central school for training in librarianship, raising the status for the library profession, getting home and foreign publishers and booksellers to offer us advantageous terms in book purchases and the like. We shall attempt many of these tasks as we grow and gather strength. But important as they are, they are not so pressing as our principal task, the establishment of the public library system for the whole country to which we should direct all our initial strength and energy.

A novel method in propaganda is the institution of a Library Day throughout the country on which special efforts are made to demonstrate the value of libraries and to collect funds from the public, as is already done in the Baroda State. This is conducted on the same lines as Hospital Sunday in England.

What is urgently needed now is the enactment of some sort of legislation for the maintenance of public libraries on the lines of "Public Libraries Acts" enforced in other countries. India must not lag behind if her cultured children determine to have a network of free libraries by suitable legislation. The legislatures of all the provinces will do well to take up this task. India should also take some interest in the international library activities and it was a good step on the part of the All-India Library Association to have sent Mr D. Trivikrama Rao as a fraternal delegate to England to attend the British Libraries'

Conference held at Blackpool in 1928. His paper on the Indian Library Movement has since been published by them. An International Congress will be held in Chicago this year and it is up to this conference to send a delegate or suitable message so that they may promote and encourage Bibliographical study and research on Oriental Literature.

Should Graduates only be admitted to the Library Profession?

Mr William P. Paton, Chief Librarian, Airdrie Public Library, Scotland, has done me a great service by replying to my note which I wrote for the October, 1932 issue of *The Modern Librarian*. *There has been a great controversy here regarding the minimum qualifications necessary for admittance into a library school. The Punjab University has been conducting a library training class since 1915. Mr Dickinson, the founder of the class, did not make graduation the condition for admittance into the class. A very large number of librarians both graduates and undergraduates, joined his classes. Mr Dickinson's successor the late Mr Mukand Lal Bhatia also did not close its doors to undergraduates. Until the year 1925, when I got training from the present librarian of the Punjab University the doors for undergraduates were not entirely closed. In special cases undergraduates were admitted and thanks to Dr C. H. Rice, who was then a member of the University Library Committee, I was admitted into the class on his recommendation. I entirely agree with Mr Paton when he says that there is more flexibility for adaptation to a profession in an undergraduate student than in a post-graduate. Sir P. C. Ray's address at the All-India Library Conference held in Lahore in the year 1929 emphasised the same fact that there have been more men and women who have shone in all fields of human activities and have had no university degrees than actual graduates. Why go far away, when the present Librarian of Punjab University is not a graduate himself. And in spite of the fact that he possesses no university degree he is the most learned and the ablest librarian we have in the

*Mr Paton's reply to Mr Manchanda's note appeared in the January, 1933 issue of *The Modern Librarian* - Ed.

province. Immediately after passing his Matriculation he joined the Punjab Public Library as a junior assistant and with his perseverance and ability he rose to the post of Librarian of the same library within a few years. And after the death of the late Mr Mukand Lal Bhatia he was appointed to the chief library *gaddi* in the province, that is, the librarianship of the Punjab University Library. His is not only a solitary example but I know of a quite a large number of undergraduate librarians who have done more service to the library profession than graduate librarians. And when I plead for opening doors of the library profession to undergraduates in the Punjab I feel, and very much feel, the pleasure I have been feeling in the library profession, the knowledge I have gained, and the service, though little, I have rendered as a librarian in my own sphere.

—*Ratanchand Manchanda*

How to Foster Reading Habits.

Mr K. Sellaiah, Librarian, Jaffna College, Vaddukoddai, Ceylon wrote to the Librarian, Forman Christian College, Lahore inquiring the various methods adopted by the Library for fostering reading habits amongst the students. Dr F. Mowbray Velte, Librarian, Forman Christian College gave him the following reply, which we reproduce for the readers of *The Modern Librarian*.

"I have received your letter of the 13th March, 1933 and shall reply to the best of my ability in the light of our experience in the College Library here

Perhaps the most difficult problem facing a college librarian in North India is that of inculcating reading habits in the student body. He cannot succeed without the co-operation of the college staff, and this they are frequently very slow to give him. It is the duty of the staff constantly to suggest reading supplementary to the courses taught and to link up their teaching intimately with such supplementary reading. This is the first step towards making students library-minded.

It is important for the Librarian himself to make his library attractive by creating in it as far as possible a home-like and comfortable atmosphere. It should look as little like a class room as possible, should have attractive pictures on its walls, and be provided with such tables

and chairs and other furnishings as give the maximum of utility with the maximum of real comfort. If students learn first to seek rest and quiet from the dulness of class rooms in the library, they will soon turn to the books as the next step. The silence rule however, must be sternly enforced; the library should not be allowed to degenerate into a centre for gossip.

It is important that the Librarian watch the book lists and make attractive additions to his stock each year. There is a tendency to confine purchases to books of a serious and sombre nature—very good books, but books, that the average student turns from with a certain amount of terror. Books must be purchased which are up-to-date, attractively bound, and of a lighter nature in addition to more serious books. The reading of these lighter books—I do not mean trash by this—will lead to the formation of the reading habit and students can thereafter be persuaded to venture into more serious fields of reading. But the annual purchase of text-books, Histories of Literature and the like, will not induce boys to read; they need stuff that is less stodgy.

All new books should be well advertised. This can be done by reviews of a stimulating nature in the College Magazines. It can also be done by maintaining a special shelf or cupboard for new accessions where they are permanently on display. It can also be done by taking the paper covers—the dust covers—which are often very attractive and pasting them on a board near the entrance of the library in such a way as to provoke attention.

