

THE
**MODERN
LIBRARIAN**

A Quarterly Journal of Library Science

COVERS EVERY PHASE OF SCHOOL, COLLEGE,
AND PUBLIC LIBRARY WORK AND HAS A CIRCULATION
THROUGHOUT INDIA, GREAT BRITAIN AND THE UNITED STATES
OF AMERICA.

VOLUME 3
OCTOBER 1932 - SEPTEMBER 1933



Office.—1, CUST ROAD, LAHORE, INDIA.

An Ideal Library Association

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WE are living in an age in which we realise the importance of unions and associations for achieving great ends. Everywhere, particularly in the west, we hear of labour unions, industrial workers unions, trade unions and many other unions and associations for the promotion of some object or other and they do achieve those objects which particular individuals can never hope to achieve. Most of them are formed, however, for the benefit of their members. They vigilantly safeguard their own interests and promote their own welfare. Even a teacher's union is not an exception to this general rule. But there are a few unions and associations, the object of which may be called missionary. Their primary aim is something other than the interest and welfare of their own members. Among such may be included a Library Association. If we unite, we do so, not for the promotion of our own welfare, although that object may come in incidentally. Our chief aim is the promotion and furtherance of a Library Movement. Therefore, our task, too, may be called missionary—missionary in the best sense of the word.

In this article, I intend to discuss the possibilities of an Indian Library Association which will act as the mainspring of an Indian Library Movement. Those of us who have seen or have known anything about library movements in western countries and the benefit of such movements to the people cannot help wishing for the birth of an All-India Library Movement which would give the same advantages to our people as are enjoyed by the people of the west. But neither our longing nor our enthusiasm will carry us far if we do not unite ourselves into a strong association and fight our way through by regular propaganda work. For an Indian Library Movement a strong vanguard of an All-India Library Association is absolutely essential.

Such an association should have at least five main features. First, it must be in a real sense an All-India Association. It must be as representative and as comprehensive as possible. It should include all provinces and states in

India and should be truly national in its outlook. Secondly, it should have in its membership not only librarians and library assistants of public, university, college and school libraries from all over India, but also all those who are interested in Libraries and the furtherance of the library movement. Thirdly, its executive should be composed of a body of unselfish and untiring workers whose sole object should be the promotion of the ideals of the Association. Fourthly, it should enlist the sympathy and support of great and influential people of the country. And lastly, it should have a definite and rather an ambitious programme before it.

Any Library Association which embodies the features outlined above should, I think, be called a model association. Is there any such? Perhaps not. But if there is any which approaches the ideal of a model association, I know of no other except the British Library Association which is usually known as The Library Association. I am in no way belittling the importance of Library Associations in other European countries and America. Most of them have been doing very useful work indeed. None of them, however, has in such a short time made such rapid progress as the British Library Association. The American Library Association, for example, though started earlier and though it has had the benefit of much better financial resources than the British Library Association, has not yet been able to reach more than 45 per cent of its population with its library service, whereas the British Association has already provided library facilities for 96.3 per cent of its population*. Judging by that work alone, the British Library Association has a right to be considered a model association. It is worth our while, therefore, to take a brief survey of this association before we discuss the scheme for the formation of an Indian Library Association. We shall certainly be benefited by their 55 years of work and experience.

The British Library Association was formed in 1877, twenty-seven years after the passing of the first Library Act of Great Britain. It wa

*It might be pointed out here that there is a considerable difference in the population of the U. S. A. and of Great Britain and that rural districts are much vaster and less easily accessible.—Ed.

inaugurated at a Conference of Librarians held in the city of London and it marks an epoch in the history of the British Library Movement. There is very little to record regarding the development of the libraries during the period between the first Library Act and the inauguration of the Library Association. Immediately after the formation of the Association, however, there was a rapid growth of libraries chiefly due to the first enthusiasm and propaganda work of its members. Thereafter, to quote Mr Minto: "The Association became the centre of the movement, focussing the efforts of its promoters and giving to their efforts a driving power that was lacking before, inasmuch as it united as its constitution provides, all persons interested in libraries as well as those actually engaged in library work. In its early days..... it attracted to its membership, in addition to most eminent librarians of the time, many scholars of repute, literary men, local administrators and book lovers. For many years a group of outstanding aldermen and councillorswere prominent in its councils." (History of Public Library Movement in Great Britain and Ireland. Page 162).

The original object of the Association was "to unite all persons engaged or interested in library work, for the purpose of promoting the best possible administration of existing libraries, and the formation of new ones where desirable. It shall also aim at the encouragement of bibliographical research." The membership was at first confined to librarians and library workers and to those whom they recommended. But after 1889 all such restrictions were removed and it was thrown open to all persons interested in the library movement. Even under its early restricted membership, the Association was never exclusive. To quote Minto again "It has always been far removed from being a close corporation or trade union established for the furtherance solely of the interest of its individual members, although.....the promotion of whatever may tend to the improvement of the positions and qualifications of librarians' afterwards became one of the purposes of the incorporated association." (Page 165). Regarding the first executive of the Association it is said that "no council more thoroughly representative of the elite of the British librarianship of that day could have been appointed." The statement is equally true of all the succeeding executives of the Association to the present day.

The Association had rather an ambitious programme even from the very beginning. Several committees were appointed at its inaugural meeting to examine and report on various projects and such reports were submitted and discussed at the subsequent annual meetings. Important papers were also read at these meetings on various aspects of library work. Such papers and discussions show the enlightened policy of the Association and indicate how well even in its early days it endeavoured to achieve the ideals for which it has been founded. One of the main features of the Association ever since its inception was the annual meetings of which the fifty-fifth conference was held at Bournemouth last summer. These conferences are by no means mere social gatherings of librarians and library workers. There is always a full programme for the four or five days of the conference. Papers relating to all phases of library work are read by eminent authorities on the subjects and discussions follow. A plan of work for the following year or years is outlined and committees are appointed for each item of work. Anything that affects national service comes up for consideration, and is given preference over local or regional matters. There is no scarcity of attendance. Facilities are given to most librarians and many library assistants to attend the Conference and delegates come from all parts of the country. In general sessions, sectional conferences, as well as in group discussions everybody benefits by everybody else's experience. The annual conference is thus as much a fountain-head of inspiration for all librarians and library workers as it is the rallying centre of all the best resources of national library service.

Space does not permit me to trace the history of the Association, interesting and instructive as it may prove to be. And perhaps it may be more profitable for us to see what the association has actually accomplished during a little over half a century of its existence.

One of the early achievements of the Association was the obtaining of the Royal Charter of Incorporation. It was done in 1898. It greatly enhanced the prestige of the Association and gave it the right to hold property and take legal proceedings in its own name. The chartered Association became the responsible representative body of Library profession. It is worthwhile enumerating the objects of the Association as given in the Charter.

They are,

- (1) To unite all persons engaged or interested in Library work by holding conferences and meetings for the discussion of bibliographical questions and matters affecting libraries or their regulation or management or otherwise.
- (2) To promote better administration of libraries.
- (3) To promote whatever may tend to the improvement of the position and qualifications of librarians.
- (4) To promote the adoption of Public Libraries Acts.
- (5) To promote the establishment of Reference and lending libraries for use by the public.
- (6) To watch legislation affecting public libraries and to assist in the promotion of such further legislation as may be considered necessary for the regulation and management or extension of public libraries.
- (7) To promote and encourage bibliographical research.
- (8) To form, collect, collate and publish (in the form of transactions, journals or otherwise) information of service or interest to the Fellows and Members of the Association, or for the promotion of the objects of the corporation.
- (9) To collect and maintain a library and museum.
- (10) To hold examinations in Librarianship and to issue certificates of efficiency.
- (11) To do all such lawful things as are incidental or conducive to the attainment of the above objects.

Nothing can be more comprehensive than these objects of the association, and no stone is left unturned by its council for the attainment of every one of them.

One of the problems which the Association tackled even prior to its incorporation was the reform of existing library legislations. The early library acts were, no doubt intended to provide more libraries for the people. But in actual practice, because of their limitations and restric-

tions, they proved to be a hindrance to the development of a good library system for the country. The council worked hard to get all these restrictions and limitations removed by repeal, amendments and consolidation. It was done step by step. First of all it got the original half-penny rate raised to a penny in 1889, and then in 1919 rate limitation was removed altogether. Restrictions regarding the adoption of the act were also repealed so that any district of whatever size or population which could afford a library can adopt the act and fix its own rate according to its ability and need. No legislation to-day stands in the way of library development and the credit of it goes to the Library Association.

Next in importance, perhaps, of the works of the Association is the opportunity it has provided for training in librarianship. That work has been done by a special Education Committee. The aim of the Committee is first "to improve the efficiency of library assistants to increase their interest in their work, and ultimately to improve their status and ability to earn a livelihood and secondly, to further the development of librarianship in theory and practice and to subserve the efficient working of libraries." (Library Association Year Book, 1914, Page 55.). With these worthy objects in view, the Association started holding regular classes in Library Science giving correspondence courses, and conducting summer schools at various centres. A regular curriculum was drawn up, instructions given, examinations held and certificates issued to successful candidates. Library authorities were induced to give to library assistants facilities to take courses and examinations. Candidates who pass the Association examinations and fulfil the service requirements are admitted to the Fellowship or Associateship of the Association.

A still greater achievement of the Education Committee of the Association is the founding of the University of London School of Librarianship in 1919. A joint sub-committee of the Association and the University authorities drew up a scheme for a regular two years course leading to a Diploma in Librarianship. The course is both literary and technical. The standard is definitely kept very high to exclude the unfit. Students should uniformly maintain the London University Honours standard to obtain the Diploma. Fellowship of the Association is conferred automatically on the Diploma-holders of the University.

With the higher academic and technical qualifications, better status and salary for librarians and library assistants became inevitable. It has become an established practice in British Library Service to give preference in jobs and promotions to Diploma-holders of the University and Fellows and Associates of the Association. The status and salary of the library profession to-day are as good as that of those in higher educational institutions.

I shall just briefly mention a few other achievements of the Association. The establishment of a county library system is, I should think, the most important among them. A great deal of the credit of this work, no doubt, goes to the Carnegie United Kingdom Trustees who financed the scheme in its early stages. Nevertheless, if it were not for the regular propaganda work of the Association and the subsequent passing of the 1919 Act, the County Library scheme would not have been such a great success. Equally important is the work of the Association in bringing about the existence of several regional libraries and the National Central Library. Space does not permit me to tell you the workings of these important institutions. Suffice it to say that with their establishment, there is no book in the world which is not within the reach of any inhabitant of Great Britain whether it be a city dweller or a poor peasant of the rural district. Several commercial libraries, technical libraries, hospital libraries, libraries for the blind, school libraries, juvenile libraries, etc., which are some of the prominent features of British Public Library service, all owe their existence to the activities and untiring efforts of the Library Association.

On its technical side, the association has, in conjunction with the American Library Association issued a joint code of cataloguing known as the Anglo-American Code which has been adopted as the standard code not only by England and America but also by most of the other European countries.

The publications of the Association consist of several volumes of Library manuals which are issued in a series, a yearly publication known as the year's work in Librarianship, an excellent monthly called the Library Association Record, Subject index to periodicals, and valuable reports of committees appointed for various purposes. A Library publicity committee formed for national propaganda purposes does a great deal of publicity work by the issue of pamphlets, bulletins, and pos-

ters, by giving exhibitions in all important centres and by broadcasting.

A professional register is kept by the council of the Association and according to Association by-laws membership consists of Honorary Fellows, Members, Institutions and Corresponding Members. The Council also maintains a separate register of Librarians who are members of the Association and who may be admitted to the Fellowship or Associateship of the Association on the fulfilment of certain educational and service requirements.

Among the annual meetings of the Association the Second International Conference of 1897 and the Third International Jubilee Conference of 1927 are worth special mention, particularly because of the great impression they have made on the delegates from other countries of the vast strides of progress which the British Library Movement has been making. The publication of the report of the Departmental Committee of the Board of Education on Public Libraries coincided with the Jubilee Conference of 1927 and it has had a far-reaching effect on all important library developments since that date.

The amalgamation of the different local and special Library associations of the country such as the Association of Assistant Librarians, Scottish Library Association, North-Midland Library Association and many others into a comprehensive whole was another great achievement of the Association. The membership of the Association has now reached a total of about 4,000. It has acquired property in London for its headquarters along with the National Central Library.

The latest achievement of the Association is the net book agreement with publishers and booksellers. By the insistent demand of the Association, the publishers and booksellers have agreed to give to all libraries in Great Britain which are members of the Library Association on cash discount of 10 per cent on all net-book purchases.

What more can we expect of an Association during such a short period? I have lingered, perhaps, rather too long in enumerating the activities of the British Association. But my purpose justifies it. If ever we succeed in starting an Indian Library Association, we cannot have a better model than the one we have seen just now. No doubt, we must have originality and must adapt ourselves to our conditions. Nevertheless, it would be to our

advantage to follow a worthy example. Keeping the model before us, therefore, we shall briefly consider the five features of an Indian Library Association which we have outlined at the beginning.

In the first place, it should be in a real sense an All-India Association. A public Library System is an All-India need and must be met by an All-India effort. There is danger of provincialism in matters concerning All-India importance. Provincial Associations cannot achieve those objects which an All-India organization alone can achieve. We need, no doubt, the help of provincial associations. We require more of them to carry out our programme for the country. In fact, we have to do much of our work through provincial associations. For that purpose, however, the provincial associations will have to be affiliated to the National Association. But it may look rather presumptuous for a National Association which is younger than the provincial associations to ask the latter to join it as its branches. Fairly well-established associations like the Punjab Library Association or the Madras Library Association may resent such a step. But I am sure it will not be the case if we shall be able to make our National Association a real force in the country and command a position in which we shall be of real help to provincial associations. Any provincial Association will be only too glad to amalgamate itself into a strong central organization. It all depends on the power and influence of the latter. There is hardly any Library Association in Great Britain or America to-day which is not affiliated to the Central Association although many of them are much older. As the situation is to-day in those countries, the branch associations stand to gain a good deal by their affiliation. If, on the other hand, the central associations were weak, none of them would have cared to join. A weak central organization has no right to expect co-operation from provincial associations. The latter would do more useful work if left unhampered by the former. But I hope that the All-India Association which we are proposing to form will be dynamic in its strength and potent in its influence so that provincial associations would join us as a matter of course.

It is only through the power and influence of a National Association that we can make public libraries a matter of national concern. Any library system which is not a national

concern will be unsatisfactory. All western countries have realized the truth of Napoleon's dictum that the first duty of a nation is the education of its citizens and they are acting accordingly. The British Parliamentary legislation, for example, is the real authority behind the British Educational or Library Movement. So it is in the other European countries and the United States of America. The central legislatures are the power behind the movements. In order to move the central legislature there ought to be a powerful central organization. If we want to have an All-India Library System, we should make it an All-India concern and the initiative should come from a strong All-India Library Association.

The second feature of our association naturally follows the first. We should have in our membership people from all over India. Every state and every province must be represented by at least a few members. In its membership register should be included, not only librarians and library assistants of all kinds of libraries in the country but also others who are interested in Library movement and library work. But the enlisting of members is rather a difficult work for any association. It is much more so for a young association. People are not generally anxious to become members of a new association the progress of which is yet uncertain. At the same time an association cannot exist without members. We must make a start somewhere, and should be satisfied with a modest membership to begin with. The growth of membership will to a large extent depend upon the work we actually accomplish or at least on the progress we are able to make. To start with, we should be able to count on a good majority of existing libraries all over the country and perhaps through them we may be able to get the membership of interested persons. The more members we have the better for the Association and so as a matter of practical politics, I would like to suggest that at least in the beginning the membership fees should be a modest amount. I should not suggest in this article the kinds of membership we should adopt. Such details should be left to a committee to work out.

Thirdly, we shall consider the executive which is the real life of the Association. To a great extent not only the membership but also the whole work of the association depends almost entirely upon the quality of its council. It is a fortunate association which gets the right persons on its council. We need on our

council as many unselfish and public-spirited men as possible who will put their heart and soul into the work in order to promote the ideals of the Association and achieve its objects. But unfortunately our greatest difficulty will be in securing the services of such persons. The great bane of our country when compared with the other countries is the lack of enough public spirited men to serve in an unselfish cause like ours. Lack of push and initiative is another cause. Often, we begin well, but some sort of inertia creeps in and we never make progress. Many an association or society which has had an excellent beginning died a premature death and the members have not cared to give it even a decent burial. Our old All-India Public Library Association may be included among these. It is dead. May we give it a decent burial. At the same time let us not attempt to give birth to another if it is to have the same fate.

Men who serve on the council really count. They are the life and blood of the Association. If they are live men, unselfish men with high ideals, the Association will never die. The more we secure the services of such men for the Council the better the progress we shall make in our work. But if we cannot get enough of them we shall be satisfied with a smaller number. There is no use of swelling the council with addition of dead matter.

It is also necessary that the council should be as representative as possible. They must be selected from all parts of the country. They should represent our interest in every nook and corner of India. If possible, they should be great and influential people. The executive need not be composed of librarians and library workers only, although there should be a good representation of them. We do not want to form a mere professional association. Our purpose will be served better if we can secure the services of the great men of the country interested in our work. The more we have of such men on our executive the better it is for the work of the Association. But mere appendage of great names will not do. They must be persons who will actually work for the promotion of our objects and ideals.

In the fourth place, we should secure the sympathy and support of great and influential people of the country. It is one of the primary tasks of our executive. The association can never make headway, if it fails in this task. The destiny of our country, fortunately or unfortunately, does not lie in the hands of librari-

ans and library workers, although we all have a part in shaping it. It lies more directly in the hands of our rulers, legislators and politicians. There may be many among them who may be interested in our work. They may not be willing to work on our executive. Neither is it necessary to swell our executive in that manner. But their services would be invaluable in legislatures in framing and introducing library acts and in fighting for grants for our new project. Our task is to convince them that we represent a right and unselfish cause and the success of our cause depends upon getting the sympathy and support of the majority of them.

Lastly, we should have a definite and rather an ambitious programme before us. I shall not take any more of your time by trying to map out a programme for our association. I have already covered that ground in enumerating the work of the British Library Association. No better programme can be followed by us, with modification of course, to suit over conditions.

Our programme should include, to begin with a regular publicity and propaganda work particularly in the direction of getting sympathy and support of our rulers 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, copy-right libraries, Inter-library 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. In spite of our efforts, however, we should not be surprised, if did not get even a public recognition for our movement for sometime to come and it may take several years and perhaps decades before we are able to accomplish anything at all. Probably, we like all other pioneers will have to be satisfied with our work of making

the path clear for our successors. It took more than half a century of persistent work for the British Library Movement to gain a firm footing in the country. Its promoters were dubbed premature enthusiasts, ridiculed, accused of trying to create unhealthy agitation among the masses and trying to promote a cause for pure selfish purposes. The first British Library Act for a half penny rate went through the Parliament only with a great deal of opposition and with a narrow majority. It took another 70 years for the rulers as well as the public to realize the importance of the work of the promoters of public libraries. We need not expect any more encouragement from our rulers and the public than was accorded to those British Library pioneers of the middle of the 19th century. If at all anything, we are to-day, in our outlook

far behind Great Britain of the last century and our educational level is still worse. Opposition to our work will, therefore, be greater. We also shall be dubbed premature enthusiasts who try to supply an illiterate or partially literate nation with literature. We shall be told that no money can be devoted to our project. Our publicity will be misinterpreted as unnecessary advertisement of ourselves. We shall be accused of doing selfish propaganda. But let us remember that very few have started a good work who have not been accused of some selfish motive or other. Very few have not been misunderstood or misinterpreted. We do not want to be an exception. We shall therefore, push on with our programme and shall be satisfied if we have gained ground at least by an inch in approaching our ideal.

*The Education of School Librarians in America

SARAH C. N. BOGLE.