It is useful also to have several "Books you would enjoy" Boards obtainable from the American Library Association on which are posted names of books that would interest the student body. These names should be changed every month or two. Another good device is to make a monthly selection of articles from the magazines to which you subscribe and to post a list, advising students to read these articles.

We have also found of value the small booklet which I enclose. If the staff check up on these books occasionally, the students will begin to read more.

In addition we are about to introduce Library-study groups for the First Year. In these groups certain books will be recommended and the students will sit in the library and read quietly together under supervision. The scheme has

not yet been initiated but we look forward to it with interest.

There is much more that might be said in this matter but I believe I have given you a general idea of our plan of work. I trust it will be of use to you."

Personal Library of Napoleon Bonaparte

The personal library of Napoleon Bonaparte is now on exhibition at the Chateau de la Malmaison, where the great conqueror himself placed the books many years ago. However, this library, consisting of historical, biographical and military publications, books on religion and on the customs of foreign people and twenty-three cases of maps—but no novels—has not always remained in his palace. After Napoleon was sent to the island of Elba, his wife, Empress Marie Louise, had the entire library boxed up and sent to Vienna, where she held it "in trust for Napoleon's son." But at the time of the dispersion of the property of the Hapsburgs, the library fell into the hands of a Berlin dealer, who still owns it, and has put it on exhibition in its original setting in the hope that he may find a purchaser for it in France.

Forman Christian College Library, Lahore.

Report for 1932-33.

The College Library during the past year was forced by the necessity for general retrenchment prevailing throughout the College to reduce its expenditure on new books to some extent, and, has taking this fact into consideration, made fairly creditable progress. An increasing number of readers is making use of both the stacks and the reading-room, and it has become obvious that both stack-space and reading-room accommodation are painfully inadequate. To meet this need, the Board of Directors of the College have sanctioned a scheme for a new Library building along the western frontage of the College Site. It is to be hoped that building operations will commence at an early date.

It may be of interest at this point to note that the total number of readers that visited the reading-room during the year was about 23,488, on an average 66 per diem. On many occasions the seats provided in the reading-room fell far short of the number of would-be readers and natural disappointment ensued. This is a state of affairs which we realize we must strain every nerve to rectify.

By the suggestion of the Principal the reading-room has been made more attractive to the average reader by the addition of more daily, weekly, monthly and quarterly papers and periodicals. We have now a large and varied list of journals, magazines and newspapers. At the beginning of the year an attempt was made to cut the number of our periodicals down by judicious pruning, but since new periodicals have of late taken the place of those thus eliminated, there has been an actual increase rather than a decrease in total expenditure on such accessions. The total number of periodicals and gazettes of diverse kinds received by the Library during the year was 112. Of these 84 were purchased at a cost of over Rs. 920 per year while the remaining 28 were gifts. Most of the periodicals in the reading-room were provided with new portfolios to save them from damage through constant handling and this process is being continued. It is clear, however, that cash expended for journals means less cash available for volumes for our stacks, and, if this programme is to be continued and extended the library budget should be so augmented that the stacks, which contain the Library's more important accessions may not suffer in the interest of material of more evanescent significance. This is a matter worthy of careful consideration.

During the year, 1,372 borrower's cards were issued to registered members, an increase of 21 over last year. In all 35,448 volumes were taken out by members for home use, an increase of 2,606 over the previous year. About 23,116 volumes were consulted in the Study Room and Reference Department as opposed to 22,962 in the preceding year, so that the total number of volumes referred to in or outside the Library was 68,564, as against the 55,806 volumes of last year.

The nature of the books read reveals to some extent the tastes of the student-body and the following analysis is therefore appended :—

	1931-32.	1932-33.
1. Literature	12,318	13,162
2. Current and Bound Periodicals	8,647	9,121
3. General and Miscellaneous	2,884	3,152
4. Sociology (Political Science Economics, Constitution and Education)	2,254	2,414
5. History, Biography, Travel and Geography	2,142	2,218
6. Oriental Languages	1,822	1,952
7. Science (Mathematics, Physics, Chemistry, Biology, etc).	1,416	1,863
8. Useful and Fine Arts	627	692
9. Philosophy	419	488
10. Physical Education	315	380

In all 799 volumes were added to the Library during the year. Of these 481 volumes were purchased at a cost of Rs. 2,760-14-9. while 124 were presented. We must in especial gratefully acknowledge gifts of books and periodicals from Rev J. B. Weir., Dr S. K. Datta. The Rt. Rev. F. J. Western, Bishop of Tinnevely, Rev B. T. Schuyler and others. The College is greatly indebted to Mr Lionel Curtis, Fellow of All

Souls, Oxford, who as Executor of the Will of the late Sir Valentine Chirol, has presented us with 300 volumes mostly on India from Sir Valentine's Private library. At the moment of writing this report our expenditure on books shows a decrease of Rs. 1,221-9-6 over last year, but the end of the year will probably see this decrease somewhat reduced. However there has been some slight saving under this head.

In addition 194 pamphlets and reports were received from the Punjab Government and Members of the College Staff. There are now in all 21,400 books and 2,209 pamphlets on our shelves making a grand total of 23,609 volumes.

The total number of books, periodicals and pamphlets classified, catalogued and indexed during the year, was 799 for which 3,995 cards were prepared and filed in the cabinets. The apparent loss of a small number of fairly expensive books has convinced the Librarian that all books for which he is to be held in any way responsible ought to be housed in the Library Building itself and not in branch collections elsewhere.

The books have been dusted and the shelves kept clean by the Library peons as in past years but the purchase of a Proto Vacuum Cleaner would probably be a wise step in view of the fact that our stacks are increasing steadily. Eight almirahs had to be purchased during the year, and, since they had to be placed on top of old almirahs, are now helping to support the roof and giving our peons exciting exercise in climping up a rather dubious step-ladder.

We were able during the year to be of some service to the Lucknow Christian College in that for two months during May and June we gave their persent Assistant Librarian training in practical library work. He proved a most willing worker and made every definite progress. He is now working under supervision in the Lucknow Christian College Library.—
F. Mowbray Vette, Librarian.

BOOK REVIEWS

Berman, Richard A. *The Mahdi of Allah: the story of the Dervish Mohammed Ahmed; trans. by Robin John. New York, Macmillan, 1932. 317 p. illus.*

Winston Churchill in his introduction to this volume describes it as "presumably the first and last word on Mahdism" and the life of the Mahdi himself as "a romance in miniature and wonderful as that of Mohammed himself". Certainly the book throws valuable light on a figure of whom so little has been known that he is to-day almost forgotten. This year being the fiftieth anniversary of General Gordon's death has seen a revived interest in that astounding Victorian hero, and an endeavour to redeem him from the obloquy into which Lytton Strachey deemed fit to cast him. It was opportune, then, that this translation of Berman's *Die Derwisch-trommel* (1931) should have appeared in 1932 for we are enabled thereby to consider in apposition the two protagonists of the Khartoum tragedy.

Berman has drawn heavily for his material from two great men whose knowledge of Egypt and of Mahdism is very intimate, General Sir Reginald Wingate and Baron Sir Rudolf Slatin Pasha, the Mahdi's most famous captive, but he has supplemented their reports and narratives with a great deal of interesting personal travel and research in the Soudan and Egypt.

The tale of Mohammed Ahmed, the Mahdi, and Khalifa Abdullahi, his ruthless Commander-in-Chief, is told in a vigorous and most individual style. It is a vivid, animated narrative, full of understanding, but Mr Berman's method, while admirably suited to the exotic story of the Mahdi, is not one which he could employ again with any great hope of success, for it would have outlived its novelty. In style as in subject, therefore, the book may be considered as unique and distinctly piquant to our somewhat jaded modern reading appetites.

There are some very fascinating portraits in the book—Father Ohrwalder, Slatin, Khalifa Abdullahi, Gustave Adolph Klootz, Hicks Pasha, Gordon, the ill-starred Oliver Pain, and of course the sweet-smiling, mysterious Mohammed Ahmed himself. There are too some very dramatic episodes, subsidiary to the one great episode, the Catastrophe of Khartoum, and there is a real endeavour to understand the life and thought of the Mahdi's country and of the Mahdi. All in all this is an exposition of Mahdism worth reading.

F. Mowbray Vette.

Shane, Leslie. *George the Fourth. London, Ernest Benn, 1926. 209p. illus.*

This cannot be considered as a new book—between September 1926 and October of the same year it had already passed through four printings—but it is probably a book which has obtained little attention in India. Shane Leslie, who was in 1928 to publish that even more useful volume, *The Skull of Swift*, has in this portrait of George IV tried to enlist our favour for one whom he regards—for reasons not too manifest—as one of the wisest and greatest of English kings. While it is difficult to agree with his final judgment on "the first gentleman of Europe" one cannot but be interested in his able handling of that engaging royal personage.

Peculiarly interesting is the story of hismorganatic marriage to the faithful Mrs Fitzherbert, a lady who was by virtue of her fidelity at least worthy of kindlier treatment. Of less interest are Lady Jersey, Lady Hertford, and Lady Conyngham, although the power exercised over the throne by the last-named makes her a most significant historical figure. However this reviewer derived most delight from Princess Charlotte and Queen Caroline—especially the latter. She was a 'character' in every sense of the word.

All through the volume stalk George's ponderous brothers, and their private affairs will

never cease to engross the attention of those curious as to the paths of princeliness. With all their vices—or should we say foibles?—they are with the single exception of Cumberland a singularly likeable lot, and not really quite as absurd as Thackeray has painted them.

The book is successful in its clever depiction of the social and political life of England under the Regency and actual sovereignty of the magnificent George, and is possessed of an acid wit that is characteristic of its author. It is, too, of considerable real value to students of history, and will help one to pass some hours with both pleasure and profit.

F. Mowbray Velle.

Bowers, Claude G. *The Tragic Era: the Revolution after Lincoln.* Cambridge, Mass., Houghton Mifflin, 1929. 567 p. illus.

The author in his preface describes his book as "the true story of the twelve tragic years that followed the death of Lincoln", and as one turns the last page of the long volume one realizes the full force of the term *tragic* when applied to the Reconstruction Era after the American Civil War. As one reads of the almost unbelievable iniquities of the state governments in South Carolina, Louisiana, and other Southern states during the administration at Washington of the gallant Ulysses Sampson Grant, one feels that Mr Bowers is more than justified in his prefatory statement:—"Never have American public men in responsible positions, directing the destiny of the Nation, been so brutal, hypocritical and corrupt. The Constitution was treated as a doormat on which politicians and army officers wiped their feet after wading in the muck. Never had the Supreme Court been treated with such ineffable contempt, and never has that tribunal so often cringed before the clamour of the mob."