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MODERN tendencies in the educational world are full of significance. One of the marked features in education to-day is the effort to get away from the single text-book and to adopt the library method. The unit system and various other devices used in our schools all lead in this direction. And as a result of this tendency we are now in the midst of a rapid development in school libraries and in co-operation between public schools and public libraries.

Upon two premises, which are so closely related that they appear inseparable, is founded the program of education for school librarianship now in force in the United States of America. First, the school library is a special library whose organization, collections and service are adapted to the requirements of a limited group of users and of a particular institution. Second, the school librarian is a specialist in the field of librarianship. Al-

though an educator in the broadest sense, the school librarian is not less a librarian. By reason of her unique relation to students and teachers in a situation distinctly educational in character, she is able to connect books and reading with every part of the educational process and to foster permanent habits of reading and dependence upon books and libraries.

First, why provide special training for the school librarian? Several statements regarding the service which the school should expect from its librarian have been issued. The official statement of the School Libraries Section of the American Library Association reads:—

“The effective school librarian is one who stimulates in boys and girls a wholesome curiosity about books, and a desire to possess books, who helps to develop correct reading tastes, and encourages reading for pleasure and profit; who provides for pupils systematic instruction in the use of books and libraries, and for teachers and administrators intelligent professional service; who makes the library a centre for the socialized activities of the school.”

*Sent to the Library Service Section of the all-Asia Educational Conference.

More specifically, the School Libraries Section has said that the model high school library "provides systematic instruction in the use of books and libraries, an opportunity for each pupil to use the library for reference and general reading, intelligent service to the classroom-teacher, a centre for socialized activities". Further, the model high school library stimulates the use of the public library, the desire to possess books, habits of independent investigation, reading for pleasure and profit, and the development of correct reading tastes".

The American Library Association believes that a school library is an essential of the modern school, and that expert librarianship is the most important element in effective school library service.

Expert school librarianship pre-supposes professional preparation including college graduation, or its equivalent, and the completion of (1) at least a year of work in an accredited library school or (2) an accredited school library science curriculum of not less than sixteen semester hours. It also includes sufficient courses in education or their equivalent in teaching experience, to provide the necessary educational background.

School administrators desiring effective school library service provide in their budgets salaries for librarians comparable to those paid for expert service in other departments of the school. They make generous provision in pupil programmes for the use of the library and whenever possible, so arrange the schedule of the librarian that she may give her entire time to the library, unhampered by other school tasks. Only so can the library be made a vital active educational agency. Under a liberal or progressive school program, library activities are limited only by funds available and size of the staff.

So widespread is the demand for librarians, both for elementary and secondary schools, that few states in our common-wealth lack some agency for their training. In a number of states the realization of the importance of professional preparation for school librarians has gone so far as to be embodied in law. In others, State Boards of education have regulated academic and professional requirements, and in still other instances, cities have imposed standards for librarians in the educational system. Standards for school libraries are receiving the particular attention of regional and state accrediting associations, and

requirements for the training of librarians for schools of various types and enrollment have a place in all such standards. A direct result of the enforcement of recently revised standards by one of these—the Association of Colleges and Secondary Schools of the Southern States—is the rapid increase in the number of training agencies of varying quality which have for their purpose the preparation of school librarians, sufficient in numbers to meet by 1933 the Association standards for high schools enrolling more than one hundred pupils. The Association has at present 1,100 high schools on its accredited list.

The training of school librarians is being subjected to wider experimentation at present than is training for any other special field of library service. The Board of Education for Librarianship of the American Library Association has given thoughtful consideration to the problems involved; it has met with educators and school librarians and those who are engaged in the training of both full-time and part-time school librarians; it has assisted library schools and teachers' colleges in planning curricula which might meet both general and local requirements. The Board believes that the questions of how and where the school librarian should receive professional training are open ones, and must properly remain so until the success of school librarians in service has demonstrated the superiority of one form of training over that of another. The Board believes also that the curriculum for the school librarian should be broad and general enough to provide a background for other forms of library service, and should be specialized to the extent of providing knowledge and skill equal to meeting the problems of the school situation.

The Board of Education for Librarianship is empowered by the Council of the American Library Association to classify and accredit library schools according to Minimum Standards adopted by the Council. On the present accredited list issued by the Board are eighteen fully accredited library schools and five that have been provisionally accredited. Of these twenty-three agencies, those offering specialization in preparation for school library service are: the School of Library Service of Columbia University, the Carnegie Library School of Pittsburgh, the Simons College School of Library Science, the School of Library Science, Syracuse University, the University of Washington Library School, the School of Library

Science of Western Reserve University, Kansas State, Teachers' College Department of Library Science Department of Library Science of the North Carolina College for Women, and the University of Tennessee Department of Library Science. Most of the others offer at least one course dealing with special problems of the library school.

Without exception, courses given in the library schools are designed for the librarian who gives full time to the school library. In contrast are courses offered by other agencies such as Teachers' Colleges, summer sessions, etc., for the so-called teacher-librarian who is primarily a teacher devoting a few hours a day to the library in the school.

The Minimum Standards under which the library schools are accredited require a year of professional training (thirty semester hours) for the full-time school librarian and at least sixteen semester hours for the part-time or teacher-librarian.

The demand from the public schools for qualified school librarians and teacher-librarians has long found ready response from the Teachers' Colleges. A change has recently been observed in the attitude of these institutions towards the amount and basis of such training. Although Teachers' Colleges in greater numbers are planning to train school librarians, more of them than in former years are interested in offering a full curriculum and on a professional basis. Inadequate staff and a tendency to underrate the amount of instruction necessary in the field of librarianship are still problems with the Teachers' College. Adequate library facilities, as well as a qualified teaching staff and other measurable attributes of a library school, become matters for utmost consideration when a Teachers' College proposes to establish training for school librarians.

Summer sessions as well as courses offered in the academic year have recently sprung up in great numbers. A recent survey by states has brought to light the fact that in the summer of 1930, eighty courses were offered, of which seventy were for the distinct purpose of training school librarians to meet the demands of regulations imposed by state and regional accrediting associations. The summer session, given in a degree-conferring institution and offering in a series of summers the equivalent of one-year library school curriculum, is gaining in popularity. Librarians, like members of

other professions in which academic credits and degrees are tangible assets, are becoming more and more unwilling to devote a summer to study which does not lead to professional advancement and recognition. The Board of Education for Librarianship stands ready to recommend that summer sessions of the cumulative type be given only by those institutions having facilities and resources approximate to those of a library school whose curriculum is also approximated.

Librarians and educators are generally agreed that the preparation of a school librarian should include, in addition to professional training in librarianship, courses in education that will provide the background necessary for successful service in the school situation. In 1926 Dr D. F. Russell, Dean of Teachers' College of Columbia University, surveyed the school library situation in twenty large cities and concluded that "the properly trained librarians must have all that a good teacher has, and, in addition, library training." Few librarians or educators, however, seem to believe that the school librarian should perform the duties of the teacher, but they believe she should understand the methods and techniques utilized by the teacher, the objectives of the school as a whole, its plan of organization and administration. Professional training in librarianship should enable the school librarian to adapt library methods to the exigencies of the school organization without losing sight of the objectives of service held fundamental by all libraries wherever they may be found. The Director of one library school, devoted exclusively to the preparation of school librarians, has written as follows:—

".. If the student who enters the special course for the school librarian is to have a basis on which she may later build, she should have courses which would give her the fundamentals of all types of library work. This does not necessarily mean that she should duplicate the exact number of semester hours required for a certain course in the general library school, for even among themselves the library schools vary widely in the relative value placed on courses. It does mean, however, that she should be given the general principles underlying the particular phase of the work and then have special emphasis placed on the application of these principles to school work....."

".....It might be said in general that the courses for the school librarian which might

be the same as those in the general library school are classification and cataloging, reference and bibliography, book selection. This would leave as the courses, which would need special emphasis for the school librarians, teaching the use of the library; organization, administration, and library management, and the place of the library in the school. These must have special emphasis and the field work should undoubtedly be as broad an experience as the local situation can supply, for an understanding of all phases of library work is essential to the general school librarian."¹

Although comparatively new, the school library movement has received the attention of experts in both the educational and library fields. There is a growing recognition of the significance of adequate library service in the

1. Stone, C. H.. Training the school librarian. *Wilson Bulletin*, October, 1930.

school, whether elementary or secondary, and an equally wide realization that the school librarian is a specialist whose service unifies the educational aspects of the school and the library. School libraries are operated under many forms of organization and administration. Methods are still in a healthy state of experimentation. Training for school librarianship is likewise unstandardized but the tendency is toward the requirement of training adequate in content and professional in character. Upon a capable, well trained school librarian depends the success of the kind of school library service in which the American Library Association believes, namely, that every student from the elementary school through the university should learn to use and appreciate books and libraries, not only that he may study to advantage in school, but also that he may continue through adult life to benefit from the resources of libraries.

The Library Movement in Baroda (1910—1932)

Newton M. Dutt, F. L. A.

Curator of Libraries, Baroda

THE LIBRARY MOVEMENT in Baroda dates from 1910 when H. H. the Maharaja Gackwad, touring for the second time in the United States, engaged the services of the late Mr W. A. Borden as organiser and director of a State Library Department. Mr Borden was well qualified for his work, being a library expert of some years' standing. He had, in fact, been an instructor in the first library school—the famous school organised by Dr Melvil Dewey in Columbia University in 1887. During his three years' tenure of office, Mr Borden conducted a library training class, established the Central State Library in the capital city, and planned a net-work of free public libraries throughout the State. He was succeeded by the late Mr J. S. Kudalkar, M. A., LL.B., on whose premature death in 1921 the present incumbent, Mr Newton M. Dutt, F. L. A., was appointed.

The Library Department comprises two sections, the Central Library and the Country Section. The former includes a free and open access lending library, and a reference library,

with a newspaper reading room, as well as a ladies' library and reading room, and a children's play-room. This play-room is one of the most interesting and original features of the Library; it is a large and airy hall, well furnished and decorated, and provided with English and vernacular books and papers, together with a variety of indoor games, amusements and occupations, such as draughts, jigsaw puzzles, word-making and word-taking, mosaic-work designing, meccano, etc. The Central Library circulates more books than any other library in India, and is perhaps the third largest one in the country: it has nearly 124,000 books; and last year circulated about 132,500 volumes. (These figures are inclusive of the Travelling Library Section.) The Travelling Library Branch circulates books by means of travelling libraries. These libraries consist of boxes, each holding from 15 to 30 books, and are made strong enough to withstand hard wear. They are dispatched free of charge to any library, school or other institutions in the State, even the freight both ways being borne by the Department.

About 22,000 volumes were circulated in this manner last year.



Mr Newton M. Dutt, F.L.A.
Curator of Libraries, Baroda

The most important function of the Country Section is the subsidizing and control of the town and village libraries. As far back as 1906 His Highness commenced giving subsidies to the rural libraries. Four years later, on Mr Borden's recommendation, rules were laid down under which the Department has been running ever since. When a community has succeeded in collecting Rs. 100, Rs. 300 or Rs. 700—the sum depending on whether it is a village, an ordinary town or the chief town of the district—a similar sum is granted by the Library Department and another similar sum by the District Board. In some cases the Municipal Board also gives contributions. If a library building is required, the people have only to find one-third of the cost, the remainder being contributed in equal quotas by the Government and the District Board. Finally to provide a nucleus for a new village library, the local committee can purchase, for Rs. 25 only, a collection of good Gujarati books worth Rs. 100, the rest of the money being found by the State.

The people have not been slow in taking advantage of these liberal facilities for self-culture. Up to now all the 45 towns and 818



Children at work in Baroda Central Library.

of the villages have been provided with free libraries which can boast an aggregate stock of 612,406 volumes, and a gross circulation of 425,811 volumes amongst 79,406 readers. There are also 119 newspaper reading rooms. This is an encouraging record for 20 years' work. Moreover, no less than 119 libraries now possess buildings of their own. Rules are laid down for the proper management of these libraries. The libraries are visited by the Assistant Curator, who also gathers groups of town and village librarians at convenient centres to give courses of study in library management, and to discuss with them various practical problems. Directions and hints and lists of good books are published by the Department in the *Pustakalaya*, a Gujarati monthly magazine devoted to library interests. During the rainy weather library classes are held in Baroda. Although not left without guidance, yet the libraries are given a large amount of autonomy, and the people thus learn to take a genuine interest in the local library, which often become the centre of social and cultural activity for the village or town. A good example of a small but success-

fully run library is the library of Chalala, a village of some 3,000 souls, the Honorary Secretary of which is a school teacher. The circulation of books is pretty large, and although the ladies do not visit the building, yet their needs are not forgotten, for books are sent to their houses through the headmistress of the girl's school. On the walls of the library are found displayed all the interesting information and statistics about the village; number and extent of farms, number of ploughs and bullocks and the like. There has of late years sprung up a demand for separate ladies' and children's libraries; 8 of the former and 4 of the latter have already been instituted, besides 3 ladies' reading rooms and 5 children's reading rooms.

During the 20 years in which the Library Department has been functioning a total sum of Rs. 20,53,485 has been collected for the erection and upkeep of the State-aided town village libraries, Rs. 7,07,066 having been contribution by Government, while the contribution of the local boards and the people themselves have been Rs. 6,53,553 and Rs. 6,92,866 respectively. This does not include cost of upkeep of



Children's Story-Hour, Central Library, Baroda.

the Central Library, Baroda, which averages at Rs. 50,000 per annum, and is borne entirely by Government. 65.64% of the whole area of the State has now been provided with libraries and reading rooms. His Highness' Government are so convinced of the cultural and educational value of these institutions that they have enjoined the library authorities to establish a free library in each of the 418 villages which have schools but no libraries. A programme to this end has been drawn up, and will, it is hoped, be completed within four years.

The associated libraries have established a State Library Association, which has held very successful conferences at various centres. The organisers of the conferences seek to do propaganda work by inviting educationists, officials and social workers from outside Baroda to these meetings.

An interesting feature of these conferences is an exhibition of books, pictures, charts, posters, etc., wherewith the value and importance of public libraries are emphasised. Many publishers and other firms send samples of their books and material, including Macmillans, the Cambridge University Press, and A & C. Black, Mudie's Library, J. Boots' Library, the Times Books Club, the Democrat Printing Co. of Madison (Mass.), H. W. Wilson Co. of New York, and Gaylord Brothers of Syracuse, New York.

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

The Baroda Library Association has also established a Co-operative Society for the wholesale purchase of books, periodicals and supplies. It is receiving year by year increasing patronage from the 982 libraries and reading rooms of the State, as well as from the outside institutions. Publishing work is also undertaken by this Society, the latest works being a classified and priced catalogue of 8,000 good books in the Gujarati language, a directory of the libraries of Gujarat, and a revised scheme of classification for Gujarati books with author alphabetical tables. A supplement to the catalogue is in hand.

Of the 41 talukas or counties into which the State is divided, 26 have organised local committees in order to develop the libraries in the

taluka by collecting funds and making inspections of the institutions in the area.

The country work of the Library Department of the Baroda State has ever since its inception been in the capable hands of Mr M. N. Amin, B. A., Assistant Curator.

Baroda has also tried to do some missionary work outside the State. When starting his library training classes in 1910, Mr Borden issued invitations to outsiders to take advantage of these classes, but the call fell on deaf ears. It never occurred to anybody that librarians needed any training for their work; a librarian was assumed to be born, not made. Again, the staff of the Baroda Library for some nine years published the *Library Miscellany*, a magazine in three languages, devoted to the spread of the "library gospel." Many earnest workers in the library cause in India gladly acknowledge the debt they owe to this pioneering magazine. The Library Department also holds library exhibitions and arranges for library stalls when exhibitions are held, e. g. in Calcutta, Madras, Gwalior, Ahmedabad, Chandernagore and other towns. The Baroda Library Department was represented by a collection of exhibits in the British Empire Exhibition held in Wembley in 1924. A small selection of books, photographs and coloured charts was forwarded to the library exhibition held in connection with the World Conference of Librarians convened in Rome in June 1929.

On the auspicious occasion of the Viceregal visit to the Central Library, it is interesting to recall that H. E. Lord Willingdon, when Governor of Madras, took a keen interest in the First All-India Library Conference held in Madras in 1919, on which occasion the late Mr Kudalkar, the then Curator of Baroda Libraries presided. Baroda continues to take interest in the library movement in India; in 1930 the present Curator was elected President of the Library Service Section of the First All-Asia Educational Conference, held in Benares in 1930. He also presided over the Third Bengal Library Conference convened at Calcutta, November 1931.

Another way in which the Baroda Central Library has endeavoured to advance the Library cause is by giving training to librarians sent by other Governments, States and institutions.

The Gaekwad's Oriental Series was launched in 1915 by the Central Library in order to publish critically edited editions of unpublished Sanskrit manuscripts, and other books of inter-

est to research scholars. 58 volumes have already appeared, and 17 are in the press. The success of the *series* was so remarkable that in 1927 the Oriental Institution was established to carry on the work, and to take

charge of the 13,000 Sanskrit manuscripts and the 6,000 printed books which had been collected by the Central Library. The editorship of the *series* is in the competent hands of Dr B. Bhattacharyya, PH. D., Director of the Institute.

*Library Reading

JAI LAL KAUL, M. A.

S. P. College, Srinagar

MALONE once found Dr Johnson sitting in his room roasting apples and reading a history of Birmingham. This staggered even Malone, who was himself a somewhat far-gone reader.

'Don't you find it rather dull?' he ventured to enquire.

'Yes,' replied the sage, 'it is dull.' Malone's eyes then rested on the apples, and he remarked he supposed they were for medicine. 'Why, no,' said Johnson, 'I believe they are only there because I wanted something to do. I have been confined to the house for a week and so you find me roasting apples and reading the history of Birmingham.'

"This anecdote," continues the author from whom I have quoted it, "pleasingly illustrates the habits of the confirmed reader. Nor let the worldling sneer. Happy is the man who, in the hours of solitude and depression, can read a history of Birmingham. How terrible is the story Welbore Ellis told of Robert Walpole in his magnificent library, trying book after book and at last, with tears in his eyes, exclaiming. 'It is all in vain: I cannot read!'"

"Regarding life as a whole," I quote again from Augustine Birrell, "as something to be endured and if possible enjoyed, from its beginning to its maybe solitary end, from *Robinson Crusoe* to *The three Musketeers*, from *The Three Musketeers* to *War and Peace*, I am certain that there is no greater gift of fortune than to have acquired and retained the power to 'go back to one's book' with eagerness and joy..... This habit (the habit of reading) so formed as to become 'a second nature,' secures that the path through

life, however narrow and stony and unromantic in its surroundings, often becomes pleasant and at times exciting."

II

So far so good. But there is the reverse of the medal too which is well worth our consideration *Reading the history of Birmingham*—how many of us will find pleasure in doing anything of the sort even when confined indoors? Most of us cannot indeed help feeling that they are much to be pitied who, even in unexceptional circumstances, are capable of doing nothing better than reading the history of Birmingham. For,

"Books are good enough in their own way but they are a mighty bloodless substitute for life. It seems a pity to sit like the Lady of Shallot, peering into a mirror with your back turned on all the bustle and glamour of reality. And if a man reads very hard, as the old anecdote reminds us, he will have little time for thought."

He will have little time for thought—that is, as Hazlitt reminds us, the result of being a "mere reader," a pedant or a "learned" man.

Book-learning or bookishness, knowing books and not life—here is a picture of such a man. Browning's Grammarian had so far perverted his genius as to believe that his ideal in life was "not to live but to know;"

"Others mistrust and say, 'But time escapes. Live now or never!'"

He said, "What's time? Leave Now for dogs and apes!"

Man has forever!

Back to his book then; deeper drooped his head:

*Read at the Kashmir Educational Conference.

Calculus racked him :

Leaden before, his eyes grew dross of lead ;
Tussis attacked him

So, with the throttling hands of death at strife
Ground he at grammar ;

Still, thro' the rattle, parts of speech were
rife.....

Here's the top-peak ; the multitude below
Live, for they can, there :

This man decided not to live but know—
Bury this man there.”

Some of you would say bury him deep.

It is only in so far as books enrich life, not as *mere* ornament or embellishment, nor even as *mere* polish useful to a gentleman for polite society, certainly not as *mere* information, but in so far as the thoughts they contain are related to one's personal experience and become, so to say, a part of oneself and in so far as what one reads is, in one word, assimilated, that books are worth reading.

In the world of books as in the world of life itself there is good company and bad and we must cultivate the faculty of right discrimination to tell one from the other and strength of character to steer clear of the bad ones. But I do not propose to discuss the important question of what to read and what not to read. I am just now reminding you of a fact : that books are a means to something else and not an end in themselves and they, like any other means, may be misused ; that, to repeat the same idea in a slightly different way, books are tools and may be mishandled like any other set of tools. All this is intended to warn us of the danger of unassimilated learning, the danger of becoming a "mere reader." This, then, is the first point to remember.

III

"Studies serve for Delight, for Ornament,"
... . They do that of course. Indeed the primary function of literature seems to be to delight and not to preach or instruct. But they do that and much more. Reading has a recreative value no doubt but it has a great cultural value also. I am told that nowadays books are not meant so much for intellectual or moral improvement or (I use a prosaic word) for instruction as for delight and amusement. It is a tragedy of the world of books that the instructive is regarded as something fundamentally opposed to the delightful. What is

said to be elevating or inspiring is taken to be dull and insipid. "That must be an owlish book," said a gentleman once, pointing to Burke's *Speeches on the Taxation and Conciliation of America*. Whatever that attitude of mind may be, whether it is healthy or diseased, I do not feel concerned to say. I shall have an occasion to refer to that. Books, I repeat, do afford us a means of escape from many harshnesses and bitternesses of life, but regarded as mere amusement, or as a dope or drug to induce sleep or forgetfulness of one's daily share of woes, they lose much of their inestimable value. If a book is used for a purpose for which an industrial worker, living in a slum, uses a gin bottle at night, if it is used as an opiate, we are very much mistaken indeed in our notions about the use of books. But the laws of supply and demand being what they are, there is a large output of books to pamper to this daily growing demand and we see a large body of readers reading nothing but fiction and that too of the *Bazaar* sort or what you would call trash.

There is again a set of people who go to the other extreme. Reading for reading's sake ! They will have none of it. It doesn't pay. Man, you will argue, does not live by bread alone ! Yes, they would retort, as a figure of speech that may make sense but men would certainly starve to death without bread alone. Besides, are there not many kinds of recreation and amusement, more enjoyable and less exacting ? Fine arts, they say are not useful arts. Such a classification is often taken by them to its logical conclusion—shall I say to its logical absurdity ?—and what is intended only as a guide to a reader is supposed to define a differentiation into the very heart of things. Books as such are not a necessity for them and, if at all the need arises, they will study a *Who's Who*, an *Almanack*, a *Bradshaw* or any other such book to gain the requisite information.

But there are different sorts of readers as there are bound to be different tastes; and the subject of books can be discussed from many points of view. That brings me. Gentlemen, to a difficulty which I feel arises from the title of my lecture.

IV

The title of my lecture is rather vague in its connotation. Does it mean how a library is or ought to be intimately connected with the

reading public, comprising people of different vocations, different aptitudes, environments and circumstances? Or, does it mean how very useful library reading could be? Or, again, does it mean how a general reader (I am not speaking for the specialist) should use a library to the best advantage? Perhaps the last. You will concede, Gentlemen, that many problems demanding urgent solution arise when we think of a library and its reading public: how should it help adult education, both urban as well as rural; how should it reach older boys and girls out of school or college; how should it bring about a close contact between itself and industrial and agricultural workers, how should a library provide for the needs of children, grown up boys and girls, men and women of different aptitudes students generally, research students, specialists and others? I have mentioned all these to point out that our discussion this evening could very profitably cover a wide range of subjects.

These questions must, however, be answered in the light of conditions obtaining in our country. For, it is not enough to know what is being done in other countries; we cannot import wholesale other standards, other methods however, successful. We must take stock of our shortcomings as we experience them, our difficulties as we meet them; and it would do nobody any good if I were to tell you that movements are afoot, say, in America, to further the cause of library expansion and to better the methods of its effective use by her citizens. I shall therefore, resist the easy temptation of referring you to the admirable activities of other countries or nearer home, of the state of Baroda; and shall not put before you a paper scheme, whereby, if it were but practicable libraries would grow up in every city and village of our country as if by the magic of an *Ala-ud-Din's Lamp*. Nor shall I attempt a scheme, as impracticable as the other, which would all at once 'translate' the illiterate public into the reading public, not to speak of transforming the illiterate public into the literate public. These projects cost money, take time and require patient and unostentatious endeavour, for no magic word can hypnotize people into doing what you or I would have them do.

I shall then, propose for myself a modest task. Given the circumstances as we find them *here and now* how shall we make our libraries more useful, more attractive to those for whom they are meant?

V

Let me enunciate a commonplace: A library is not a mere collection or an accumulation of books. Books gathered and arranged according to a plan in order to serve usefully a particular purpose do alone deserve the name. It is not even a matter of size. All of us know that bookshelves in the shop of a book merchant do not constitute a library. From this we may deduce a useful proposition: The library reader should in the very first instance try to understand not only the purpose for which a library is set up but also the arrangement which is followed in the organisation of books therein. An intelligent reader would study subject and author catalogues (and such a study will amply repay itself), he would familiarize himself with the card-catalogue and Dewy's Decimal system, if one has been introduced. So shall the novice learn the useful art of finding without loss of time what he wants from the library.

VI.

Next, I shall tell you what ought to be plain enough: Library reading will prove useful to the extent to which the libraries stock books of the right sort. I shall not, however, digress into a discussion of what characterizes books of the right sort. That is a troublesome problem in these days of the tyranny of the press when more is printed than one can read. I have heard that a whole set of an author's works was sent for by a library and to the surprise of all concerned, not the least to that of the librarian himself, it turned out to be in French. Be that as it may let us leave this problem of the judicious choice of books to the librarians assisted by a committee of teachers in an educational institution—an advisory or a consultative committee without any control on the administration of a library.

We shall therefore do the easier thing; we shall state our complaint and submit our "demands." I shall select my own college library for some criticism not because our library is not, as in the fitness of things it ought to be, the best library here, but because on this point I have a better claim to be heard here than elsewhere. A freshman entering College and desirous of making use of the library discovers oftener than he ought to, his mistake in filling an issue-form. The teacher may advise him to read something besides his text-books, may even tell him to read a certain book by a certain author, and the boy may, out of curiosi-

ty or genuine desire, find out the book after some fuss and red-tape, but the student has not had his patience trained to read it through. To illustrate: I ask the boy to read *Les Miserables*, *Quentin Durward*, *Don Quixote*, *Three Musketeers* or *Selections from Macaulay's History of England*. Macaulay, you perhaps remember, considered *Don Quixote* "certainly the best novel in the world, beyond all comparison" while Swinburne, another dealer in superlatives, gave the first place to *Les Miserables*. Any way, all these are classics and ought to appeal strongly to a boy's imagination. But in the boy of a first year class as we know him we have to *create* the taste. If therefore a library could stock a number of copies of each of such books—the list will easily run into hundreds—in the abridged or the popular editions, library reading could be more useful for the beginner. I do not ignore the protests of many of the learned who condemn abridged editions. Indeed there is truth in what they say but I am choosing the lesser evil. These abridged editions, for instance, in the Macmillans Pocket Classics of English Literature Series, General Editor J. H. Fowler, or Kings Treasuries, Gen. Ed. Q. would encourage the timorous reader and set him on the right track.

Our school libraries I am told have recently, improved and no longer deserve the nickname of Headmasters' Libraries or Text-book libraries. We also hope that our public library will soon cease to be called 'Gazetted Officers' Library' and begin ministering to the wants of the general public. Under the charge of the Director of Medical Services things should better themselves, if one who is responsible for our Public Health and Sanitation is expected to care for the health of our minds as well!

To come back to my point. This paucity of the right sort is particularly felt in the domain of sciences. In modern times all of us are expected to know a few things in a general way about the marvellous achievements of science; but we see that even the boys who have learned to handle test-tubes and crucibles in what they, with a peculiar swagger, call their "Lab," need to know what science stands for and what place it occupies in a scheme of liberal education. In the field of sociology also is the need felt of readable or "humanized" books.

VII.

Availability of books is not enough, their accessibility is equally important. The library reader enters a library with the best of intentions but seldom does he make his choice

beforehand, and often he comes to select his book in the library itself. He is, however, soon disillusioned: he does not find himself in a land of freedom but in a prison-house where he must have the jailor's permit to interview his favourite author. I refer to the closed-shelf arrangement that obtains in the libraries here. And I ask why it is impossible for the Library authorities here to enforce law and order within, and to keep out the book-thief from, the small precincts of a library.

Open shelves afford the reader direct access to the books and the preface and the table of contents do often tell him if it is the book for him. He sees for himself if the method of exposition followed in a book suits him; and this he does easily and without loss of time by going straight away to the author. Libraries are not banking houses where there is "no admission except on business" and where the clients must stand beyond the pale of the counter and as soon as their 'business' of depositing or withdrawing is finished, they must go their way. Rather, Libraries should be places where people are attracted to spend their leisure hours. The quality of books is not strained and the reader should have free access to the innermost sanctuary, he should feel at home in the library and be free to handle and examine books before he makes his selection. I advocate the open-shelf system because I want that after acquainting himself with the purpose and the plan of a library, the reader should, in the first place, "breed an easy familiarity with the outsides of books and feel comfortable in their company as an ostler amongst horses."

Not only should the bookshelves be kept open, there should also be arrangements for the reader to read within the sacred precinct of the library itself. Facilities must be provided for him to "skip" over portions and to do the "browsing" at his will. That is an important and pleasant aspect of library-reading as opposed to reading for examinations. For "some books are to be read only in parts; others to be read but not curiously...." That is always the way with the reader who has learnt his art.

Reading in a library will incidentally teach the reader the art of "silent reading" which, in the words of Sir Arthur Quiller-Couch, is "master key to literature, as indeed to almost all rooms of knowledge." Lest he should be taken to be pleading against Reading Aloud, I hasten to quote his own words: "I scarcely need to add that this [silent reading] must be acquired *through* reading aloud or that reading aloud

should be continued, at short intervals, to the end.

All available space in a library should, therefore, be laid out into nooks and recesses for study. I am a great believer in what may be called the *atmosphere* of a library.

"What a place to be in is an old library! It seems as though all the souls of all the writers that have bequeathed their labours to these Bodleians, were reposing here, as in some dormitory, or middle state..... I seem to inhale learning walking amid their foliage; and the odour of their old moth scented covering is fragrant as the first bloom of those scintial apples which grew amid the happy orchard."

Let the reader, then, "inhale learning" and fragrance of book shelves; let it not, I urge, be imprisoned behind closed doors. With its bookshelves closed, a library ceases to be even a showroom of learning.

Again on account of the closed-shelf arrangement that section of a library which ought to be frequently consulted is the least utilized. The Reference section does not form a part of the lending library and the reader is expected to get the requisite help in and not outside the library. Arranged as the libraries are, the reader makes a very miserly use of reference books, bibliographies, encyclopædies, dictionaries, concordances, atlases, etc. Last year I happened to read in an issue of the Weekly Spectator, the report of a town library in England (I forget the names), and I found that the Concise Oxford Dictionary by Fowler Brothers—that marvel of condensation and usefulness—was one of the most widely read books. I quite remember the advice of Professor Dunn of Allahabad University when I asked him to give me a subject for study. "Study for full two weeks the bibliography in the Cambridge History of English Literature and then come to me for advice." I may tell you, Gentlemen, that I did not feel the need afterwards. If education is at bottom self-education and if the library reader has to fall back upon himself after all the little help that trained librarian and a well planned library can afford to give, the study of bibliography, indexes and reference books will always prove helpful.

VIII.

This naturally draws me to another important point: "Incident to students' gaining access to books is another problem, not so generally recognized—that of skilled and sympathetic aid in getting from books what he wants and requires."

I confess to having felt awe and bewilderment when, as a Matriculate, I first entered the College Library. A senior student sensed my feeling of bewilderment and advised me to read *Jane Eyre*. That is where I began, without knowing anything about the right or wrong use of a library. Familiarity or disappointment, however, soon deaden this feeling of awe and reverence and that is bad both for the reader and the library. A library should always spring surprises on its readers and lure them on to fresh woods and pastures new. For this reason most Libraries have begun doing publicity work. By means of booklists, a librarian may announce "fresh arrivals" or emphasize the importance of certain books and give prominence to a particular author. If co-operation were possible as it ought to be between the teachers and the librarians, reading courses on different subjects could be drafted to prove useful guides, notwithstanding the fact that no 'reading course' or 'study outline' can quite fit the special needs of a reader nor can it be anything but a substitute for personal consultation between the reader and the specialist in the subject. Library reading will receive an impetus and a proper direction if 'talks' on 'reading courses' and discussions on subjects for study be arranged in 'study circles' for the guidance of the general reader. To focus a student's attention pointedly on a smaller collection more fruitful for his study classroom and departmental libraries have rightly been recommended.

But I do not exaggerate the importance of these 'guides' and 'helps.' They are but indexes, *finger-posts pointing out* "this way to the Land of Romance or Travel," "that way to the Marvel of Science" and so on. What is required is early to form the habit of reading. Yes, reading is as much a habit to be acquired and cultivated as any other, perhaps considerably more difficult though our wise friend Dogberry tells us that "to write and read comes by nature." Once this habit is formed, the student will be his own guide, his own critic.

IX.

Granted that all these suggestions will, if carried out, attract the reader to the library, will gain him access to its treasures, without let or hindrance, will also tell him what to read and what not to read——.

I pause here to recommend that excellent essay, *On the choice of Books* by Frederick

Harrison. "I often think," says he on the very first page, "that we forget that other side to this glorious view of literature—the misuse of books, the debilitating waste of brain in aimless, promiscuous, vapid reading or even, it may be, in the noisome inhalation of mere literary garbage and bad men's thoughts." Other excellent books on the Art of Reading are Professor John Adam's *Students' Guide* and Sir Arthur Quiller-Couch's *On the Art of Reading*.

To recur to my point. Granted that all this will happen the question still remains: how should one read to get the most out of one's reading material? For "Libraries are armouries, not gymnasias: and no provision of them will ever exempt us from the civic duty of training minds to use them."

(1) Then about the method. Every serious reader will read according to a plan and even the desultory reader, if he does not belong to the brood of maniacs who read books to kill time, will have a method in his madness. Every student of books will learn the art of note-making and will enter his notes in a commonplace book maintained for the purpose. Therein he will enter all the references to the subject-matter that might help him in his work and will write down passages that appeal to him as particularly memorable. A neat little pocket-book entitled *Books we have read*, will preserve for him the full identification marks of the books he reads, in the order in which he reads them, with his own impressions and comment. This method already introduced in the F. C. College, Lahore, is bound to teach the reader the art of appreciation in due course of time.

(2) Nor need library reading degenerate into mere text-book reading. The latter is found to be distasteful and dull, and as the practice obtains here, almost entirely loads the memory with pieces of information or undigested knowledge leaving little time for original thought. Library reading should, generally speaking, be more extensive and independent than reading for an examination. Indeed, pass percentages apart, all classroom teaching is successful only to the extent to which a boy's interest in library reading has been stimulated and his powers of judging for himself developed.

(3) "Never force your taste but feed it". It looks presumptuous to protest against this generalisation enunciated by Augustine Birrell; but my own experience prompts me to modify

it. Never force your taste but steadily direct it, mould it. I know well enough how when I began *the Scarlet Pimpernel* by Baroness Orczy, I was drawn to read the *Elusive Pimpernel*, *Sir Percy Hits Back*, *The League Pimpernel*, *The First Sir Percy*, till I could read nothing but Sir Percy and had to wait a whole fortnight before I could get in the mood for reading anything else. At the start it is often more practical to read what one likes; but a reader who does not form an early acquaintance with masterpieces and great books will never have a standard *par excellence*, to judge by.

(4) A thoughtful article on *Cacoethus Scribendi*, the mania of writing, in the Atlantic Monthly, suggested to me that indiscriminate and unassimilated reading, *Cacoethus Legendi* might prove equally harmful. By your leave I shall read from my article on the subject.

Reading is not as easy a matter as we seem to think—pick up a book at random and read it, sometimes to the end or else break somewhere in the middle. There is no dearth of reading but people read books that come to their hands without giving a moment's consideration to what they read. The advice regarding dietetics could appropriately be given concerning books: books should be nutritive. They should foster moral and intellectual tendencies in a human being. Or, in other words, books should enlighten, chasten and refine our feelings. For that purpose we should never be impatient of "chewing" and "digesting" good books.

The world of books has also been affected by the modern greed for large-scale production and it has, therefore, become difficult to choose. Readers of the present day shirk this difficult task of selecting good books and read whatever comes easiest and handiest to them. In course of time their taste gets perverted and it becomes impossible for them to read the books that do not impart the peculiar flavour which alone can whet their appetite. Even as spices vitiate natural taste, so do melodramatic treatment, sensational plots and daredevil characters of the "penny dreadful" and the "thriller" blunt the honest appetite of good readers. Therein lies the great danger for the present day reader. Books that are serious, profound, and require a deliberate effort on the reader's part for full enjoyment, are banned. Even Fiction of the sort of Jane

Austin. George Eliot. Sir Walter Scottholds out no promise of awakening an adequate interest in him. Detective fiction is the order of the day and, except in very few instances, it is not good detective fiction either.

There is yet another danger. The modern reader reads to while away time—he has nothing better to do at the moment. The man who reads to while away time does no more than that. Books of *the after dinner type* there are and may be read, but seldom and that to relieve tension from serious study. It is the privilege of good books to delight while enlightening the mind. It is this latter quality that influences the human mind, enriches it with thought and broadens its outlook so that when a man feels alone—as who does not so often in this “dark world and wide”—he has something to fall back upon for consolation and for companionship.

The modern reader, however, has no time to understand what he reads or, understanding it has no time to think on it, he “hath no room in himself but dureth for a while”. He reads and there is an end of it. He does not allow thoughts to grow out of the living world. May we not speak of his reading in the words of Christ's parable.

And when he sowed some seeds fell by the wayside, and the fowls came and devoured them up.

Some fell upon stony places, where they had not much earth: and forthwith they

sprang up, because they had no deepness of earth.

And when the sun was up, they were scorched, and because they had no root, they withered away.

How few of the modern readers do really possess that synthetic attitude of mind which is the glory of an enlightened and cultured man. Reading should be a process of assimilation so that what we read becomes a part of ourselves. Thus alone shall we acquire knowledge not divorced from wisdom and the eagerness to “confute and contradict” so often seen in the reader will give place to enthusiasm for appreciating other points of view. So shall we form the habit of reading great books and training our minds to use them. For, to quote from the great Francis Bacon's essay *On Studies*, “they teach not their own use; but that is a wisdom without them and above them, won by observation,”

X.

“So you see, gentlemen,” said Sir Arthur Quiller-Couch addressing his audience at Cambridge, “that reading is an art—that its best purpose is not to accumulate knowledge but to produce, to educate such-and-such a man—that 'tis a folly to bite off more than you can assimilate—and that with it, as with every other art, the difficulty and the discipline lie in selecting out of vast material, what is fit, fine applicable.”

*The Library-the Heart of the School

MISS JOY ELMER MORGAN,

Editor, The Journal of the National Education Association, Washington

WHEN CHILDREN go to the library as they go to the kitchen cupboard, or the tool chest, or the woods, or the meadows; when they construct their own bridges over the watertight compartments into which specialists divide knowledge; when they go deep and far when they read aloud to each other for the sheer fun of it; when the school as a whole has that rare quality called intellectual atmos-

phere, children are learning to learn—which is the supreme purpose of the school.