The first 240 pages are concerned with the duel between Andrew Johnson and Thaddeus Stevens, and Johnson appears as a man of strong and noble character, who strove to sustain the policies of his great predecessor, Lincoln, and the Constitution against attacks made upon them by the Radicals under the leadership of Stevens. The duel ends, as history records, in the impeachment of the President, and Mr Bowers shows us how fundamentally unjust that impeachment was and how unscrupulous were the foes of Johnson. Even

though they endeavoured to load the dice with falsehood and corruption they failed of their end, and Johnson is shown as a splendid and unassailable patriot of the highest integrity and courage, while the Stevens depicted by Mr Bowers well merits James Truslow Adams's characterization of the man as "perhaps the most despicable, malevolent and morally deformed character who has ever risen to high power in America. "Where Mr Bowers is at fault is in his failure to recognize Johnson's limitations—his lack of tact and uncontrollably violent stump-oratory which despite his honesty and worthy ideals too often proved injurious to his cause."

From page 240 on we are shown the eight years in which Grant graced the Presidency. It is kindlier to think of the victor of Vicksburg as gullible, trusting, and obtuse—such was the chief defence advanced for Warren Gamaliel Harding—than crooked, but Mr Bower's account of acts in office strongly insinuates connivance at corruption. We have been accustomed to think of the Harding gang as the most undesirable ever to ornament the precincts of the White House, but the pictures in this book of Oliver P. Morton, Roscoe Conkling, Zachariah Chandler, Jay Cooke, General Ben Butler, and others who were close to Grant may cause us to revise our opinion. The story of their operations is indeed a disgraceful one.

And in the Southern States we have some even more inglorious figures, General Adelber Ames of Mississippi, Governor Moses, "Honest" John Patterson, and Elliot of South Carolina and Governor Henry Clay Warmoth to Louisiana are fairly representative. No wonder the white South has voted the Democratic ticket ever since the days of those scoundrelly 'carpet-bagging' Republican administrators.

The book is packed with facts, persons, and references to eminently reliable authorities. That Mr Bowers is a Democrat is more than obvious, but he takes pains to document all his charges. One wishes the picture of Grant had been more friendly, but unfortunately one fears that it may be in large part true. *The Tragic Era* is a telling revelation of the blackest decade in the American history.

F. Mowbray Velle.

Sullivan, Mark. *Our Times; the United States 1900-1925 II America Finding Herself.* New York, Charles Scribner's, 1927. 668 p. illus.

Second of a series of books by the author tracing the story of the development and growth of modern America, this generous volume is of immense value as a study of American social and political life and thought during the years 1900-1925, and is a fitting prelude to my attempt to understand the genesis of the America of to-day.

Approximately the first two hundred pages deal with the formation of the typical American mind and character as revealed in the representative great men of this period. We are shown the sort of education, which they received—an education in which William H. Mc Guffey and his Eclectic Readers played a tremendous part—and we share to no little extent the author's patent admiration for Mc Guffey's contribution to the building of American character. Mark Sullivan not infrequently smiles at Mc Guffey and subjects him to gentle satire, but at the same time joins with the late Senator Walsh, ex-Governor Cox of Ohio, and others in paying a very real tribute to him.

In addition to the educative influence of Mc Guffey we are shown other factors at work in developing future American leadership—inherited ideals, orthodoxy, discipline, earnest practice in elocution, and the like. This section of the book thus is full of interesting *materia Americana*, and the reviewer noted with the delight of recognition certain curious Parallelisms between the nature of some of his own early education in an Edinburgh Merchant Company School and that which Sullivan reveals of young America of this even earlier time. Especially was this true of Sullivan's accounts of the typical "spelling-bees" in schools and of the pains taken to develop in school-children a mastery of the delicate shadings and ornamental flourishes of the approved Spencerian copy-book hand.

Part II of the book, which begins on page two hundred and fifteen, is conceived with three main themes—Roosevelt's onrush into politics and conflict with the great monopolistic Trusts, the struggle leading to the enactment of the Pure Food Laws partially as a result of Upton Sinclair's *The Jungle*, and the thrilling story of how Langley and the Wrights despite ridicule and discouragement laboured in science until aviation in heavier-

than-air machines became an accomplished fact.

In the narrative of the struggle between the United States Government and Ultra-Big Business much is told us of the rise to dominance of such titanic figures as John D. Rockefeller, Andrew Carnegie, R. H. Harriman, James J. Hill, and the amazing J. Pierpont Morgan. The career of each of these men reads like a romance as does the exhilarating account of Theodore Roosevelt who entered politics stigmatized as a "dude" and a "young squirt" to become "Teddy with the big stick," the beloved "rough rider." For him the author's enthusiasm and respect is unbounded.

The section on the Crusade for Pure Food and the Campaign against Fraudulent cures is one which in India we may well take to heart. We need to devise some legislation which will put at least a partial end to impure and adulterated food-stuffs and standardize their quality, and there is a crying need for someone like the great Dr Harvey Washington Wiley to lead a vigorous attack on the innumerable noisome quack-medicines which advertise so freely in most of our journals. There is probably no country in the world to-day where fraudulent and often injurious drugs and specifics have a wider sale than in Hindustan, and the story of America's victorious campaign against such frauds is an inspiration to like effort.

The final section on Langley and the Wrights is possibly the most interesting of all. It is a story of the triumph of resolution over human opposition and the forces of nature, and in the persons of the Wrights especially reveals to one the genuine stuff of heroes. This without detracting in any way from the heroism of old Professor Langley, who was magnificent even in failure.