Granted a friendly and cultivated teacher, no one thing does so much for a classroom as a library of choice books. In a school of ten teachers or more—granted a principal who loves children and knows his task—no one thing will do so much to quicken every phase of life as an able full time school librarian with enough equipment and funds to make the work effective. In smaller schools a

* Sent to the Library Service Section of the first All-Asia Educational Conference.

trained teacher-librarian can perform this vital service.

The modern world calls for persistent learning not only for the enrichment of life but as the only means of survival and growth. To deny a child the personal adjustment of which comes from the easy and wide use of books is to leave him unprepared for the life of to-morrow.

Make the school library, then, inviting and beautiful, in charge of a child book-lover; let it be the heart of the school and it will bathe all the activities of to-day's life with the red blood of wisdom and enterprise. Young people will go out noted for their poise, for their sense of values, and for their ability to discover, to do, and to be.

Colon Scheme of Library Classification

R. S. PARKHI,

Librarian, Bai Jerbai Wadia Library, Fergusson College, Poona.

Library Classification.

LIBRARY CLASSIFICATION is necessitated by the two reasons given below:—

(1) To help the reader by getting the correlated books well and minutely arranged on the shelves according to the special points of view pertaining to various branches of knowledge.

(2) To enable the library staff to locate mentally any book on the shelf or any topic in the catalogue at the expense of the least possible time and energy by bringing before their minds the exact notations used in the case of books or topics pertaining to particular demands.

Western Classification Schemes.

The problem of library classification has been receiving the very close attention of the experts during the last 50 years or so. During this period profuse literature has come out on the classification schemes and general principles of classification. Out of the many schemes devised so long, only three have somehow stood the test of time. They are (1) Dewey's Decimal classification, (2) Brown's Subject Classification, and (3) Library of Congress Classification. Out of them Dewey's scheme has received great response and is used by a large number of libraries in the world. Some of the Indian Libraries have arranged their books according to Dewey's scheme, but they are not *satisfied with it as it is devised from the point of view of the western knowledge and as it has treated

the eastern knowledge as a minor one. This drawback is satisfactorily removed by the Colon Scheme recently devised by Mr S.R. Ranganathan, M. A., L. T., F. L. A., Librarian of the Madras University Library.

Colon Scheme compared with D. C.

This scheme is specially useful to Indian libraries as there is no foreign scheme which has done true justice to oriental knowledge, especially Indian. If we take the Dewey's scheme we shall find in his philosophy class, oriental philosophy treated as one of the minor philosophies. In religion and literature, he assigns quite insignificant places to Hinduism and Oriental literature. The History section of the system suffers from the same weakness with regard to Asiatic History.

Colon Scheme a Universal one.

The Western classification schemes that are in vogue at present have got a special bias towards their own culture and knowledge; while in the Colon Scheme we shall find well balanced importance given to all branches of knowledge. There is no special bias towards oriental or more particularly towards Indian knowledge. It has got a bias of equality, straightforwardness and impartiality. This kind of bias is indeed an admirable one. In fact it has a bias which even some western libraries will approve of. The world has taken such a turn at present that it is exerting hard to forget the distinction between the western and the eastern. It dislikes such difference. It has been impatient to become one whole world without any distinction of caste, creed, language or nationality. It is aspiring for internationality, international langu-

*We do not concur with the views expressed by Mr Parkhi. The Dewey Decimal classification is becoming very popular in India and we are expecting that it will be adopted by the Indian libraries on a nation-wide scale—Ed.

age and every thing of the world as a unit. So it is high time that we should have a scheme of Library classification which proves true to the time and in the humble opinion of the writer the Colon Scheme is sure to prove so.

Outline of Colon Classification Scheme.

Let us look at the general outline of the Scheme first. This scheme starts with the following main classes:—

Generalia	
A Science (General)	N Fine Arts
B Mathematics	O Literature
C Physics	P Philology
D Engineering	Q Religion
E Chemistry	R Philosophy
F Technology	S Psychology
G Natural Science	
(General) & Biology	T Education
H Geology	U Geography
I Botany	V History
J Agriculture	W Politics
K Zoology	X Economics
L Medicine	Y Miscellaneous
	Social Science including Sociology
M Useful Arts and recreative arts	Z Law

The above classes are minutely subdivided according to their individual special points of view.

Class Number.

According to this scheme a class number is a symbolic translation of the subject of the book. It consists of an intelligible concatenation of a few of the Roman Arabic numerals and the 52 letters of the Alphabet (Capital and small) and a colon. Each one of the symbols in the number is called a digit. Their place values are as in decimals which gives infinite scope for interpolation without disturbing the already existing numbers. On account of this method of numbering, the scheme has become highly elastic. The only difference between Dewey's method of numbering and the method adopted in the Colon scheme is that in the Colon scheme the decimal point is not written and in the D.C. it is written. In the D.C. the interpolation is possible only at the end of a number but in this scheme it is possible at any point in the middle as well as at the end of the number.

Book Number.

In the Colon scheme an arrangement is made for giving book numbers along with class numbers. So according to this scheme we can give a complete call number to any book. But

in other schemes we cannot do so as there is no special device for book numbers in them. According to this scheme the book number consists of an intelligible concatenation of a few of the Arabic numerals, capital letters of the Roman alphabet, a dot and possibly a dash. The arrangement of the parts of the book number is as follows:—

(1) Language (2) date of publication, (3) volume in the set, (4) position in the set.

Speciality of the Scheme.

From the above description it is clear that in this scheme books can be arranged in their particular groups linguistically and chronologically which is really quite essential; because the separation of books according to languages in particular groups makes it easy for individual readers to pick out at once only those books which describe the subject in their own language that they can read well. The chronological arrangement of books is very useful to research students as it automatically places before them the various stages, the subject has gone through from time to time. So long most of the libraries have been using the well known authors tables such as that of C. A. Cutter for book numbers. But really speaking when books are minutely classified so much so that in individual small groups even in big libraries we cannot find more than 10 to 12 books, no necessity is felt for author alphabetical arrangements; but on the contrary the necessity of chronological arrangement is very often felt as most of the readers are interested in reading the latest information on a particular subject. The minute classification of subject, the arrangement according to different languages and then the chronological arrangement remove all the difficulty of author alphabetical arrangement.

Symbols used.

The symbols except dot and dash used in the call number when arranged in an ascending order of magnitude, will distribute themselves as follows:—

a, b, c,...z, ;, 0, 1, 2, 3,... 9, A, B, C,...Z.

The small letters are not only less than zero, but they depress the value of the number; in other words any number followed by a small letter has precedence over the number itself e.g. 356 c, 356.

Defects of D. C.

Dewey's ten classes are found inadequate as the scope of various groups of knowledge has

enormously increased during the last three decades or so. For instance those libraries that have classified their books according to D. C. find it very difficult to expand classes like Sociology and Science satisfactorily. Those two classes have so much widened their field that at this juncture they really require a great deal of overhauling in D. C.'s original plan. Politics, Economics and Education which form divisions of D. C.'s Sociology class have received very great importance and the literature on them is very rapidly increasing. They are now considered in such a variety of aspects that it has become impossible to stick to the very limited scope given to them in D. C. This drawback is completely removed in the Colon Scheme as these subjects are considered as special independence classes in it.

Arrangement Logical and Evolutionary.

Now let us see how these classes have got a sort of logical connection between them; though no bibliographical classification scheme can be ever logically perfect. We have simply to see whether the classes are properly inter-linked or not.

The first two classes are Generalia and Science (General). The first of them is meant for works of quite a general character, such as general bibliographies, general cyclopaedias and dictionaries, miscellaneous essays and such other publications. Such a kind of literature gives us a general idea of the human knowledge and therefore it is justified in its assignment.

Next comes Science (General). Science deals with matter and force, which are really responsible for Man's existence and general trend of development in this world. So from the evolutionary point of view the second place given to science (General) in this scheme can be said to be responsible.

Now we turn to the third class which is Mathematics. Mathematics is indeed an all pervasive class. It evaluates and fixes methods for the development of any branch of knowledge. It is indeed a basic subject. It is an instrument for all the sciences. Nothing can be well understood without the help of Mathematics. In fact all progress in this world is due to the wonderful mathematical results.

After Mathematics we have classes dealing with inanimate or nonvital objects such as Physics and Chemistry. The applications of Physics and Chemistry are classed along with them, *i.e.* Engineering comes after Physics and Technology comes after Chemistry.

Now we come to animate or vital objects with a special generalia class for them. Natural Science (General) forms their generalia class and then they are all arranged as follows:—

(H) Geology (I) Botany (J) Agriculture (K) Zoology, which is nothing but an evolutionary order.

Here we finish the general outlook of man's knowledge and we turn to the application of his knowledge to his own purpose which is treated well in the following classes:—

(L) Medicine, (M) Useful arts and recreative Arts, (N) Fine Arts, (O) Literature, (P) Philology

All these classes deal with man's welfare and prosperity from materialistic point of view. Medicine helps man to preserve his health and the three arts (M) Useful arts, (N) Fine Arts, and (O) Literature look after his worldly aspirations. Philology is the canvas of Literature

Now we turn to the spiritual side of Man's scheme of life which is well studied by means of (Q) Religion, (R) Philosophy, (S) Psychology and (T) Education. Here ends the general aspect of man's progress and now man forms a society of his own and for that purpose studies the whole world from Geographical and Historical points of view. Then he forms a sort of Government to manage the affairs of the increasing population of his society which requires the study of (W) Politics, (X) Economics, (Y) Sociology, and (Z) Laws.

Comparison with the Tree of Porphyry.

Even from the point of view of the Tree of Porphyry the scheme can be judged as follows:—

Generalia and Science (General) classes form the *substance* of Man's world. Mathematics helps man to evaluate and differentiate various *properties* of his knowledge. Physics and Chemistry along with Engineering and Technology deal with the structure of the *Body*. Geology, Botany, Agriculture and Zoology infuse *Life* in the *Body*. Medicine, Useful Arts, Fine Arts, and Literature show that there is a *Sense* in *Life*. Religion, Philosophy, Psychology, Education proceed from *Sense* to *Reason*; and Geography, History, Politics, Economics, Sociology, and Law make *Man* use *sense* for his welfare.

The above description proves well how the Colon Scheme has strictly followed the principles of the Tree of Porphyry beginning from

Substance, a term of great extension but of small intension and proceeding further to Man, a term of small extension but of great intension.

An illustration.

Let us take an illustration to prove the superiority of the Colon Scheme over the D. C.

In the D. C. two characteristics are taken into consideration for numbering a literary work. They are language and form. But in the Colon scheme four characteristics are required to be considered for the same purpose. They are Language, Form, Author and Work. Let us construct a number for Kalidasa's *Shakuntalam* according to both the schemes.

According to D. C. the above work is numbered 891.22 which can be analyzed as follows:—

800	Literature
890	Literature of minor languages
891	Literature of Indo-European languages.
891.2	Sanskrit Literature
891.22	Sanskrit Drama.

In D. C. in the case of literary books to distinguish books of different authors some special scheme such as C. A. Cutter's author table is required to be used; by this means the use of Author characteristic can be applied to D. C. But in no case can an individual work of an author be distinguished by this scheme. In order to obtain this distinction, it is sometimes suggested that the initial letter of the title may be written after the author number. But that also proves insufficient in the case of books

like dramas of Shakespeare, such as *Tempest* and *Twelfth Night*. In this case only the initial letter will not do. To avoid all these difficulties we find in the Colon Scheme some fixed methods for numbering the books on various subjects according to their respective characteristics with special devices. The number for Kalidasa's *Shakuntalam* in the Colon Scheme is 015:2 D 50:1 which can be analysed as follows:—

0	Literature
015	Sanskrit Literature
015:2	Sanskrit Drama
015:2D 50	Kalidas (The number D 50 indicates the birth-date of the author which means A. D. 500).
015:2D 50:1	First drama written by Kalidasa. <i>i.e.</i> , <i>Shakuntalam</i> .

The colons in the middle of the number are used to indicate the change of characteristic. To distinguish various editions of *Shakuntalam* the numbers of the dates of publications from the chronological table are used and they are called Book-numbers. This also is not possible in the case of D. C. From the call numbers of the C. C. we get nearly the whole information of a book including the time of publication and wherever required the birth-date of the author or in the case of an historical work in any branch the period dealt with. This shows how the Colon Scheme is self-sufficient. It does not require any other supplementary schemes to complete the call number of a book just as they are required in the D. C.

THE MODERN LIBRARIAN

Vol. 3

JANUARY, 1933

No. 2

Editorial.

THE STATEMENT that an Educational Conference or any other conference—had had to be postponed because of an epidemic of small-pox would in these days of scientific prevention of disease make good copy for the newspapers of any Western country, but is still not as astounding in India as we hope it will prove to be some day. It was specifically for this reason that the All-India Educational Conference planned for Lahore during Christmas Week had to be deferred to a more auspicious time and with it went the proposed Library Section.

The result of this on the plans of the Panjab Library Association is as yet uncertain since the Association has so far had no opportunity to discuss the matter, but the probability is that the Association will hold its Annual Meeting at the usual time, namely in the Spring. We would therefore urge those interested to bear this in mind when making their plans for that season.

The Panjab Library Association has suffered a very great deal by the long illness of that devoted and energetic worker for libraries, Professor Siddhanta, and it misses his vigour and enthusiasm. Few save those intimately acquainted with him realize the amount of service he has rendered in his own simple, unobtrusive way, and *The Modern Librarian* is under an especial debt to him as Managing Editor, contributor and founder. It has been extremely difficult to carry on without his inspiration and wise counsel.

That the work he has so greatly forwarded has borne fruit is revealed in the new Library Consciousness that we are beginning to feel about us. The Editor was particularly pleased

with the emphasis which Professor Seshadri of the Panjab University Enquiry Commission in a public lecture delivered under the auspices of the Panjab Literary League laid on the Library as the foundation-stone of any ideal university. As he pointed out there is a vast field for valuable research in the province, in any province in India—but unless proper facilities for study and adequate and organized libraries were available it was absurd to talk of research at all.

This is a lesson which the Panjab certainly would do well to apply, for our libraries at present are under-stocked with suitable volumes for effective research and with the man-power that alone can make such libraries useful in the fullest sense of the word. Nevertheless we are probably as well, if not better off than our sister-provinces, and, we are glad to say, are definitely progressing. It is likely that the University Commission will by their recommendations give further impetus to this progress, and we have high hopes of them.

As regards *The Modern Librarian* we can say that we have been very gratified by the comments which we receive from time to time from subscribers in the U.S.A. and in India. Our book-reviews have met with particular approval and we shall endeavour to do our best to strengthen this department of our journal. May we ask again for book-reviews on up-to-date and worthy books from interested readers; so far we have had to depend exclusively on local effort and on the kindness of the Imperial Library in Calcutta. As variety is the spice of life will our friends help us to introduce this needed note in this branch of our publication.

F. M. V.

NOTES AND NEWS

All-India Library Conference

The All-India Library Conference which was proposed to be held, under the auspices of the Punjab Library Association, at Christmas in Lahore as a section of the All-India Educational Conference was postponed along with the Educational Conference on account of the alarming smallpox epidemic in Lahore at that time. It will now be held separately in Calcutta sometime in the month of September along with the annual meeting of the Imperial Library Council. Among the conveners of the Conference are Mr K. M. Asadullah, Librarian, Imperial Library, Calcutta, Mr Newton M. Dutt, Curator of Libraries, Baroda, Mr S. R. Ranganathan, Librarian, Madras University, and the Bengal, Madras, Baroda, and the Punjab Library Associations. Dr M. O. Thomas, Librarian, Annamalai University will preside over the Conference. This Conference will bear historical importance as very important matters regarding the All-India Library Association are to be discussed there. It is hoped that Government Secretariat Libraries, University, College and Public libraries throughout India will be properly represented at the Conference. The Educational Commissioner with the Government of India, who is the ex-officio Chairman of the Imperial Library Council will probably be requested to open the Conference and other members of the Imperial Library Council, among whom is also our veteran leader of the library movement in the Punjab Mr A. C. Woolner, Vice-Chancellor, Punjab University, who will be present there on the occasion, are expected to take a very prominent part in the deliberations of the Conference. The draft by-laws of the Indian Library Association will be discussed and Council and Officers of the Association for 1933-34 will be elected. Among those who have been proposed for election to the Council are:—Mr Newton M. Dutt, Curator of Libraries, Baroda, Mr K. M. Asadullah, Librarian, Imperial Library, Calcutta, Mr S. R. Ranganathan, Librarian, Madras University, Mr J. A. Chapman, Librarian, Rampur State

Library, Kumar Munindra Deb Rai, M. L. C., Bansberia, Dr M. O. Thomas, Librarian, Annamalai University, Mr Bashiruddin, Librarian, Aligarh University, Dr F. Mowbray Velte, Chairman of the Council, Punjab Library Association, Dr Wali Mohammad, Librarian, Lucknow University, Mr R. Gopalan, Librarian, Govt. of India Secretariat, Mr D. T. Rao, Bar-at-Law, Bezwada, Mr. I. V. Ramanyya, Andhara-desa Library Association, Mr G. S. Misra, Librarian, Benares University, Mr R. V. Sabnis, Librarian, Bombay University, Mr Labhu Ram, Librarian, Punjab University, Mr I. H. Qureshi, Librarian, Delhi University, Mr Parmanand, Librarian, Allahabad University, Mr A. N. Mitra, Librarian, Allahabad Public Library, Dr John Van Manon, Asiatic Society of Bengal, Mr Mohammed Hamiduzzaffar, Hyderabad State Library, Mr F. H. Gravely, Librarian, Connemara Public Library, Madras, Mr Ram Labhaya, Librarian, Punjab Public Library, Lahore, and some others. The following is the proposed draft of the by-laws of the Indian Library Association. Further enquiries regarding the Conference should be made of Mr K. M. Asadullah, Librarian, Imperial Library, Calcutta.

I. NAME AND OBJECTS.

The name of the Association shall be the Indian Library Association. It shall be a federation of school, college, university and public libraries in India, Burma and Ceylon, as well as of provincial, district, town and village library associations. The objects of the Association shall be the extension and development of libraries throughout the country, popularising of scientific library methods, and the organization, support and strengthening of the library profession. The Association shall also serve as a bureau of information on all subjects relating to libraries and librarians' work, and shall give advice and assistance to librarians and library trustees in matters of organization and the administration of their libraries.

2. CONSTITUTION.

The following *sic* classes of members shall constitute the Association:—

(1) *Honorary Fellows* (see *infra*).

(2) *Fellows*. These shall be persons holding prominent positions in libraries or library associations, or library trustees and who subscribe Rs. 20 a year to the Association. They shall be elected by the All-India Library Council and shall be entitled to write the initials F. I. L. A. after their names.

(3) *Members*. These shall be persons working as librarians or as officers in library associations, or persons interested in the library movement, and who subscribe Rs. 15 a year to the Association. They shall be elected by the All-India Library Council on the recommendation of the library associations or the libraries to which they are connected. Such members shall be entitled to write the initials M. I. L. A. after their names.

(4) *Associates*. These shall be persons working as assistants in libraries or as workers in library associations, or who are studying in library schools, or such other persons related to the library profession, and who subscribe Rs. 10 a year to the Association. Associates shall be elected by the All-India Library Council on the recommendation of the officers under whom they are working or the directors of the library schools in which they are studying. Such members shall be entitled to write the initials A. I. L. A. after their names.

(5) *Institutions* shall be enrolled as members on payment of the following annual subscriptions:—

With a library budget of
 less than Rs. 5,000 a year = Rs. 10 ;
 between Rs. 5,000 and 10,000
 a year, = Rs. 15 ;
 and over Rs. 10,000 a year = Rs. 20.

(6) *Library associations or educational societies* shall be affiliated to the Association on payment of the subscription of at least Rs. 10 a year.

3. PRIVILEGES OF MEMBERS.

Every member shall be entitled (1) to take part in and vote at all general meetings and conferences of the Indian Library Association ; (2) to attend the lectures and exhibitions conducted by the Association ; (3) to receive issues of *The Modern Librarian; a Quarterly Journal of All-India Library Service*, published at

*The Indian Library Association shall pay to the Panjab Library Association the price of the copies of *The Modern Librarian* supplied to its members so long as the Panjab Library Association does not decide to hand over the journal to the Indian Library Association.

present by the Panjab Library Association, (4) to receive free advice on library subjects from the Association and (5) to such other privileges as the Indian Library Association may from time to time add as privileges of members.

4. HONORARY FELLOWS.

The Indian Library Association, on the recommendation of the All-India Library Council, shall have power to elect a limited number of persons who have rendered distinguished service to the Association or the library cause as Honorary Fellows. Honorary Fellows shall not pay any subscription but donations, if offered, shall be accepted. They shall enjoy all the rights and privileges of membership. There shall not at any time be more than thirty Honorary Fellows.

5. COUNCIL AND OFFICERS.

The Association shall be governed by the All-India Library Council consisting of

(1) the following officers of the Association:—

- (i) the president,
- (ii) the three vice-presidents,
- (iii) the secretary-treasurer,

and (2) the following councillors:—

(i) Twenty-five prominent *professional* librarians representing secretariat or university or public or college or school libraries in the different provinces of India, Burma and Ceylon.

(ii) Ten prominent library trustees or educationalists interested in the library movement.

(iii) One representative of each affiliated library association and educational society.

6. ANNUAL GENERAL MEETING.

The Annual General Meeting of the Association shall be held at Christmas each year with an annual conference. The business of the Annual General Meeting shall be to receive and consider the report of the President on the activities of the Association and the annual statement of accounts, to discuss and decide questions regarding the affairs and management of the Association, to elect officers and the council for the ensuing year and to consider and decide upon any proposals for the making, repeal or amendment of the by-laws. The financial year of the Association shall end on the 31st of December each year.

7. ELECTION OF OFFICERS AND COUNCILORS.

Prior to each annual general meeting a sub-committee of three councillors appointed by the All-India Library Council, shall nominate for the consideration first of the council and afterwards of the annual general meeting the persons whom they recommend for election to the council for the ensuing year.

8. STANDING COMMITTEES.

The All-India Library Council may appoint standing committees, the members of which shall be elected from the council or from the Association, to do the work of the various Department of the Association.

9. QUORUM AT MEETINGS

At all annual general meetings of the Association *fifteen* members shall form a quorum. At all meetings of the council *seven* members shall form a quorum. At all meetings of the standing committees and sub-committees *three* persons shall form a quorum. All matters in dispute shall be determined by the vote of the majority.

Education in Librarianship

(To the Editor, *The Modern Librarian*)

Dear Sir,—A copy of the October number of your most excellent journal has recently been placed in my hands, and as it makes reference to an article of mine which appeared in a recent issue of the *Library Review* perhaps you will give space for this reply to Mr Ratanchand Manchanda, on the subject of Education in Librarianship.

In pleading for a wider and less technical syllabus for Library examinations, I expressed the view that cultural attainment and liberality of outlook were more essential attributes for successful librarianship than mere skill in the mechanical side of our profession. This does not mean that the latter is unnecessary or unimportant — on the contrary, it is highly desirable that librarians should have all the technical proficiency that study and practice can give them. The Library Association has rendered invaluable help by its educational policy, which has raised the standard of the profession in Britain to a very high level. It remains true, however, that in limiting the scope of examinations to purely professional subjects, the Library Association is ignoring the more

important part of Librarianship—the literary and cultural development of its members. Mr Manchanda assumes that in order to remedy this defect, I advocate a higher level of educational attainment for all entrants to the Library profession. This is not so. What I do stress is that once a person becomes a Library Assistant, his subsequent training should be designed to develop general knowledge, literary competence and personality, as well as skill in cataloguing, classification and the rest. No matter what the educational qualifications of the beginner in Library work may be, he will still require to study books and other subjects from an angle which differs from that of his official education. He will require to assess the worth of a book according to suitability for particular readers, as well as on literary grounds; he will find it necessary to cultivate a ferreting mind which inquires into all sorts of subjects and knows how to glean information from the most unlikely sources; his training in psychology will now become practical instead of theoretical, and he will have to acquire a fine judgment in dealing with widely different people. No such training is included in general education, but must be acquired *after* entry into the profession and not before. I regard it as unimportant whether the educational standard for library beginners is fixed at matriculation or graduate level. A liberal education is an asset in any profession, but it is probable that Matriculation is as far as one need go to acquire the adequate grounding on which to commence the specialised education required for Librarianship. To fix Matriculation as the starting point of a Library career has the added advantage of ensuring in the student a necessary flexibility which is often absent from the post-graduate. But whether a person enters the Library profession possessed of a University degree or not, his Library training is before him, and is the same for a graduate as for a non-graduate. I am, therefore in agreement with Mr Manchanda that to admit only graduates to the Library profession is a mistake though in the case of University Libraries, which are largely used by students of under-graduate or post-graduate status, I think it is desirable that the Librarian and as many of his assistants as possible should possess a University degree, in order that they may clearly understand the requirements of their readers. I admire the perspicacity with which Mr Manchanda develops the logical outcome of my article, in picturing the future librarian as a gentleman whose conditions of service, salary

and hours of leisure will compare with those of a university professor. May that future be not too far distant,

In conclusion, allow me to express my pleasure in having read your most interesting journal. It is evident that the Library movement in India is very much alive, having for a mouthpiece such a progressive paper as *The Modern Librarian*. It is also gratifying to know that, through the *Library Review*, one of our most virile professional organs, your country is keeping in touch with the development of libraries in Britain.

—*Wm. B. Paton, Chief Librarian, Public Library, Airdrie, Scotland.*

The Central Library, Baroda

LADY WILLINGDON'S VISIT.

H. E. the Countess of Willingdon paid a visit to the Central Library, Baroda, on the 13th December, accompanied by H. H. the Maharani of Cooch Behar and Mrs Lothian, wife of the British Resident at Baroda. Her Excellency was received at the entrance of the new Library by Rao Bahadur G. B. Ambe-gaokar, acting Dewan of the State, Mr B. K. Bhate, M.A., Commissioner of Education, and Mr. Newton M. Dutt, F. L. A., Curator of State Libraries, Baroda.

Lending Library.

Her Excellency was first taken to the handsome hall of the Lending Library, 65 × 29 ft. in area with its fine collection of portraits of the great Gujarati writers. On hearing that the public had free access to the Lending Library collection, Her Excellency asked whether such a system did not result in some loss of books and was thereupon shown the pair of Lambert's patent wicket doors, which controlled the ingress and egress of readers and thus to a great extent obviated the risk of theft. The Curator explained to Her Excellency that the reader has to return the books already borrowed before passing through the first wicket and see that their return was duly recorded on his Library Card. After selecting the books wanted by him, he

has to sign his name on the "Book Card" which is placed in a pocket in every book and then the exit wicket door is opened for him to pass out of the hall. Last year no less than 110,427 books were lent out for home reading, the number of readers totalling 4,575. The Central Library and every state-aided library of the state are absolutely free to the public.

Ladies' Library.

Her Excellency was then shown the Ladies' Library on the first floor with its collection of English and vernacular books, newspapers and periodicals. Examining the chart showing the number of books borrowed from the Ladies' Section, Her Excellency inquired why there was a considerable drop in the last year's circulation. The Curator explained that the circulation in every section of the Library depended on the number of new books purchased and the replacement of old and worn out ones. Thus with a book grant of Rs. 13,202 the Library was able in 1930-31 to circulate 119,858 volumes, the largest circulation of any Indian Library. When the grant was reduced to Rs. 10,000 the circulation immediately fell to 110,427 volumes and a similar or greater reduction was expected during the current year. Three quarters of the total circulation consisted of Gujarati and Marathi books, which being printed on inferior paper and indifferently bound, have a very short life. If the old stock is not replenished the issue of books is bound to fall, on account of an insufficient stock of standard books and literature of current interest.

Lady Willingdon then proceeded into the Reference Library hall from which could be seen the large and handsome garden surrounding the library.

Book Stack Room.

From the main block, Her Excellency was taken to the Stack Room, which is annexed to it and consists of four tiers containing a stock of 103,044 volumes. The stacks have adjustable steel shelves, for accommodating books

of various sizes. Her Excellency admired the glass floors, which dispersed light evenly all over the four tiers. On the ground floor are accommodated the 30,000 odd books which form the open access lending library. On the second tier are kept the Marathi and the Gujarati reference collections. H. H. the Maharaja Saheb desires that every Gujarati and Marathi book should be collected in the Library, as there ought to be preserved somewhere in India complete sets of all vernacular literature. The third tier is reserved for English Reference books—dictionaries, cyclopaedias and other important works of reference. This tier adjoins the Reference Hall and like the lending collection, is freely accessible to the public. The fourth tier contains sets of magazines and other books. The steel shelving and glass floor were erected at a cost of Rs. 80,000 by Messrs J. Sneed & Co. of New Jersey, U. S. A. the same firm which constructed the steel stacks of the Library of Congress of Washington—the "British Museum of America."

County Library System.

On returning to the new building again, the Curator presented to Her Excellency his coadjutor, Mr Moubhai N. Amin, B. A., Assistant Curator in charge of country libraries, stating that Mr Amin is the actual originator of the country library scheme for which Baroda is so celebrated. Mr Amin then explained the system of country libraries, which he said, are supported by grants in aid contributed in equal quotas by Library Department, the people of the localities and the District Local Boards. Municipalities also occasionally give money. During the period in which this scheme has been in existence, over two million rupees have been spent. On a large map of the State all the 873 free public libraries are shown and another chart indicates that up to now out of the total population of about 2 million, two-thirds have been provided with libraries or reading rooms. 119 libraries have their own buildings. Free and compulsory education have been in existence in this State for many years, but it was discovered that a large proportion of those who passed through the elementary schools tended to relapse into illiteracy in after life. Having been found that a village library is a safeguard against this lapse, with His Highness's order every village possessing a school shall be provided with a free public library also. This will mean the provision for 418 more libraries and the Department hopes to complete its library scheme within the next

four years, by which time there will be 1,200 country libraries in existence.

Travelling Libraries.

To supplement the stationery local libraries, the Department have in its Travelling Library Section a collection of 21,000 books which are sent out to the districts in travelling library boxes. Last year no less than 22,000 books have been circulated by this agency.

These figures are exclusive of the Central Library proper which caters for the capital city. The boxes are sent to factories, schools and other centres entirely free of charge. Thus the whole state in one way or another circulated no less than 561, 905 books during 1931-1932.

When a new library is started its committee is able to purchase for Rs. 25 (one quarter of the total cost) a collection of Gujarati books, the rest of the money being found by the Department.

Co-operative Stores.

Associated with this scheme is the Baroda Library Co-operative Stores, which supplies the libraries at wholesale rates with books, periodicals; stationery and other material. The same agency publishes a priced and classified catalogue of the 8,000 best Gujarati books, a descriptive catalogue of the best Gujarati novels and a similar list of books for children.

The Curator then showed samples of beautiful illuminated Sanskrit books and copperplates one dated as early as the Ninth Century A. D. and a set of the Gaekwad's Oriental Series in which critical editions of rare and valuable manuscripts are published. Those were lent by the Oriental Institute, Baroda which used to form the Sanskrit Section of the Central Library but which is now an independent unit under Dr B. Bhattacharya, M. A., Ph. D.

Her Excellency was glad to find that the Library had preserved portraits of herself and H.E. the Viceroy as a souvenir of their Excellencies' visit to the Library in 1916. She was graciously pleased to present new portraits of themselves to the Curator. Records of the visits of Lord Irwin and Lord Chelmsford, former Viceroys were also on view in the shape of photographs as well as a portrait group of the First All-India Library Conference, held in Madras under the presidentship of the late Mr Kudalkar, then Curator of Libraries, Baroda. In that photograph is also seen H.E. Lord Wellington then Governor of Madras, whose presence there shows his interest in the library movement.

Children's Library and Playroom.

The last room visited was the Children's Room, the walls of which have been recently adorned by beautiful mural decorations painted by art students of the Kala-Bhavan (Technical Institute, Baroda) at the suggestion of Mr Kanoffsky, Interior Decoration Architect, Baroda. To this room the children of the city daily resort to read books and magazines, play games and construct educational models such as meccano house building, zig-saw puzzles and the like. This section has ever since its inception been in charge of Mrs A. Prabhudesai, who also orders and catalogues Marathi books for the Central Library.

Her Excellency subsequently recorded the impressions of her visit in the Library Visitor's Book in the following appreciative terms:—

"I so much enjoyed my second visit to this wonderful Library which is doing such great work in the State."

The Private Secretary to H. E. the Viceroy also acknowledged receipt of 2 copies of "Baroda and its Libraries" in the letter dated the 15th December 1932 which runs as follows:—

I am desired to thank you very much for the charming leather-bound copies of your book, which you were good enough to send to them. They are both very pleased to have such a charming souvenir of the Central Library, Baroda.

Owing to his numerous other engagements, H. E. the Viceroy was unable to visit the Library; nevertheless he was graciously pleased to refer to the various library activities of Baroda in very eulogistic terms in the speech which he delivered at the State Banquet on Monday the 12th instant. Addressing his host His Excellency said:—

"Your picture gallery and your Central Library, with its remarkable system of circulating rural libraries, are famous far beyond the boundaries of Baroda, and I was glad to learn that this great scheme of giving the chance of educational study to even the most remote villages of your State is progressing extremely well."

H. H. the Maharaja Saheb accompanied by H. H. the Maharani of Cooch Behar and Princesses Shakuntala Raje Geakwad and Vimla Raje visited the new library on Sunday the 11th instant.

An Indian Academy.

(To the Editor, *The Modern Librarian*)

SIR,—There is a crusade, the success of which would, I believe, be more beneficial to India than the success of Mr Gandhi's crusade on behalf of the Harijans. It is to found an Academy for India, the chief labour of which should be to do for the living literatures of India what the Academie Française has done, and still does, for French literature. It should be a body unlike the Asiatic Society of Bengal or the Bombay Branch of the Royal Asiatic Society, which exist for, and are active in, the promotion of scholarship, but which do nothing, as they are not intended to do anything, to promote the cultivation of poetry and the other branches of *belles lettres*; namely, drama, fiction, the essay, and literary criticism; the lack of the promotion of which, as they are the activities of the spirit of man appealing most to the hearts of men and women, is more fatal to a country one may believe, than the lack in it of the promotion of scholarship. We cannot look to the Government here (except for its blessing and a little money with it), and for this reason, that, while true scholarship can be distinguished from sham scholarship by having the hallmark of a university or such a body as the Royal Society placed upon it, and so be recognised by a Government, no Government can be expected to commit itself to a judgment about works in *belles lettres*. To put it in a way more easily intelligible than in that last sentence, while the Government may be expected truly to distinguish between the Boses, Ravs, and Ramans of each generation and the pseudo-scientists or sham ones, it would be a rash Government that essayed to determine whether the verse of, say myself, is poetry or trash. We cannot, then, look to the Government here, but must rely on ourselves.

Though I have not been locked up in gaol and have much less leisure than a man in one I am ready to do the spade-work that must first be done before an Indian Academy could be founded. This spade-work I see mainly as the collecting of opinions and information; opinions for instance, as to how many members the Indian Academy should consist of, whether forty, as in the French example, or more, because India has so much greater a population, and so many languages instead of but one, or whether fewer members, at least to begin with, because present-day India has so few workers

of a high enough class in the domain of imaginative creation. A more important matter, perhaps, will be to ascertain how men would have the academy actually begun. This is what I should myself suggest: that Dr Rabindranath Tagore and Sir Muhammad Iqbal, whom heaven itself may be said to have designated as the fittest of us all to be members of the Indian Academy, should declare themselves in some sufficiently public way the first two members; that they should then decide (those two alone) who should be the third member; that those three should choose the fourth; that those four should choose the fifth, and so on. When the number thirteen had been reached, I would have those thirteen decide whether the number of permanent members should be forty, or how many; how many of the number should always be men distinguished in the field of *belles lettres*, or in other words how many places should be left to be filled by distinguished scientists, artists, historians, philosophers, mathematicians, lawyers, administrators, soldiers, and so on; for while the academy, if it is to do its appointed work, must consist mainly of writers of the kind that Homer, Hafiz, Shakespeare, and Ghalib were, one should not confine the membership to that class. How to get the academy begun, as I have said, is the most important matter to decide. Therefore it is the one on which I must most wish to gather men's opinion. I shall be glad if men will write to me using the address given below, or women, a class about which I keep an unprejudiced mind.

--J. A. Chapman, *The State Library, Rampur (State), U. P.*

The Sixth Hooghly District Library Conference.

The sixth session of the Hooghly District Library Conference opened at K. L. Goswami Memorial Hall, Serampur on the 27th January, under the presidency of Mr S. N. Mallick, C.I.F., ex-member of the India Council. Delegates from Uttarpara, Janai, Bandipur, Rajbalhat, Haripal, Bhadrakali, Konnagore, Baidyabati Bhadreswar, Telinipara, Chandernagore, Chinsura, Bansberia, Tribeni, Jirat, Punduah besides other places of the Hooghly district numbering over 200 attended the Conference.

Kumar Munindra Deb Rai Mohasai, M.L.C., Dr P. Neogy, I.F.S., Mr T. C. Goswami, Bar-at-Law, Raja Kshitindra Deb Rai Mohasai, Principal P. Sinha of Ashutosh College, Prof. M. N. Rudar

of the Bethune College, Mr L.A. Chapman, I.C.S., Mr N. C. Ghose, Chairman of the Baidyabati Municipality, were amongst the distinguished gentlemen present.

Suitable posters and mottoes lent by the Baroda State, Madras Library Association and Hooghly District Library Association were hung up on the walls of the hall and passages to popularise the Library cult.

The President in the course of his address emphasised the necessity of establishing libraries even in the remotest villages. He narrated his own personal experience in establishing and maintaining a modest institution during his student life which has now grown to a big library at South Calcutta though bearing its primitive name "Cottage Library". He appealed to young men to help in the formation of more libraries specially in the rural areas.

The following resolutions were then proposed by Principal P. Sinha and Mr B. P. Dey, Mr T. C. Goswami respectively and passed.

1. Thanks be conveyed to the Government and the Members of the Bengal Legislative Council for enactment of legislations for providing grant-in-aid to the libraries by the Union Boards and District Boards and for the betterment of the libraries within Municipal areas.

The authorities of the Union Boards, District Boards and the Municipalities be requested to make adequate provision in their budget for the next year for grant-in-aid towards the libraries.

The authorities of the Union Boards and the District Boards are requested to help in the establishment of at least one library in every Union Board of the District.

2. The government and the members of the Bengal Legislative Council are requested to enact a library legislation to encourage the development and better management of existing Libraries and establishment of new libraries in the province.

3. It is desirable that a separate Children's Section be opened at every public library within the district.

Library work with Children. The second session of the conference was held on the same evening with Dr P. Neogy, I.F.S., Professor of Presidency College, Calcutta in the Chair.

Dr Neogy read an instructive address dwelling on the vast field of children's books in

Bengali language and contributions of master-minds towards the children's literature such as Dr Rabindra Nath Tagore. The necessity for a separate Children's Section at Public Libraries and opening of new Children's libraries were impressed upon the audience.

Mr T. C. Dutta urged the necessity of training children in the use of the library and described the modern method of imparting education to the children by the use of libraries. He stated that taste for reading should be created by attractive displays of books and arranging book talks in schools and libraries. The children should be given necessary aid by supplying graded lists on popular subjects. He explained how the Forman Christian College and Hailey College of Commerce libraries at Lahore work in creating the reading habit amongst the students. In conclusion he said that the future development of public libraries would entirely depend upon successful library service for children.