Our Times II is packed with information and a thorough piece of work. It is written in a lively style, and will well repay the time spent upon it.

F. Mowbray Velté.

de Prorok, (Count) Byron Khun. *Digging for Lost African Gods.* New York, Putnam's, 1926. 369 p. illus.

The major portion of this book consists in an endeavour to re-build on the basis of fairly recent archaeological discoveries that Carthage which

Cato so fanatically insisted must be destroyed. Count de Prorok's purpose is obviously to popularize archaeological investigation and to win for it the enthusiasm and financial support which he believes it merits. This "record of five years' archaeological excavation in North Africa" is therefore by no means a full or rigorously technical account of actual accomplishment, but is rather designed to stimulate live interest in the still-discoverable manifestations of great ancient civilizations.

In addition to a very full treatment of the tremendously extensive discoveries in and about the site of Carthage itself, we are told of the excavations of other dead cities such as Sbertla, Dougga, Timgad, Bulla Regia, with its subterranean palaces, and fabled Utica. In each of these cities are to be found buildings and monuments and antique treasures in astounding variety, and the writer succeeds admirably in describing them to us.

Occasionally the narrative becomes one of personal adventure or unusual experience on the part of the author. An archaeological expedition affords many opportunities for such excitements, and there is a genuine thrill in what Count de Prorok has to say of his own submarine adventures in a diving-suit at Djerbba, where a ruined city lies under the waves. Fascinating too is the story of the exploration of the country of the Hoggars and of the journey to the oasis of Tozem through the trackless chotts.

The book is illustrated with excellent and well-chosen photographs and as a colourful introduction to the study of Archaeology can be recommended to all readers, who like the reviewer know but little of such things and would fain learn more.

F. Mowbray Velte.

Schohans, Wills. *The Dark Places of Education.* 1932. London, Allen and Unwin, 337 p. Rs. 9.6.0.

This may be called a book of New Education with a fresh and lively message for establishing a healthy and happy self-confidence in children. Dr Schohans seriously takes up the mistakes committed for long centuries, mistakes that have hampered the full growth of human personality. "Dr Schohans's part is that of the beloved Physician' who not only points to the maladies but also very sympathetically suggests remedies.

For the production of a happy race children have first to be made happy. The responsibility for that lies not only with parents and teachers but with society as a whole. Dr Schohans makes an emphatic appeal to every unit of society to concentrate its best efforts on children's welfare, providing facilities for those who are directly responsible for the education of children. The most interesting part of the book is the reports from boys and girls that make up their gripping tale told by themselves. Every teacher will find in this book a store-house of suggestions, though the material considered is Swiss.

R. R. Kumria.

Thom, Douglas A. *Every day Problems of the every day Child.* 1932. London, Appleton. 340p. 10-6.

Mr Thom has met an imperative need of the ordinary parent by writing this most suggestive book. To the parent who is not in touch with modern Psychology this work will be a book of revelations; and to the parent who has extensively read the Freudian literature it will afford a great relief. This neat book avoids Freudian extravagances and gives the reader a very reasonable and common-sense point of view. It is an exhaustive and well-arranged account of 'juvenile woe and parental perplexity.' Beginning from the problems connected with feeding and going up to those of organizing toys, to say nothing of thumb-making and nail biting, then is an interesting array of everyday problems that every parent has to face and is required to solve. We recommend this book most strongly to all parents who have the welfare of their children at heart. They will find it easy reading and will have no reason to cast it aside as something learned and technical.

R. R. Kumria.

Hār Dayal. *The Bodhisattva Doctrine in Buddhist Sanskrit Literature.* 1932. London, Kegan Paul. 385 p. Rs. 13.8.0.

Buddhism has been extensively studied in the west and many authoritative works on the subject have appeared. The book under review is the result of a long and patient study of later Buddhism which is known as Mahayanism. It has been produced in the west and may be regarded in line with the great books on the subject. Yet it comes from the pen of an

Indian. As one goes through the list of abbreviations one is amazed at the large catalogue of works used in the preparation of this thesis. But those who know Mr Har Dayal and his remarkable power of comprehension and memory will only say 'it is just like him'.

The Chapters are well-arranged. Chapter I discusses the meaning of Budhisattva.

Lexicographers from China to Peru and from the Tibet to Ceylon are consulted. The author in the end decides that the word suggests the two ideas of existence and struggle and not merely the notion of simple existence." It seems to us that in accepting this meaning the author has gone into the core of the spirit of the Bodhisattva Doctrine. This method marks all stages of his thesis and is the chief characteristic of the book.

The 'Bodhisattva,' the spiritual warrior is the ideal of the Mahayana School. 'A Bodhisattva's career is said to commence with the 'production of the thought of bodhis.' He thinks of becoming a Buddha for the welfare and liberation of all creatures, makes certain great vows and his future greatness is predicted by a living Buddha. These three events mark the conversion of an ordinary person into a Bodhisattva." The final achievement is the consummation of a life of hard struggle. There is a long discipline that leads to the good and there are various stages of this discipline. All those stages are exhaustively discussed in the book. If there is any distinctive merit in the book, it is the very extensive literature that it presents to the reader. The research scholar will welcome it while the boy reader will find it dull and boring.

R. R. Kumria.

Rugg, Harold & Shumker, Ann. *The Child Centred School.* London, Harrap. 325 p. 10-6.