Rural Library Section. The third session of the conference was held on the 28th with Mr T. N. Mukherjee, Chairman, District Board of Hooghly, in the Chair.

Mr T. C. Dutta described how the welfare activities of a locality can be conducted through the library as is done by the libraries established by the Rural Community Boards in Punjab. Libraries there act as centres for discriminating useful knowledge on Health and Hygiene, Sanitation, Agriculture Co-operation etc. He said that the days for treating libraries as Museums for preservation of books are gone and now the libraries are treated as laboratories for carrying out researches on social welfare activities.

Mr S. K. Ghose gave an interesting lantern lecture on the 'Library movement' in the evening.

Library Administration Section. The fourth session of the Conference took place on the 29th with Mr S. Kumar, Superintendent of Reading-Rooms, Imperial Library, in the Chair.

Mr Kumar delivered a learned address dealing with "History of Bibliography".

In his concluding remarks Mr Kumar stated that librarians should get acquainted with the newer thoughts that are developing from day to-day. Scholarship would be preferred to organising capacity in a librarian. A scholar understands the human minds of the areas he serves.

Closing Session.

The Hon'ble Khwaja Nazimuddin, the Minister of Education presided over the closing session of the Conference on the 31st. In the course of a short speech he urged the establishment of more libraries in the rural areas to educate the poor people and hoped that suitable books in simple vernaculars on useful arts and other popular subject would be published for the education of the rural folks. He promised to make suitable provision in provincial budgets for the establishment of libraries as soon the present financial stringency is over.

Library Exhibition.

The exhibition arranged at the conference consisted of interesting exhibits, such as Library journals, prospect uses of Library schools and summer training classes for librarians in various foreign countries, books and pamphlets on management of school and public libraries, Reading-courses, Reports of Library Associations in Europe, America, South Africa, Australia, China, Madras, Punjab and Baroda, library posters, forms and bulletins, publicity materials, different grades of printing paper besides printing types, blocks and manuscripts showing their gradual development, the Carey and Marshman collection of manuscripts from Serampur College archive books relating to the Hooghly District photographs of eminent personages, maps showing the libraries and educational institutions, valuable art collections and many archeological inscriptions. The bulletin-board display by the E. I. Ry. Indian Institute Library, Lillooah and a collection of Children's literature.

Annual General Meeting.

At the annual general meeting of the Hooghly District Association the following officers and councillors were elected for the current year:— President, —Kumar Munindra Deb Rai Mohasai M. L. C. Vice-President:—Mr Tarak Nath Mukherjee; Secretary:—Mr Tin Cori Dutta Joint-Secretaries: Mr. Phanindra Nath Chakraverty and Dr Bata Kristo Roy. Auditor: Mr Manindra Nath Rudra. Members: Mr Bhupendra Nath Nandy. (Janai.) Mr Ashutosh Banerjee. (Bhadreswar) Mr Man Mohan Lahiry. (Serampur) Mr Promotho Nath Sen Gupta. (Pundooah.) Mr Sarat Kumar Banerjee (Telinipara.) Mr Mahabharat Terali. (Rajbalhat.) Mr Harihar Sett. (Chandernagore.) Mr Jatindra Nath Roy. (Konragore.) Mr Bhola Nath Ray. (Serampur.) Mr Gurudas Roy. (Balagarh.) Mr Sachinandan Chatterjee. (Baidyabati.) Mr Anadi Nath Mukherjee.

(Chinsurah.) Mr Lalit Mohan Mukherjee
 (Uttarpara.) Principal Panchanan Sinha
 (Serampur.) Swami Safaryupananda. (Chatra.)

Prachya-Vargikarana-Paddahti.

The Punjab Library Conference

The Third Session of the Punjab Library Conference will be held in Lahore at Easter along with the All-India Educational Conference. Dr M. O. Thomas, Librarian, Annamalai University will preside. Librarians, library trustees and other persons interested in the library movement who wish to join the Conference are requested to correspond with the Secretary, Punjab Library Association, 1, Cust Road, Lahore.

Mr Satisa Chandra Guha, Formerly Chief Librarian of the Darbhanga State has written a book entitled *Prachya-Vargikarana-Paddhati*. This is a system of book classification for oriental literature. Mr Guha has taken the traditional four Vargas as the basis and has used the Indo-arabic numerals of two digits with the addition of decimals as the notation. In framing the scheme he has studied all the important systems of book classification that are in vogue in India and in foreign countries. The book is published by the Grantha-Seva-Goshthi, Luxa-Gaibi, Benares. The price of the book is Re 1—8 only.

THE LIBRARY MOVEMENT AHEAD IN INDIA.

In his message to the Sixth Hooghly District Library Conference Mr S. R. Ranganathan, M.A., L.T., F.L.A., Librarian, Madras University says:—

"The frequent communications I am getting from different parts of our motherland on library matters and the great number of queries that I get about library organisation make my heart thrill with joy. I look upon them as an unmistakable index of the gospel of the modern library movement being ushered into our motherland in an aggressive and emphatic manner. I trust that this wave of enthusiasm will not prove to be a solitary wave. If it is really the wave in front of a train of waves, I am sure that many of my dreams about the future of libraries in our motherland may be realised in our life-time."

BOOK REVIEWS

Linklater, E. *Ben Jonson and King James: biography and portrait.* New York: Jonathan Cape and Harrison Smith, 328 pp. illus.

This book combines with the virtues of modern biography some really excellent literary criticism. It is in the first place a vivid picture of Elizabethan life and social conditions in which the author has not hesitated where necessary to draw on his imagination to give colour and vigour to his social background. This forms the stage-setting for his *dramatis personae* and he could scarcely have chosen two more representative and fascinating figures than Ben Jonson and his sovereign.

Ben Jonson, as he portrays him, is a flaming figure, and from all we can learn of the man—not a little as it so happens—the presentation is remarkably true to actual fact. For the bricklayer's boy who became the most striking classical scholar of his day and the first English poet-laureate lived an exciting and dramatic life. We see him striding out from the muddy trenches of the campaign in the Low Countries to win his Homeric combat before two embattled armies, with a full-blooded sweep of his broad sword telling his adversary on the bridge amidst roars of English approval. We see him later killing his man in a duel and on trial for his life in England, saved by pleading benefit of clergy but with the Tyburn T branded for ever on his broad thumb. We see him with a candle guttering on his small desk writing remorselessly at one of his plays until he faints from hunger and exhaustion in his chair and his great head drops amongst his papers. And we see him too as the accepted poet of King James's court foregathering with His Most Christian Majesty

The portrait of King James is no less graphic. James is revealed to us not as the royal buffoon that some have portrayed him, but as a very shrewd, politic and kindly figure, possessed of a pawky Scottish humour and much sound wis-

dom. His son, Charles, the handsome "martyr-king" to whom Vandyke gave the largest measure of charm, suffers, as I believe he should, by comparison. Had he had his father's pre-eminent good-sense he would probably never have mounted the steps of the block, and might have won our esteem rather than our sympathy.

About these leading actors in Linklater's story cluster many others, almost equally well described—the lovely, gay and lavish Queen Anne, the somewhat pretentious Drummond of Hawthornden, the jealous Inigo Jones, Chapman, Marston, Herrick, and of course Will Shakespeare as one of the Mermaid crew. But a complete catalogue is out of the question.

From the literary point of view the aims, virtues and limitations of Jonson's art are suggested to us. We realize above all his devotion to his calling, and the artistic soul are aspiration of that deep-drinking, large-bodied genius about whom all the poets of the age gravitated. He was since great in his loyalties and in his hatreds as in his person, and his fury at all that savoured of sham is peculiarly noteworthy.

Linklater has succeeded in creating an extremely live and lovable character and any liberties—they are not many—which he may have taken with his source material are on this account justified. To those particularly interested in the history of the English Drama this book will prove most useful; to others a chronicle of life lived to the full that is worth all the time spent on it since it is written in a sparkling style and marked by a mordant wit and consistent aptness of descriptive phrase. It reads like a novel.

F. Mowbray Velte.

Neff, Emory Edward. *Carlyle.* New York: Norton, 1932. 282 p. \$ 3.

Here again we have biography and literary criticism that is free that distressing lack of colour which many of us, whose conception of

biography is pre-Strachey, have come to associate with *materia biographica*. Carlyle is revealed to us by a manifest enthusiast with sympathy and understanding of his greatness. We are shown, too, how prophetic was much that he had to say in regard to social problems and how in many ways we are moving towards his conclusions. The picture which we are given of economic troubles in Carlyle's time cannot fail to suggest to us the current "depression", and we are impressed deeply with the understanding way in which Carlyle had his fingers on the very pulse of the situation. As a picture of Victorian social conditions and problems the book affords us much food for thought; as a study of the Victorian attitude towards such problems as reflected by the great thinkers of the age it may lead us to revise somewhat our supercilious scorn of Mid-Victorianism. Mid-Victorian sages were perhaps not as smart as our Aldous Huxleys but in the final analysis they often had more of value to say.

This brief review does not do the book full justice but if it leads any reader to study a really worthy volume it will have served its purpose. Neff has written another book on the relations of Carlyle and Mill which should prove a useful supplement to this engrossing biography.

F. Mowbray Velte.

Graham, John W. *The Harvest of Ruskin.* London. Allen and Unwin, 1930. 270 pp.

The purpose of this book as stated by the author is "to give a critical estimate in a reverent spirit of Ruskin's teaching" in the departments of Religion and Economics, including his social reforms and educational schemes. Mr Graham is filled with an intense admiration for John Ruskin and, a friend himself, sees in the great Victorian one of the Society of Friends in all but name.

Commencing with a careful study of the evolution of Ruskin's religious faith and stressing the prophetic in his work and point of view, the writer deals at some length with the relation of Ruskin's viewpoint to that of Mill, endeavouring to show that despite the former's downright condemnations of the latter's theories of Political Economy there was really a very great deal of correspondence in their actual beliefs. Mr Graham obviously desires to establish a reconciliation between two teachers for whom he has an almost equal respect and whether he succeeds is distinctly open to question.

He then goes on to discuss in succession Ruskin's Reconstruction, Ruskin's Economics To-day, Ruskin's views on Usury, on War, and on Machinery. In these sections he is on less controversial ground and therefore more convincing.

Taken as a whole the book makes clear to us the reasons for Ruskin's greatness as a teacher and sage and revives interest in one to whom we fail to give adequate attention. For this all lovers of Ruskin should be under a debt of gratitude to an interesting and scholarly critic.

F. Mowbray Velte.

Feuchtwanger, Lion. *Josephus; translated by Willa and Edwin Muir.* New York, Literary Guild, 1932. 504 pp.

Ju Suss (Power) and *The Ugly Duchess* so widely established the reputation of Lion Feuchtwanger as a writer of semi-historical novels that it is almost sufficient to say that this fictional biography of the great Jewish historian is in the author's best vein. The volume might be described as a drama in five acts, the scene of successive acts being laid in Rome, in Galilee, in Caesarea, in Alexandria, and in Jerusalem. The hero is an intensely human figure and no demi-god, and his story is told with understanding and vividness. It is a good story—more interesting in incidents than that of *The Ugly Duchess* and as romantic in its own way as that of *Ju Suss*. But it would spoil the tale somewhat for prospective readers to endeavour to sketch it in outline; let it suffice then to say that though the book is like all of Feuchtwanger's long it is not easily laid down once started.

As an aid to the clearer visualization of life and society in Rome, Palestine and Egypt under the Rome Empire the book performs a particularly useful function for it re-creates and makes actual the distant past in admirable fashion. We are introduced to the very streets and workmen of Rome and to its stage and actors as well to the Emperor himself and glamorous Poppaea Sabina. Nor are Caesarea, Jerusalem and Alexandria less graphically laid bare before us. Perhaps the high spot in the tale is the description of the great siege of Jerusalem. Feuchtwanger's scholarly method and imaginative skill are everywhere apparent. We can therefore commend the book wholeheartedly.

Rilke, Rainer Maria. *Stories of God; translation by M. D. Herter Norton and Nora Purtscher-Wydenbruck.* New York: Norton, 1932. 208 pp.

Here is a book which charms because it is so different from the common run of publications. It is hard to tell whether the content is veritable folk-lore or born of the writer's own meditation. The volume consists of a series of tenuously interlinked stories in which God plays a leading part and which are manifestly of an allegorical nature. The stories are beautifully told and the allegory is at all times suggestive in the extreme and is strong in its appeal to the inner self. For a new and fresh way of looking at things hidden we cannot but be grateful to the author. The reviewer has found this book most stimulating and unusual.

F. Mowbray Velte.

Viereck, G. S. *Glimpses of the Great.* London, Duckworth, 1930. 386 pp. *Illus.*

Everyone to-day is interested in personalities, but few of us can read all the current biographies and autobiographies. Hence these vivid impressions, with excellent photographs, of many of our well-known and less-known contemporaries are especially welcome.

Although the author's "lion-hunting" has not yet taken him beyond Vienna, he covers a wide range of human activities among Continental leaders, scientists like Einstein, investigators of social and psychic phenomena like Freud and Voronoff, statesman like Hindenberg and Clemenceau, writers like Bernard Shaw and Emil Ludwig. He includes only one woman, Elizabeth, Queen of the Belgians, and one American, Henry Ford.

These thought-provoking glimpses of some of the people heading up the present world forces, and of their varying philosophies of life, give us an entirely new view point on the trend of modern affairs. Particularly illuminating are the opinions on Sovietism, the attitudes of the different generals concerning the moral and material significance of the Great War and the best insurance for world peace, and the interviews with Mussolini, which give an impression of the man and his ideals quite distinct from that formed after reading the newspapers.

Thirty-two evenings of enjoyment and many subsequent hours of mental cud-chewing, with considerable more understanding of our modern world, are guaranteed the reader.

Dorothy Chacko.

Datta, S. K. *Asiatic Asia, 1932.* Faber and Faber 7s. 6d. 186 pp.

If the closing year were notable for nothing else, the publication of *Asiatic Asia* alone would make 1932 memorable for all students of current history. The book is an interesting, if disinterested study of the political, social and economic forces which are moulding the destinies of India, China and Japan, the three countries which comprise 'Asiatic Asia'—lands knit together by cultural and spiritual unity. By so excluding Turkey (which Kemal Pasha has joined to Europe "by filling the Bosphorous with fezes") and Islamic Asia as well as Siberia, the author clearly marks his field of study, and observes "the inner transformation of three great Asiatic peoples in their passage from the conceptions of theocracy to those of the national state."

Tracing the gradual supersession of religious authority by Nationalism, the author discredits the belief that the East is more spiritual than the West. The present discontent is not divine, but has its root in social and economic inequality of which the people have become painfully conscious after the political and cultural invasion by the West, of Asiatic Asia. The growing importance of economic conditions has been in an inverse proportion to that of religion, which has in turn been supplanted or clouded by German Transcendentalism, Utilitarianism, Communism and Nationalism.

This transplantation of Western doctrines in Eastern soil has brought no good fruit. Nationalism has destroyed religious authority as these following extracts will show:

One of the largest of Buddhist temples is to-day a police training institute; in the innermost shrine, on the pedestal of the central image of Buddha, is fastened a picture of Dr Sun Yat-Sen, and covering the gigantic limbs of the gigantic image are the flags of the republic.

Communism espoused by the younger generation in India has equally unfortunate results:

The old religions and the later idealistic nationalism which took their place with the previous generations, can in the view of these younger people create only discord.

Democracy, too, has been tried with no happier results. No success in westernization has been achieved because of the absence of a stable economic organization. Economic unrest is leading to the break-up of the old order which seems to yield place to newer orders which only corrupt the world; democracy, for instance, is making 'swine' filthy and corrupt, of members of parliament in China.

* * *

Asiatic Asia is, thus, going to pieces, and unless the economic resources of India and China are organized the structure of society may crumble down.

* * *

Dr Datta's observations will serve as an eye-opener to many readers though the book has been written with no propaganda or preaching purpose in mind. It is a scientific though human record of his extensive travels in China, Japan and India. Above all it has the advantage of not parading the dangerous gift of imagination which makes bogies of airy-nothing and mountains of mole-hills.

Atta Ullah Kalim.

Parkash Dev. *Yoga as the system of physical culture and how to defy disease, old age and death* Lahore: Hindu Vidyarthi Sabha, 4, Lower Mall, 1932. 73 pp. illus. p. 40-73. Price Re. 1.

Pt. Parkash Dev is a well-known physical culturist in the Punjab; his fame is now spreading far and wide. For many years he has been studying the Western and Eastern systems of physical culture and has gone deep into the science. Yoga as the system of physical culture needs no introduction to the readers of *The Modern Librarian*. Ancient India had no religion--religion in the modern sense of the word; I mean watertight compartments among human beings*. There was in India in those days a *dharma* or a mode of living which was obligatory for everybody to follow. It consisted of morning and evening prayers, a method of physical culture which was taught from the very beginning to

every man, and education in codes containing moral, political and social laws. The book under review contains the method of physical culture which was followed by the ancient Indians. The method advocated in the book is no royal road to health. It does not contain any prescriptions of doses which can be swallowed in five or ten minutes in the mornings or evenings, as so many systems of physical culture in the West advocate to give people a good health. Of the 84 yogic exercises the author has selected only fifteen to be practiced from an hour to two a day. By following the yogic system of exercises the ancient Indian lived a very long life--the average age in India in those days was a hundred years. Early death was unheard of.

The book is written in good English. The type is bold and clear. The illustrations are beautiful and the paper is fine. The price is so low as to suit everybody's pocket.

Ratanchand Manchanda.

Educational Survey, 1930. Geneva: League of Nations. 87 p. 2s.

This number of the Educational Survey discusses the meaning and possibility of 'Moral Disarmament.' Partly tired and partly shocked by the experience of the Great War the Nations in the West have been intensely thinking as to how war could be stopped permanently. The first idea that struck them was to request every nation to reduce her armaments which are apparent incitements to war. Then they found that the reduction of armaments was no permanent guarantee against war. A new idea and a very hopeful one has dawned upon them now. They have realized that no national disarmament can be successful unless there is a moral disarmament behind it, and that the League of Nations should never think of prosperous and happy days unless there is the League of Minds, the League of Hearts at the back of it. For the birth of such a league all nations are required to have a community of ideas and aspirations. 'Our ultimate goal,' says Rene Cassain, 'which we should always keep before our eyes, is to educate the intelligence up to an objectively international point of view without destroying its local attachments.' The international point of view has to be inculcated upon the *child* who has to lead the future so that when he grows up he will spontaneously think in terms

*Does religion to-day outside India really mean this or the exact opposite? Ed

of internationalism. 'National and racial animosity are inculcated by parents, teachers, and Press in obedience to false ideals of morality. Older hostilities were based on religious differences. The evil could be destroyed in a generation by correct-teaching, first of facts and then—far more important—by the correct attitude of mind to those facts.'

All contributors to this number of the Educational Survey suggest a new education in schools, an international type of education with international text-books and history. This is a very happy suggestion. We are, however, inclined to believe that the ideal that the Moral Disarmament Committee has set before itself will always remain a pious hope unless a new cosmopolitan philosophy of life and religion is taught and stressed right from the beginning. This will produce 'the correct attitude of mind' to interpret and appreciate international facts. On this point particularly India *can* make a contribution. Yet not a single line appears from the pen of an Indian in this Number.

R. R. Kumria.

Jacob, T. N. *The Reconstruction of the Curriculum of the Elementary Schools of India.* 206 pp. 1932. Calcutta, Association Press. Rs. 1-4-0.

Dr Jacob by writing this book has met an imperative need. In about two hundred pages he has in a very lucid manner summed up the present-day educational theory and practice with an emphasis mainly on the Project Method. The book is beautifully illustrated. It is divided into two parts. Part one deals with an analysis of the typical Indian attitude and the need for a radical change in it in the light of modern educational theories and part two discusses the Project method with practical suggestions for working it out in Indian elementary schools. The most inviting thing about the book is that it creates for the reader an Indian atmosphere, raises problems typical to Indian needs and makes an attempt to seek solution for them.