This remarkable book gives the history, appreciation and criticism of New Education in America; yet it is written in such a style that educationists all over the world will not hesitate to welcome it as their own. The authors believe in Progressive Education thoroughly. In this book they make a successful attempt to appraise the practices connected with New Education.

New Education is the drawing out of the child in the real meaning of the word education.' Its keynote is experience. "I would have a child say not, 'I know,' but, 'I have experienced'" (Dewey). The production of individuality through the integration of experience

is what is aimed at. This aim can be best realized through *activity* rather than through merely *listening* to a teacher. Therefore, we need have active schools instead of listening schools. Through various activities that afford a variety of experience the active school tries to develop creative self-expression and tolerant understanding of self and society—the two feet of the new education. With the new educationist the first article of faith is Freedom—"Free the legs, the arms, the larynx of a child and you have taken the first step towards freeing his mind and spirit," The second article of faith is child initiative. In the old school the teacher was active, the child was passive; in the new school the child is active and the teacher is comparatively passive. The teacher is a pleasant guide instead of a coercive awe-inspiring demagogue. The new school is child centred. Pupils, here, are alive, active, working hard, inventing, organizing, contributing original ideas' assembling material, carrying out enterprises."

In chapters 2,3 and 4 the authors give a clean account of how the new active school was evolved in America. In Chapters 6 and 7, the daily programme in the child-centred school is illustrated. The instances quoted along with the tables of work given show how the activities and materials of instruction are organized to guarantee maximum child growth. Chapters 7, 8, 9 and 10 containing 'criticism, more criticism still more criticism and criticism continued' given in a typically simple American style are very thought-provoking. The authors appeal for co-operating teamwork among teachers of the child-centred school. They also draw attention to the fact that along with constructive, social and creative aspect of education, the intellectual and emotional aspect ought to receive more attention. Thirdly they think that instead of leaving everything to child-initiative and chance there is no harm if the teacher determines in advance 'those big concepts, those central meanings, those oft-recurring generalizations which are most important for tolerant understanding of self and society.' Practice in thinking and drill and repetition of activities they warmly and justly advocate. In chapters that follow criticism different aspects of the programme of the new education are discussed. There is a very helpful bibliography at the end. The book is profusely illustrated and neatly got up

R. R. Kumria.

Kotsching, W. M. & Prys, Elined. *The University in a Changing World—a Symposium.* London, Oxford Univ. Press, 1932. 244 p. 7s. 6d.

This admirable book has been planned and prepared by International Student Service, whose head-quarters are at Geneva. It includes surveys by eight leading authorities on the existing condition and future prospects of University education in Europe, Great Britain, and America. The European University includes those of France, Germany, Fascist State,

Soviet Russia. Professor Hildebrand contributes an admirable article on 'The Conception of a Catholic University.' Dr Kotsching who is General Secretary of International Student Service, contributes an introduction in which he summarizes the divergent trends of thought and fact revealed in the various essays of the Symposium.

This valuable volume needs be bought by all educationists, and by all college and public libraries.

A. K. Siddhanta.

*Book to Read

S. KUMAR,

Imperial Library, Calcutta

***Binyon, Laurence.** *Akbar.* Edinburgh: Davies, 1932. 5s.

It is a short biography of the great Mughal emperor written in a popular and charming style. The volume contains an estimate of the character of Akbar, as well as an account of his conquests, his administration and his achievements which made him one of the greatest monarchs of his age. The work is mainly based on Abul Fazl, Monserrate and Du Jarric. The volume will be read with pleasure by those who do not either take the trouble of referring to the original sources or have not enough acquaintance with the languages in which more authoritative and contemporary accounts are written.

Castelfranchi, Gaetano. *Recent Advances in Atomic Physics* by Gaetano Castelfranchi, trans. by W. S. Stiles and I. W. T. Walsh v. 1: *Atoms, Molecules and Electrons.* V. 2. *Quantum Theory.* 2 v. London: Churchill. 1932. 30s.

The work forms part of the Series "Recent Advances in Science" and is a valuable contribution to the study and history of the recent advances in atomistics. It gives within a modest compass of 800 pages a complete account of the physical researches of recent years. The work opens with a general introduction to the fundamentals of physical atomic theory,

the wave motion and the kinetic theory, and then proceeds to give brief accounts, in independent chapters, of fluctuations, electrons and positive rays, isotopes, x-rays, crystals, radio-activity, nuclear properties, radiation and the quantum theory, spectroscopy, Stark and Zeeman effects, specific heats, the photo-electric effect, the Compton effect, wave and the quantum mechanics and the new statics.

The translators have done their work admirably. The chapters in the Italian original dealing with Brownian motion, relativity and astrophysics have been omitted in the translation. These ought to have been included as they form the keystones, as it were, of the modern scientific thought. Experimental and technological matters like television, supersonics and phototelegraphy have also been included so as to keep the ordinary run of readers informed of what has been achieved in the practical field. One remarkable characteristic of the volumes is that in giving an account of the modern development of the science of atomistics, in the most lucid and substantial form, where no important matter has been lost sight of, no very great demand is made on the reader's mathematic attainments.

Priya Lal Das. *Eshar Kavi.* Published by N. Mukherji. Vasanti Press. 1, Sasihusan Dey Street, Calcutta, 1933. Re. 1-4.

Books marked with an asterisk () can be borrowed from the Imperial Library, Calcutta, on depositing their price.

This small octavo volume of 175 pages will be welcomed by those who are acquainted with the poems of the late Akshaya Kumar Varal, one of the greatest Bengali poets of the modern times. He was one of those who heralded a new epoch in the history of the Bengali literature. A portion of this appreciation of the poet was published in the well-known Bengali journal "Sahitya", now defunct. The work contains a detailed study of the poems in all their aspects. It begins with a review of the poet's masterpiece "Esha"—a poem which stands comparison in grandeur or sentiments and in depth of feeling with any song that has embellished any language. In fact "our sweetest songs are those that tell of saddest thoughts". The poet is mourning the loss of his wife, his beloved companion in life,—nay, his complement—and solves the mysteries of life and death in verses which thrill the heart in sympathy and fill the brain with higher thoughts.

In these days of dearth of elegance in the field of *belles lettres*, a study of the deep intellectuality, and the high idealism of a poet, whose creation involved the sublime and the beautiful glowing with the saintly splendour of colour, and whose sentiments are chastened and attempted by higher possibilities of human life, will be appreciated and read with considerable relish. Mr Das has taken great pains in analysing the poems and has said all that can be said with regard to the higher-flown sentiments which form the prominent feature of the writings of Varal, some of whose conceptions are exquisitely fine and of rare poetic value. Mr Das has not failed to illustrate them by copious quotations. The perfect poetic felicity and insight into things, which are the chief characteristic of the poet, have been explained with almost the zeal of an annotator, thus enabling the readers of Varal's poetry to understand better the beauty, and the intensity of the poet's thoughts and expressions. Mr Das takes immense care to set forth Varal's conception of man's mission and responsibility. The pain under which humanity is smarting, the sad thoughts of reality, and the imperfections of the worldly life with all its paraphernalia are what the poet regards as vistas opening on to a nobler existence and leading to higher possibilities. Mr Das has in no way failed in impressing on his readers the philosophy of optimism which permeates all the poems of Varal. The critical study by Mr Das of the poems of one of the leading poets of the

Bengali Renaissance admirably serves its purpose and will be greatly helpful to the students as well as to the ordinary run of readers for understanding the mind of the poet.

***Chambers, Frank P.** *The History of Taste : an account of the revolutions of art, criticism and theory in Europe.* New York : Columbia Univ. Press. 1932. 26\$.

This work embodies the substance of a course of lectures delivered on the history of taste in Europe in painting, sculpture and architecture, from the Middle Ages to the nineteenth century revivals in various countries of Europe. The subject is very little dealt with and is not paid much attention to, although the fact cannot be denied that it has important bearings upon human consciousness and forms a standard of reference for the estimate of modern civilization.

The fall of the Western Roman Empire introduced a historical transition with the partial disappearance of old historical forms. But if some art survived, the aesthetic consciousness gradually died out. In the East, however, it endured for a time and Byzantium protected the remnants of the Greek culture and civilization which it came by as a heritage. But this meagre aesthetic consciousness, which was the relic of ancient Greece and Rome, was stifled to death by the early Christian asceticism and by the denunciation of luxury by all the responsible leaders of the Church in Egypt and Syria, as well as by the proscription of the arts in general, and pagan arts in particular, by Tatian, St. Clement, Origen and St. John Chrysostom. It was in the fourteenth century that the students of philosophy commenced to tackle the aesthetic problems. This was the beginning of the aesthetic movement which from Italy quickly overspread the nations of Western Europe. The upheaval, thus heralded, is known in history as the "Renaissance" and which the author of the work defines as the rebirth of aesthetic consciousness.

With the close of the Middle Ages, the aesthetic consciousness of nature and art revived.

In the second chapter a brief history of the Italian Renaissance has been traced. The author refutes the idea that the Renaissance was the revival of ancient Rome which he thinks to be the most misleading of the favourite Renaissance hypotheses needing careful reconstruction. As regards arts and literature, the Renaissance was the calling back to life again of that aesthetic

consciousness which was the characteristic of the Graeco-Roman times, but which had been stifled, extirpated and ignored by the patriotic asceticism and bigotry.

Italy was the first of the European countries that experienced an awakening, and already, in the fourteenth century, she was looking back with regret to her past days of classicism and romance in art and literature and was filled with a passion to fall back upon the ideals and conceptions which she had unwittingly left behind and which she had been divested of by the vandalism of foreign aggression. The old Roman relics which littered her ancient sites began to be cherished as some thing more than mere mementoes of a glorious past. They were the living incentives to nobler achievements leading to the awakening of a national aesthetic consciousness associating arts with beauty. Out of the revival of the aesthetic consciousness and the assumption of that consciousness of the Roman forms, classicism emerged in all its phases, moral, idealistic and legislative. A whole chapter of the book is devoted to the subject of the Emergence of Classicism, which cannot be belittled or dismissed, for classicism represents the standard or the normal type in the art theory and taste of Europe. Other artistic movements, that have taken place since, may be judged by this standard and interpreted as degrees of divergence from this non type which appeals to the intellect for having unity, regularity and harmony.

In the fourth chapter, the author gives a brief account of the history of the French Renaissance. France received the light from Italy in the latter part of the fifteenth century. In the beginning of the seventeenth century, the French Academy was founded by Louis XIV. Its foundation marked an epoch in the awakening of the aesthetic consciousness in Western Europe and brought about a change in the taste and helped to create a passion for the romantic and the beautiful.