The average Indian is individualistic, selfish, and isolated. His mind is hedged round by caste-prejudice. He is under the influence of the philosophy of Fatalism. To keep in line with the rest of the world he has to learn tolerance, co-operation, team-work and the habit of appreciating another's point of view. He

has to know the value and dignity of labour and lastly he must be convinced that human effort counts. "This spirit cannot be produced by the enactments of a legislature. It can be effected only by creating a change of attitude in the people.' For that purpose we have to begin right from the elementary school. 'To education has been committed the leadership of the India that is to be!'

What we need is a new curriculum of the elementary school, a curriculum that will lead us to the Ideal that we have set before ourselves. Dr Jacob presents such a curriculum. We hope his book will be read with enthusiasm by every teacher.

R. R. Kumria.

Steeksa, John. *Working the Mind.* 138 pp. 1932. London, Pitman. Rs. 3-12-0.

A book that attempts to teach how to think effectively. It does help people to know what deliberate thinking is and how it can be started and carried on.

'Sheer hard thinking is not a wandering, informal go-as-you-please process. It is more like a military campaign with one main objective and a series of points of attack. To have an objective or *purpose* as we shall call it, is an indispensable first step in real thinking.' With a strong purpose in mind we have to proceed. 'The way to start thinking is by raising questions and trying to answer them. The author gives copious illustrations of this plan. He has also suggestive chapters on sense-training, observation, remembering, imagination and association of ideas. Though the book is not the last word on the subject, it does need to have sympathetic attention.

R. R. Kumria.

McDougall, William. *The Energies of Men* London, Methuen. pp 389, Rs 6/6/- 1932. London, Methuen.

The book under review is the fruit of Mc Dougall's long years of patient study, keen research and minute observation. The aim of the author is to 'present in one volume of moderate compass the most essential parts of his great books, the Outline of Psychology and Outline of Abnormal Psychology. But in doing so he has shown a distinct advance over his earlier works in the matter of clarity and depth of understanding.' As one turns

over ten pages one finds that the author has displayed a very open mind in as much as he has allowed himself to make use of all important contemporary psychologies. The Gestalt school and the schools of Spearman and Freud meet in him in a very wholesome blend. He has not been slow to learn from whatever quarter he could.

In the first few chapters one misses the author's old enthusiasm and fervour. He seems to be busy with defining and clarifying his favourite concepts, such as, ability, tendency, profressity, instinct, appetite, taste, dispositions, temper, temperament, intellect and character. If the push and go of the earlier enthusiast is missing, there is instead the dispassionate presentation of a mature thinker. If his pages are full of definitions, this is because definitions are the goal of every science; and a great thinker when reaching the end of his labours cannot do anything else.

Chapters on the subconscious working of tendencies are very well written and a chapter on Learning and the Steering Processes, is a new and useful contribution.

Learning according to the author involves five steps; namely (1) desire or impulse towards the goal; (2) relevantly selective insight; (3) fore-sight; (4) pleasant or unpleasant feeling, qualifying the fore-sight and reinforcing or checking the impulse according to—the quality of the feeling; and finally, (5) retentiveness, which brings back the appropriate feeling upon re-perception of the situation which has previously evoked it.

The author takes pains to emphasize the fourth point. He thinks and insists on it, that pleasure and pain are associated with fore-sight of the desired goal as against Thorndike who associates them with the achievement, or failure to attain the desired goal. Perhaps both are right and a combination of the two views will give us the whole truth.

R. R. Kumria.

Buck P. S. Sons. *New York: John Day.*
\$ 2. 50.

"Sons" is a good book and a not unworthy successor to "The Good Earth," though both have defects which reflect the limitations of the author's missionary background rather than any weakness either in her power of observation or literary ability.

Mrs Buck displays a clearer and more intimate understanding of Chinese character types

and their ways of life than any other Western author within my knowledge. Wang Lung the farmer, his wife O-lan and his three sons, Wang the landlord, Wang the merchant, Wang the Tiger, and such minor characters as Lotus, Pear Blossom and many others, are living personalities as well as types; they appear so real to me that I cannot resist the temptation to search my memory for their prototypes among my acquaintances at home. Despite minor inaccuracies (such as the statement on page 225 that the magistrate does not know of the corruption in his own court), the book conveys a general impression of authenticity which puts to shame such fantastic stupidities as are to be found in the Fu Manchu type of novel.

This impression of authenticity is due as much to Mrs Buck's intelligent selection of material as to the marvellous literary medium which she has chosen, or rather created. Her style reminds me of the paintings of the great Castiglione, who produced a new type of art by introducing Chinese technique into his work. Mrs. Buck not only relates an entertaining story in so many words, but she also does it in a characteristic Chinese fashion, so that the very way of telling the tale, the arrangement of material and method of emphasis, all convey an impression that is distinctly Chinese. To those familiar with the literary treasures of China, the influence on the author of such great Chinese novels as "The Story of the Three Kingdoms" and "Shui Fu Chuan" (which I understand Mrs. Buck is now engaged in translating) is evident. Much local colour is added by the introduction of Chinese terms, such as "the fire wagon" for train. The book also owes its beauty and distinctiveness of style to the countless Chinese expressions which can be found on almost every page.

Mrs Buck's talent has enabled her to make the best use of her knowledge of the Chinese language and literature, although there are times, when she borrows certain usages of the feudal Chinese novel with unfortunate results. (The intelligent reader must have suspected that the tedious, mechanical repetition of anger displayed by the war lord before every deliberate act of violence or warfare is the product of some archaic literary form.) But on the whole, the author has created a medium which is excellently suited to her material, and has thus achieved a unity of content and form which is the essence of good writing.

There is, however, a far more important question in connection with this book than its

authenticity and style. Neither "The Good Earth" nor "Sons" can be treated merely as stories without sociological significance. The main purpose of the author, as she herself admits, is to trace the "long wavelike motion of rise and fall of families characteristic of the civilization of the Orient." In other words, she set out to write a sociological novel, or rather a series of such novels. Thanks to her excellent power of observation and her unusual knowledge of Chinese conditions, she has partially succeeded in portraying representative social types, and bringing out the philosophy of the petty-bourgeois farmer who worships his land, his chief means of production, and who treats the increase of landed property in his own family as the sole purpose of life. She has also succeeded in emphasizing the great value which most Chinese attach to family continuity, and the personal, dynastic and feudalistic attitude of the Chinese war lord toward his position and responsibilities.

But any picture of Chinese society would lack a most vital factor if it did not take into full consideration a basic fact—that is, the influence of imperialism with all its implications. Mrs Buck's missionary background here asserts itself in an outstanding fashion. The great role played by the agents of foreign business interests and imperialist governments in the making and unmaking of war-lords, as well as in the basic alignments in civil wars, is notorious, but Mrs Buck leaves this entirely out of the picture. Instead, she seeks to find the cause of civil wars in "the difference in temper and even in blood and language" between the war-lords of north and those of South China—an explanation utterly superficial as well as incorrect.

There is another basic feature in Chinese society which Mrs Buck passes over lightly, though it deserves extensive treatment in a book of this kind. I refer to the relation between the landlord and the tenant. Wang, the absentee landlord, lazy, self-indulgent, spineless in dealing with members of his family and his own kind, but vicious and cruel in dealing with his tenants, is well drawn. So are his sons. The misery of the mass of the people is realistically presented. But even a careful reader gets no idea of the effect produced on the overwhelming majority of the Chinese peasantry by the semifeudal land system; and the author of this peasant chronicle fails to stress

the relation of usury to the rise and fall of the peasant family. This relationship between the land system and the miserable condition of the Chinese peasantry is the key to the understanding of the village life of China in our generation. It has already found expression in the gigantic struggles for the establishment of Soviet rule in the south and rent and tax strikes in the north of China; and a new type of Chinese peasant, militant and conscious of his revolutionary mission, has emerged. Mrs Buck refers to this only vaguely, and the limitations of her social background and environment prevent her from catching the spirit of this vital aspect of contemporary Chinese life.
—*The New Republic*.

CH'AO-TING CHI.

Durga Parshad, I. *Some aspects of Indian foreign trade, 1757—1893.* London: King. 12 s.

It is a pleasure to read a book of Indian economics as free from polemic as Dr Parshad's. He is one of a growing band of Indians who write with such detachment as few historians of any country attain when handling national affairs. Stopping just before the fiercely controversial period inaugurated by Sir Henry Flower's speech on the cotton duties in the House of Commons (1894), and in our day dominated by Mr Gandhi and his spinning wheel, he discusses the earlier course of British-Indian trade relations with a wealth of illustrative matter and documentation, doing more than his title promises, since he gives sixty closely-written pages to the half-century preceding Plassey. He touches on not a few points of angry argument but keeps restraint throughout, and is able to remember that other ages had different ideas and different standards from those of to-day.

Two slips need correction. Sir Josiah Child and John Child were no brothers, though the Dictionary of National Biography says they were, but were unrelated except in name and knavery. On page 149 he writes "The first mention made of coffee as an article of trade between India and England, is in a Revenue letter from the Government of Bengal, dated June 29th, 1826, to the Court of Directors". No doubt Dr Parshad is thinking of coffee actually grown in India; Arabian coffee was sent by the East India Company to England as far back as 1658, the date of the first notified importation.
—*Spectator* Edward Thompson.

Chacko, Chirakaikaran Joseph. *The International Joint Commission between the United States of America and Dominion of Canada.* New York: Columbia University Press, 1932. pp. 7, 431.

Swift tells us that he who makes two blades of grass to grow where only one grew before deserves well of mankind. The author of the present volume deserves a like encomium, as he has made a blade to grow where none grew before. In furnishing to the world for the first time a systematic and comprehensive exposition of the non-spectacular but effective work of an international board that has for twenty years adjusted differences that have arisen along the 3,000-mile stretch of "Undefended boundary" between the United States and the British dominions to the north, he has performed a real service to all who are interested, as students or as administrators, in the development of processes for the application of principles of law, of equity and of mutual convenience to the relations of neighboring nations.

The International Joint Commission now in question was organized under the treaty between the United States and Great Britain, signed by Elihu Root and James Bryce at Washington, on January 11, 1909, for the purpose of preventing disputes regarding the use of the boundary waters of the United States and Canada, and of settling all questions then pending or which might arise involving the rights, obligations or interests of either in relation to the other, or the inhabitants of the other, along their common frontier. The commission is composed of six members, three appointed by the United States and three by Canada. In matters involving the use, obstructions, or diversion of waters, the commission may by a majority render a decision; but in other questions it has no arbitral power, and can only report its conclusions to the two governments. Where the commission in any case equally divides, each side makes a separate report to its own government, and it then remains for the two governments to endeavour to reach an adjustment. The Commission is empowered to administer oaths and to take testimony, and is required to hear all parties interested in the proceedings before it.

Not only are the boundary waters of the United States and Canada' including the Great

Lakes, the thoroughfare of an immense commerce, but they are also used for domestic and sanitary purposes, for irrigation, for industry and for the development of light and power. The diversification and multiplication of uses eventually led, as the author points out, to the realization on both sides of the boundary of the need of a permanent administrative machinery, international in its constitution and operation. The jurisdiction of the joint commission is partly compulsory and partly voluntary. The compulsory jurisdiction comprises the effective supervision of the use, obstruction, or diversion, either by the governments or by private persons, of boundary waters or of waters flowing from and across the boundary, and the adoption of adequate safeguards against injury to interests on either side of the line. These aspects of the subject are presented by the author in full detail in a chapter on the commission's judicial powers; and, as an aid to the visualization of the problems involved there is published at the beginning of the volume, with the permission of the secretary of the Canadian section of the commission, a map of the waterways in respect of which questions have arisen or are likely to arise. Chapters are also devoted to the administrative and the investigating powers of the commission, to its voluntary jurisdiction, and to its procedure. The cases with which the commission has dealt, and the decisions and adjustments reached, are carefully analyzed, explained, and summarized. The survey clearly demonstrates that the commission has made a substantial contribution to the cause of international justice and contentment and given to the world another and highly instructive example of what may be accomplished not only for peace but also for prosperity by applying judicial and conciliatory methods to the settlement of international differences that necessarily grow out of competitive national interests.

The reader cannot fail to perceive that the author has been animated in the performance of his laborious task by an enthusiasm for his subject. This circumstance enhances the pleasure with which the reviewer welcomes the author as a co-laborer in a field which he has himself so long tried to cultivate.—*Columbia Law Review.*

John Bassett Moore.

*Books to Read

S. KUMAR,

Imperial Library, Calcutta.

***Bailey, T. Graham.** *History of Urdu Literature.* Calcutta, Association Press, 1932. Rs. 3.

This volume forms a part of the Heritage of India series and comprises a short history which aims at describing Urdu and its literature down to the end of 1928. Living writers as a rule are excluded, but an exception has been made in the case of Iqbal whose fame seems to warrant his inclusion and to whom detailed reference is to be found. The work is supplemented by a bibliography which will be helpful for further study, but in English the literature on the subject is very scanty. The account given in the book of the origin and early history of Urdu considerably differs from that given in any previous writing, especially in respect of antiquity attributed to it and the importance attached to Punjabi and the Punjab with regard to its development. The book contains a good account of Urdu literature in Deccan and much that is to be found there about Dakhini authors is new. Many of them were hitherto unknown even by name to the Northerners. In order to give an idea of what Urdu poetry is like, a few translations have been added which are author's own and which were mostly published in the Bulletins of the School of Oriental Studies. The author's erudition and masterly treatment renders it a valuable contribution to the literary history of India.

***Gore, Charles.** *The Philosophy of the Good Life. Gifford Lectures.* (1929-30). London : John Murray. 10s. 6d.

These lectures do not form any systematic apologia for the Christian faith. The subject dealt with is the idea of good life as it is found in history, and a general survey of historical nature occupies a great portion of the work. An attempt at an analysis has been made of the idealistic presuppositions as well as of the more definite monotheistic presentations of the good life, and in the last four of these lectures Dr Gore endeavours to prove that the monotheistic presuppositions are more rational and superior. Students of theology, who accept the Christian faith and whose thoughts travel in the prescri-

bed groove of vicarious atonement and apostolic revelation, will find much in these lectures with which they will agree and will appreciate the Christian "evidences" put forth therein.

Kaun, Alexander. *Maxim Gorky and his Russia.* London: Jonathan Cape, 1932 15s.

It is an account of the life and doings of Aleksyei Maksimovitch Pyeshkov, commonly known by his assumed name Maxim Gorky, brought up to the present day. The subject of the biography is still living and will be sixty-four next March. The author says that despite Gorky's age and an ancient tuberculosis of the lungs, he is still known to be vigorously active and very keen in responding to life, and its varying conditions. His attention, alertness and his absorbing devotion to the cause of the new democracy in a nascent Russia were greatly appreciated and his regenerated country reciprocates by dearly loving her Stormy Petrel of the Revolution. The author is aware of the disadvantages of writing a biography of a person who is living and acting. The writer of such a biography is doubly embarrassed; first, the available material cannot claim finality, and secondly, disclosure generally takes the place of a very substantial portion of such material after the death of its subject. Yet the author has been prompted to present us with a brief survey of Gorky's life, some sixty years of it, in any event, as a sharply defined period, when the Stormy Petrel of the Revolution lived in and wrote about Russia on the eve of the great political upheaval which is unique and unprecedented so far as the solution of some of the most intricate democratic problems are concerned. His spectacular public activity, says the author, "passed largely under the old order". His literary activity is mainly concerned with the portrayal of pre-revolutionary Russia, although he is responsible for a few minor articles in the various journals on the present-day political problems as they affect his country. His latest novel ends with the death of Lenin and Mr Kaun doubts if Gorky will venture to portray more recent Russia,

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

for which Mr Kaun thinks Gorky lacks both perspective and intimate familiarity. But pre-Soviet Russia Gorky has known very well and has described with acute perspicacity and truthful vividness, which acquire poignancy to such an extent as is rarely found in any other writer. Gorky's dynamic participation in the movements and currents of his country and his acquaintance with its leaders of thought and action render him the representative Russian of his age, and the author of the biography has attempted portraying Gorky with the brilliant background of a transitional Russia in a state of social and political reconstruction.

***Macilwain, Charles Howard.** *The Growth of Political Thought in the West from the Greeks to the end of the Middle Ages.* New York: Macmillan, 1932. \$3.50.

The work is a substantive contribution to the history of the evolution of political thought in Europe. Literature on the subject is rather scanty. The book deals with the four main periods, namely the classical Greeks, the Roman, the Early Middle Ages and the Later Middle Ages. The legacy of these periods to the political thought-forms of the later ages is indeed very considerable. The heritage of the past is the main factor in the development of the future thought and culture, and the fact has been elucidated with great care in this admirable handy volume within the compass of a little over 400 pages.

The legacy of the past has not however always been helpful to our modern development and onward march. The later mediaeval ideals and conceptions were altogether alien to what are being upheld now, and the modern conception of "state" is altogether different from what the mediaeval political philosopher formed about it. The work does not comprise one continuous study on the theme. It incorporates three distinct studies and for this the historical materials are at fault. The students of political science will be greatly benefited by an adequate interpretation, put forth by the author, of the factors that operated in the growth and development of the political ideals and conceptions from the earliest times down to a certain definite epoch in the history of European culture.

***Magon, F. Alexander & Hodgins, Eric.** *A History of Aircraft.* New York: Macgraw-Hill Book Co., 1931. 21 s.

The aim of the authors has been to place between a set of covers something approaching a complete and up-to-date record of the aeronautic art in the domain of aviation as well as in that of acrostation. The history of aircraft development has been considered without regard to geographical accident. Comprehensiveness within the sensible limits of selectivity is the marked feature of the book. At the end of the book a chronology of flight is given which certainly adds to the usefulness of the book.

***Marett, R. R.** *Faith, Hope and Charity in Primitive Religion.* (Gifford Lectures, 1931-32). Oxford: Clarendon Press, 1932. 10 s.

These lectures were at first delivered in 1930 before the Lowell Institution, Boston. They were afterwards amplified and delivered as Gifford Lectures before the University of St Andrews. They may be regarded, perhaps with a considerable force of argument in their favour, as studies on primitive religion and cultural anthropology although the technical details have been lightly passed over. Three cardinal principles of Christianity have been taken up as subjects of discussion, and attempts have been made to show how far the religions of the primitive people cherish them as nobler spiritual conditions and how far they, in respect of the religions of the savages, make for righteousness and piety. Faith, hope and charity are the emotions which, since the dawn of human consciousness, have been the dominating factors in the human society. They are not late messages from heaven for the civilized people only. They are ingrained in the life-blood of the race and form essences of our race-consciousness and communal existence.

***Marriott, Sir John A. R.** *The English in India; a problem of politics.* Oxford: Clarendon Press, 1932. 12s. 6d.

The author in his preface explains the purpose and the aim of this work. It is not a systematic history of India from the earliest times to the present day, but deals only with the account of the country since the advent of the English down to the recent development in politics and economics. The author has attempted within a comparatively limited scope some of the most difficult and intricate and unique problems arising out of circumstances and conditions hitherto unprecedented in the

history of human civilization. The publication seems to be very opportune at the time when some of the intricate Indian problems stand in the most pressing need of immediate solution. Things have come to such a head at the present moment, when a constitution is in the melting pot, that any contribution however modest to facilitate the study, from various points of view, of the Indian political crisis should be quite welcome. The Imperial British Power finds itself face to face with realities which are never before known to have confronted any other Imperial power in the whole history of civilized mankind. The author thinks it quite apparent that the solution of these pressing problems is to be sought in India and in collaboration with the best minds, both of Britain and of India, although the Parliament and the Electorate of the United Kingdom will become the sponsors of any finality that might be arrived at. But to evolve such a measure as will find acceptance both in India and in England means an apprehension from all points of view of the conditions which these problems present in their essences. It is not possible to attain a clear understanding of these conditions without a knowledge of the historical background. In view of this, a rough sketch of it, with an analysis of the constituent elements of the problems, is what is given in the present work. The author, as a matter of course, used the more accessible primary sources, dispatches, constitutional texts official reports and materials from works previously published on the subject. And although one is struck at the first sight by almost a dearth of footnotes, which the author thinks pretentious and superfluous in a book like this intended for the general readers, a short bibliography of selected works on the subject is appended which will be helpful for further study and reference. The work will be useful to all students of Indian constitutional and administrative problems.