The next chapter embodies a short account of the Emergence of Romanticism which advocated free expression of individuality. Although it grew out of classicism, in the truer sense, it is a divergence in as much as imagination is a potent factor in its creation as distinguished from classicism where reasoning plays a prominent part. Romanticism revolted against the academic codes and asserted its indepen-

dence with regard to imitation of academic models. There should be no prescription and no irrelevant and amateur criticism obstructive to artistic activity. The followers of this new school of thought were of opinion that criticisms, which might be of some worth, were those that were themselves imaginative and passionate and should rise superior to mere judgment. The Renaissance had never quite removed the taint of practicality from the fine art; but romanticism raised it to the sphere of pure contemplation far from the actual world of divers realities and identified it with the deepest passion that thrills humanity. The last part of the eighth chapter is devoted to the study of the rise of impressionism in France which was a sort of realism directly antagonistic to the old idealism advocated by the French Academy. The art of the impressionists was dynamic while the old classic art upheld by the Academy was static. Impressionism was the art of a glorious transition and denied that there could be any finality in the development of aesthetic consciousness.

The author then passes on to the post-impressionist schools which were still romantic in that they made much of imagination and passion and of an aggressive individuality. Their aim was to lay hold of the pure beauty of absolute form. The ninth chapter describes the mediaeval revivals of the nineteenth century, the Battle of Style, the modern functionalism and "Art nouveau", and the tenth the personality of the artist representing opinions and practices of his art.

The work will prove a very useful manual for the art student, and although there are points on which opinions are likely to differ very much, the work on the whole will be regarded as a well-written volume which will pay perusal.

***Courant, and Hilbert D.** *Methoden der Mathematischen Physick. Ed. I. Zweite Auflage. Berlin: Springer. 1931*

This forms part of the series "Die Grundlehren der Mathematischen Wissenschaften." It is a volume of collected mathematical problems and principles that are applied to physics. The work is a masterly treatise on the subject and will be useful to those for whom it is intended. All the principals are clearly set forth and explained with a lucidity and thoroughness which are characteristic only of the German writers. The work is in course of publication and promises to be well arranged and exhaustive.

Some Professional Books

FOR LIBRARIANS AND LIBRARY WORKERS

SANT RAM BHATIA,

Forman Christian College Library, Lahore.

1. Dana, J. C. Library Primer. 1920. (Library Bureau, New York).
2. Dickinson, A. D. Panjab Library Primer. 1916. (Punjab University Library, Lahore).
3. Fargo, L.E. Library in the School. 1930. (A.L.A., Chicago).
4. Sterons, L. E. Essentials in Library Administration. 1922. (A.L.A.)
5. Ingles, May & Mc Cague, Anna. Teaching the use of books and libraries. 1930. (Wilson, New York).
6. Legler, H. E. Library ideals. 1918. (Open Court Publishing Co., London).
7. Bushnell, G. H. University librarianship 1930. (Grafton, London).
8. Headley, L. A. Making the most of books. 1932.
9. English T. H. and Pope, W. B. What to read. 1929. (Crofts, New York).
10. Dickinson, A. D. Best books of our time, 1901—1925. 1928. (Doubleday, Doran & Inc. Garden).
11. Waples, Douglas & Tyler, R. W. What people want to read about. 1931. (A.L.A.)
12. Drury, F. K. W. Book Selection. 1930. (A.L.A.)
13. Drury, F. K. W. Order work for libraries. 1930. (A.L.A.)
14. Dewey, Melvil. Decimal Classification and relative index. 1932. (Forest Press, Lake Placid Club, New York).
15. Mann, Margaret. Introduction to cataloguing and the classification of books. 1930. (A.L.A.)
16. Sayers, W. C. B. Manual of Classification for librarians and bibliographers. 1926. (Grafton, London).
17. Hitchler, Theresa. Cataloguing for small libraries. 1926. (Stechert, New York).
18. List of subject headings for use in dictionary catalogues. 1914. (A.L.A.)
19. Card catalogue rules, accession book rules, shelf-list rules, 1905. (Library Bureau, N.Y.)
20. Flexner, J. M. Circulation work in Public-libraries. 1927. (A.L.A.)
21. Wycer, J. I. Reference Work. 1930. (A.L.A.)
22. Warner, John. Reference library methods 1928. (Grafton, London).
23. Wheeler, J. L. Library and the community. 1924. (A.L.A.)
24. Ward, G. O. Publicity for public libraries. 1924. (Wilson, New York).
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27. Bostwick, A. E. American public library. 1929. (Appleton).
28. Dana, J. C. Libraries, addresses and essays. 1916. (Wilson, New York).
29. Bostwick, A.E. Library essays. 1920. (Wilson, N.Y.)
30. Bishop, W. W. Backs of books and other essays in librarianship. 1926. (Williams & Wilkins).
31. Survey of libraries in the United States. 1926. 4 vols. (A.L.A.)
32. Dutt, N. M. Baroda and its libraries. 1928. (Central Library, Baroda).
33. Ranganathan, S.R. Five Laws of library science. 1931. (Madras Univ. Library).
34. Randall, W. M. College Library. 1932. (A.L.A.)
35. Walsh, J. W. T. Indexing of books and periodicals. 1930. (Arnold, London)
36. Jones, E. K. Prison library handbook. 1932. (A.L.A.)
37. Esdaile, Arundell. Student's manual of bibliography. 1931. (Allen & Unwin, London).
38. Mc Colvin, L.R. Library extension work and publicity. 1927. (Grafton).
39. Tai, Tse-Chien. Professional education for Librarianship. 1925. (New York, Wilson.)
40. Bostwick, A.E. ed Classics of American Librarianship. 1929. 10 Vols. (Wilson, New York).
41. Books to Read (Library Association, London).