***Pollard, A. F.** *Factors in Modern History.* Third edition. London: Constable. 7s. 6d.

This volume is the third edition and the seventh reprint of a collection of lectures which were delivered before the students of the London University during the years 1903-5. The author is a recognised authority on the subject and all students of history will surely read these lectures with profit and appreciation.

***Russell, Bertrand.** *The Scientific Outlook* London: George Allen & Unwin 1931. 7s. 6d.

This is an interesting handy little volume by a remarkable scientific philosopher of the present day. The work is divided into three parts dealing with Scientific Knowledge, Scientific Technique and the Scientific Society respectively. A brief introduction is prefixed where the author makes a running survey of the implications of Science and its influence on human civilization. There is no gainsaying the fact that the influence of science is rapidly extending itself over wide region of our intellectual and civil life and will continue to do so as long as there continues to be human existence on the face of earth. Science primarily signifies knowledge systemised, organised and co-ordinated. As the pure pursuit of truth it is equal to art, but as it gives man the power of manipulating and controlling nature it attains a social importance to which art can never aspire. Science brings about changes in our social life and alters the traditional institutions or replaces them by new organizations in accordance with the new light and new method of thinking that it brings in its train. Science provides knowledge which gives man power by which he becomes increasingly able to mould his physical environment and his social *milieu* to his best advantage. The man himself becomes gradually moulded and adapts himself to the new modes and forms which in accordance with wisdom that he gains, are deemed best. A scientific civilization to be good civilization, it is essential that increase of knowledge should bring increase in wisdom which would lead him to "a right conception of the ends of life". As a popularly written manual on scientific method and as a general discourse on the value of scientific knowledge and the influence of science on the diverse human institutions and organizations the work is of outstanding importance and will be read with profit and admiration.

***Tennant, F. R.** *Philosophy of the Sciences, or the relations between the departments of knowledge.* Cambridge: University Press. 1932. 6s.

This volume contains six lectures delivered in 1931-1932 on the Turner foundation in the University of Cambridge. The first lecture opens with a discussion on the departmental and synoptic knowledge. The relations, in which Typical Sciences, or groups of sciences stand to one another and to knowledge as a co-ordinated whole, are explained. Philosophy

is only a synoptic view of things, an endeavour to grasp the main features and to relate them as parts of one whole. One of the chief and peculiar functions of a philosophy of the sciences consists in the sifting of the methods and products of special sciences. A systematic arrangement of the different departments of knowledge in order, according to dependence of one upon another and presupposition of one by another, is what is involved in a philosophy of sciences. About the systematic arrangement of them some difficulty is met with. This leads to the distinction of *Ordo essendi* and *Ordo Conspiciendi* from *Ordo cognoscendi* which is the only way to make it possible to arrive at a known *Ordo essendi*. It naturally involves a clear understanding of the relation of psychology of knowledge to the philosophy of sciences, and hence to this theme the second lecture is devoted. The empirical and psychological knowledges, in general, stand first in the systematic arrangement of the sciences, and history, in the broadest sense of the term, must come second in order of pre-supposition. Psychology almost wholly constitutes the science of knowing; history constitutes the first science of what is known, in that the subject matter of all other sciences of the actual takes its rise in the historical. Or in other words all inquiry with regard to the philosophically significant relations, in which various departments of knowledge stand to one another, can only be conducted by the analytic and genetic psychology of cognition. The third lecture elucidates this point. From history in the generalized sense in which it includes natural history and actual happenings of every kind, Dr Tennant passes to history in the more usual senses of knowledge concerning human affairs, and in the fourth lecture he explains the relations of history and dogmatic theology to each other and to the sciences. In the fifth lecture, the relations of the natural and pure sciences to each other and to philosophy and metaphysics have been explained. Natural science substitutes the realistic theory of knowledge, dictated by common sense, for phenomenalism to which psychology also points. Science now renounces its domain over ontology and disclaims to be a substitute for metaphysics. Specific sciences are largely autonomous and hence cannot be reduced to one type. But this irreducible diversity between some of the departments of natural knowledge renders them incapable of passing as a whole into science *par excellence*. Such diversity would, for science *par excellence*, be irrationality and would

naturally debar science from bringing about a complete rationalization of the world. The pure sciences of mathematics and logic are not fundamental, but in a sense instrumental to the natural sciences. The pure sciences are concerned with the realm of the valid or the realm of the subsistent relations which constitute the difference between truth and error in reasoning of the mathematical kind, and coerce the mind when it pursues such reasoning. There is also reason to believe that the order and form described by the pure sciences are founded on nature and behaviour of actuality, and in symbolic logic and mathematics we are constrained by the logical necessity of relations which subsist between idealities. There is however no absolute hierarchy of sciences and their order is matter of a human interest. In the last lecture the relation to other departments of knowledge is dealt with. Independence and isolation of theology as a science rests on the assertion that *immediate* apprehension of *unique* data which constitutes religious experience belongs to a *real* as distinct from *imaginal* or *ideal* realm. Theology, there in its isolation from other departments of knowledge, is a science of subjectivity, or more accurately it may be defined as the knowledge concerning human mentality. The sciences however serve as guiding principle and lead the intellectual curiosity of man and his natural inquisitiveness to philosophy, and from the philosophical standpoint, the intellectual man finds that he and the world constitute one organic whole whose essence is God and whose existence depends upon the realization of the good. It is then that philosophy passes into natural theology and this is the relation, Dr Tennant holds, in which theology stands to the other departments of knowledge.

*Taylor, A. E. *The Faith of a Moralist. Gifford Lectures, 1926—28. 2 ser. London: Macmillan, 1930. 305*

These lectures were delivered in 2 series. The 1st series deals with the Theological Implications of Morality and the 2nd series has for its theme Natural Theology and the Positive Religions. Theological implications of morality involves a discussion of the relations between Ethics and Divinity. "The strictly ethical life", says Prof. Taylor, "is neither merely successive nor wholly abiding. It is the life of advance from merely animal acquiescence in succession towards the whole and simultaneous fruition of a complete good. Ascent in the

scale is attended by progressive unification of both good and virtue." Here the spheres of morality and religion make a contact. Virtue has been described as the efficient living of the social and intelligent life, just as health is the efficient discharge of physiological function. Morality seems to imply an eternal destiny for the human person; and so far as life is an endeavour for the adjustment of the self to such a destiny, it ceases to be merely ethical and takes on a specific religious character. Three great supernatural implications of the moral life are God, grace and eternal life. These Prof. Taylor calls the central themes of the great historical world-religions. "Natural" religion and theology have been the products of meditation of thinkers brought up as members of societies with specific religions and traditions, and have never flourished except in soil and atmosphere of historical religion. No adequate justification can be brought up in support of religions individualism. Piety like any other activity in life, is not supposed to flourish in the individual and requires to be sustained by a corresponding organised activity on the part of the community; and again all reference to community involves acknowledgment of some authority to which the individual is required to tender his allegiance. All historical world-religions profess to possess truth about the unseen order, not to be discovered by reflection which cannot deviate from the methods and ways of common human experience. It originates in a specific self disclosure from the side of the unseen, and is accepted as final and not provisional. The author as a matter of course upholds the theory of "revelation". The world-religions, in accordance with the views taken up by the lecturer, have been the most potent forces in bringing about moral reform, though none has ever aimed at it as its chief objective. All are concerned primarily with God and moral change follows as the effect of a new disclosure about God. But there is always for the theologian the problem of distinguishing the permanent substance of the "revelation" from its imperfect expression. Prof. Taylor recognises the difficulty of distinguishing between a permanent "deposit of faith" and the always progressive theological formulation of it. The completest "revelation" conceivable in an actual temporal life is also in all its details, the complete and adequate vehicle of the eternal. That such a life has been lived in actual fact is the conviction which gives Christianity its distinctive character. Every social activity, in order to preserve it from debase-

ment should find worthy expression, and for keeping it alive, it should have occasions of special prominence, and thus the "ritual" has its justification. Prof. Taylor then proceeds to discuss the superiority of sacramental religion, and, as such, he thinks Christianity, which is highly a sacramental religion, is worthy of being regarded as the leading world-religion for its great spiritual effects. These lectures have struck a new path and tried to prove that individualism in piety and religion and purely ethical concepts, as motive power in human existence, have been although from time to time, thought to be factors potent enough to regulate individual human life, are not of any great value for the regulation and coordination of man's activity with reference to community. The specific self disclosure from the side of the unseen is the truth which the historical world-religions profess to possess and which is to be regarded as final for "right living". The conclusions are worth consideration, and the lectures will be greatly valued by the students of theology and also by those who are on the lookout for an apologia for the historical world-religions and the revelations from the unseen as well as the great spiritual truths which each of these religions possesses.

*Winslow, Jack C. & Elwin Verrier. *The Dawn of Indian Freedom, with a foreward by the Archbishop of York. Second edition. London: George Allen. 1932. 4s. 6d.*

This little book has been written by two of the members of *Christa Seva Sangha* with the object of interpreting something of the Indian outlook of the present situation to the West. The authors are both Englishmen and Christian priests who have thrown in their lot with India and desire to serve her in their own way. The *Sangha* to which they belong is a brotherhood of Englishmen and Indians formed with the view to interpreting the Gospel of Christ to India in the utmost possible detachment from the purely European elements which cannot be altogether eliminated from its interpretation and exposition by those who cling to the ideas and conceptions of the West and the mode of thinking which is alien to the Oriental mind. Establishment of mutual understanding between the Westerners and the Orientals has always been difficult; this is probably more owing to the fact that the mental habit in both is different than to any other cause that might be operating. The *Sangha* realized this, and in the formation of the brotherhood one sees an attempt at up-

holding the Christian ideals in the Oriental light before the eyes of Orientals, with invitation for accepting the teachings of the Prophet of Nazereth, who was himself an Oriental, in their own way and in the manner which might not be altogether detached from their own mode of thinking. This certainly involves a complete understanding of the people and of the problems, social and political, with which they are beset. The work is about the present crisis in India, and in the turmoils of the recent years two members of the brotherhood have come forward with their

views with regard to the conditions which must be fulfilled in order that goodwill, peace and happiness may prevail. They, who have given their lives to interpret the religion of the West to the East, now feel an inner obligation and call from their experience to interpret the Indian mind to England. It would not be altogether baseless to hope that this little volume might be fruitful in creating a truer appreciation of the Indian outlook among the Englishmen than what they otherwise would have from the reports of the heated debate in the political arena.

Suggestive List of Reference Books

SANT RAM BHATIA,

Forman Christian College Library, Lahore.

THE SELECTION of the most important reference books for a small library is often difficult to make, depending as it must upon the amount of money available, which often is too limited to buy even the essential works of reference. While the selection depends also upon the character of the library, there are still many books which are necessary to every library. No library, however small and whatever its character, can be complete without a dictionary, an encyclopaedia, an atlas, and a biographic dictionary.

To assist in selecting for a small library, this suggestive list of reference books is offered. It must be remembered that these books can often be bought for less than the published price, at auction or second hand. Many important books of reference are published by the Government and can be obtained free. The personal estimate of a reference book based upon experience and habit will always influence in its selection. Therefore the following list is not claimed to be the best possible, but it may be helpful to some who find difficulty in selecting reference books.

DICTIONARIES.

1. Baldwin. Dictionary of philosophy and psychology. 3 Vols in 4.
2. Hastings. Dictionary of the Bible. 5 Vols.
3. Smith. Dictionary of the Bible. 3 Vols.
4. Hughes. Dictionary of Islam.
5. Palgrave. Dictionary of political economy. 3 Vols.
6. Weston & Crew. Dictionary of economic and banking terms. 1930.
7. Motteau. Esperanto-English dictionary.
8. Skeat. Etymological dictionary of the English language.
9. Ware. Passing English of the Victorian era, a dictionary of heterodox English slang, and phrase.
10. Fowler. Dictionary of modern English usage. 1926.
11. Oxford dictionary: a new English dictionary on historical principles. 10 Vols.
12. Concise Oxford dictionary. 1929.
13. Century dictionary and cyclopaedia. 2 Vols.
14. Chambers's Twentieth century dictionary of English language.
15. Allibone's Critical dictionary of English literature.
16. Ram Narain Lal. Student's practical dictionary containing English words with English & Urdu meanings. 1927.
17. Ram Narain Lal. Student's practical dictionary containing Hindustani words with English meanings. 1929.
18. Webster. New international dictionary of the English language.
19. Webster. Condensed dictionary of the English language.
20. Crabb. English synonymus explained.
21. Fluegel's English-German and German-English dictionary.
22. Kluge. Etymological dictionary of the German language.

23. Edgren's French and English dictionary.
 24. Ainsworth. Latin dictionary. 2 Vols
 25. Andrews. Copious and critical Latin-English lexicon.
 26. Liddell. Greek English lexicon.
 27. Velasquez's Dictionary of the Spanish and English language.
 28. Smith's Dictionary of Greek and Roman biography.
 29. Brewer's Dictionary of phrase and fable.
 30. Dictionary of national biography. 24 Vols.
 31. Judson. Dictionary of Burmese and English.
 32. Yanagisawa. Standard dictionary of the English, Chinese and Japanese languages. 1894. 2 Vols.
 33. Smith. Smaller classical dictionary.
 34. Dickens dictionary.
 35. Thackeray dictionary.
 36. Wheeler. Dictionary of the noted names of fiction.
 37. Bartlett. Concordance to Shakespeare.
 38. Cunliffe. New Shakespearean dictionary.
 39. Dyce. Glossary to the works of William Shakespeare.
 40. Nares. Glossary illustrating English authors particularly Shakespeare and his contemporaries. 2 Vols.
 41. Schmidt. Shakespeare-lexicon. 2 Vols.
 42. Tennyson dictionary.
 43. Gulab Singh. Paniabi dictionary.
 44. Ludhiana Mission. Dictionary of the Panjabi language.
 45. Forbes. Dictionary. Hindustani & English.
 46. Shakespeare. Dictionary—Hindustani & English.
 47. Platts. Dictionary of Urdu.
 48. Feroze-ud-Din. Feroze-ul-laggat Urdu. 2 Vols.
 49. Doctor, S. B. Persian and English dictionary.
 50. Inayat Ullah. Lughat-e-Farsi.
 51. Johnson Dictionary, Persian, Arabic and English.
 52. Khair Ullah. Twentieth century Persian dictionary or Aziz-ul-Lughat.
 53. Phillott. Colloquial English-Persian dictionary.
 54. Steingass. Arabic-English dictionary.
 55. Apte. Student's Sanskrit-English Dictionary.
 56. Macdonell. Sanskrit-English dictionary.
 57. Shiv Ram. Student's English Sanskrit dictionary.
 58. Wilson. Dictionary in Sanskrit and English.
 59. Williams. Sanskrit-English dictionary.
 60. Adam. Dictionary, English and Hindi.
 61. Bate. Dictionary of the Hindi language.
 62. Sundar Das. Hindi scientific glossary.
 63. Kanga. Complete dictionary of the Avesta language.
 64. Reineccio. Lexicon Hebraeo-Chaldaicum.
 65. Roy. Complete Hebrew and English critical and pronouncing dictionary.
 66. Schroeter. Dictionary of the Bhotan or Butan.
 67. Magnus. Dictionary of European literature.
 68. Dictionary of scientific terms.
 69. Gore. Astronomical glossary.
 70. Sloane. Standard electrical dictionary.
 71. Kingzett. Chemical encyclopaedia
 72. Olsen. Van Nostrand's chemical annual.
 73. Patterson. German-English dictionary for chemists.
 74. Watt. Dictionary of chemistry. 4 Vols.
 75. Thorp. Dictionary of applied chemistry. 5 Vols.
 76. Scientific American Cyclopaedia formulas.
 77. Artschwager. Dictionary of biological equivalents.
 78. Bailey. Standard cyclopaedia of horticulture. 3 Vols.
 79. Henderson & Henderson. Dictionary of scientific terms.
 80. Julian. Dictionary of Hymnology.
 81. Sturgis. Dictionary of architecture and building.
- General and other Important Reference Books.**
82. Encyclopaedia Britannica. 14th ed 24 Vols.
 83. Chamber's Cyclopaedia of English Literature. 3 Vols.
 84. Cambridge history of English. Literature. 20 Vols
 85. International Library of Famous Literature. 20 Vols.
 86. Warner. Library of the World's best Literature 28 Vols.
 87. Jack's Reference Book.
 88. Benham. Book of quotations.
 89. Douglas. Forty thousand quotations.
 90. Jones. Dictionary of foreign phrases and classical quotations.
 91. Bartlett. Familiar quotations.
 92. Dalbiac. Dictionary of quotations ; English.

93. Hastings. Encyclopaedia of Religion and Ethics. 13 Vols.
 94. Cambridge modern history. 14 Vols.
 95. Historian's history of the world. 25 Vols.
 96. These Eventful Years; the twentieth century in the making. 2 Vols.
 97. Beeton. Classical dictionary.
 98. Lempriere. Classical dictionary.
 99. Seyffert. Dictionary of classical antiquities.
 100. Beale. Oriental biographical dictionary.
 101. Beeton. Dictionary of universal biography.
 102. Cassell's New biographical dictionary.
 103. Cyclopaedia of India. 3 Vols.
 104. English & Pope. What to read.
 105. New International Encyclopaedia.
 106. Bliss's New Encyclopaedia of Social Reform.
 107. Sargent's Harner's Cyclopaedia of British and American poetry.
 108. Harper's book of facts.
 109. Statesman's Year Book.
 110. Indian Year Book.
 111. League of Nations. International Statistical Year Book.
112. Grove. Dictionary of music and musicians
 113. Henley. Twentieth century book of recipes.
 114. Little's Cyclopaedia of classified dates.
 115. Granger. Index to poetry and recitations.
 116. Champlin. and Perkins. Eyclopaedia of painters and paintings.
 117. Walsh. Curiosities of popular customs.
 118. Deems. Holidays and holidays.
 119. Dow's Atlas of European history.
 120. Bartholomew. Atlas of the world's commerce.
 121. Brewer. Reader's handbook.
 122' Moulton. Library of literary criticism.
 123. Lalor. Cyclopaedia of political science.
 124. Walsh. Handy book of literary curiosities.
 125. Nichol. Tables of history: Ancient and European.
 126. Cambridge natural history.
 127. Book of knowledge.
 128. Sonnenschein. Best books
 129. " Reader's guide.
 130. Books to Read. Library Association, London.

The Portrait of a Good Man

Lord, who's the happy man that may to Thy
 blest courts repair,
 Not stranger-like to visit them, but to inhabit
 there?
 'Tis he whose every thought and deed by rules
 of virtue moves,
 Whose generous tongue disdains to speak the
 thing his heart disproves.
 Who never did a slander forge, his neigh-
 bour's fame to wound,
 Nor hearken to a false report by malice whis-
 pered round.
 Who vice, in all its pomp and power, can treat
 with just neglect;

And piety, though clothed in rags, religiously
 respect.
 Who to his plighted vows and trust has ever
 firmly stood.
 And though he promise to his loss, he makes
 his promise good,
 Whose soul in usury disdains his treasure to
 employ,
 Who no rewards can ever bribe the guiltless
 to destroy.
 The man, who by his steady course, has
 happiness insured,
 When earth's foundations shake, shall stand,
 by Providence secured.

— Thomas Jefferson.